

Effects of workplace diversity practices on civil construction projects in Nigeria¹

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ABSTRACT

This research project focuses on the impact of a diverse workforce on an organization. We seek to extend the frontiers of existing research on workplace diversity by conceptualizing and empirically examining the effects of different variables that could bring about effectiveness on organizational and employee performance. 72 respondents were gathered from the purposively selected study area using different types of sampling techniques. We collected data through simple Random sampling method and used a qualitative case study including interviews and observations, using appreciative inquiry to learn more about the positive behaviors of employees in a diverse workforce. The results from the research shows that employee training, leadership support, recruitment and employee work experience are key to effective managerial performance. We recommend that organizations should strive to employ employees of diverse cultural backgrounds and experiences because a diverse workforce will lead to higher performance, increased efficiency and improved productivity.

Keywords: diversity, management, civil construction, effectiveness, productivity

1. INTRODUCTION

1.1 Background of the Study

Workforce is defined as “the totality of the people working in an organization” (Hornby 2005). Workplace diversity is defined by Kreitner and Kinichi (2004) as “the multitude of the individual differences and similarities that exist among the people working in an organization”.

This definition is chosen because it underscores an important issue about managing workplace diversity, namely that there are many different dimensions or components of workforce diversity.

This implies that workplace diversity “pertains to everybody in the organization. It is not an issue of demographic characteristics such as age, race, or gender alone” (Thomas, 2006). In other words, “it pertains to the host of the individual differences and similarities that make all the workers in

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the organization unique and different from the others. In other words, workplace diversity is not synonymous with the differences of the workers. Rather, it encompasses both differences and similarities.

This means that managing workplace diversity entails dealing with both simultaneously” (Thomas, 2006). Thus, workplace diversity includes the collective mixture of differences and similarities of the workers. Dealing with workplace diversity “requires managers to integrate the collective differences and similarities. Both of them have to be properly examined, determined and established” (Thomas, 2006).

Harold and Kumar (2012) points out “that in organizational performance index, diversity should capture practices that involve understanding and appreciating interdependence of humanity, culture, and the natural environment; practicing mutual respects for qualities and experiences that are different from our own; understanding that diversity includes not only ways of being but also ways of knowing; recognizing that personal, cultural and institutionalized building alliances across differences in order for people to work together to eradicate all forms of discrimination”.

This study is undertaken to examine the underlining concept of workforce diversity and how it relates to organizational performance. This is important to establish the underpinning variables that give rise to underachieving or overachieving of employee performance. An examination of literature shows little known fact about the relationship of workforce diversity, their needs, motivation and reservations concerning organizational performance.

This study contributes to organizational culture's literature by showing that workforce diversity and organizational goals are an important facet that binds the employees' involvement thus increasing commitment. The concept of workforce diversity and organizational performance has been debated in the last five decades. Workforce diversity and organizational culture has been frequently said “to be responsible for all manner of positive and negative ills”. (Sliani and Lau, 2005). A better understanding of the concept would allow employees in organizations to solve problems and improve performance.

Diversity issues are now considered important and are projected to become even more important in the future due to increasing differences in the population of many countries. Companies need to focus on diversity and look for ways to become totally inclusive organizations because diversity has the potential of yielding greater productivity and competitive advantages. Managing and valuing diversity is a key component of effective people management, which can improve workplace productivity.

Unmanaged diversity in the workplace might become an obstacle for achieving organizational goals. Therefore diversity can be perceived as a "double-edged sword". In an academic context, “diversity encompasses different dimensions including origin, race, gender, ethnic group, language, color, attitude, values, beliefs and religion” (Rau and Hyland, 2003). A similar list provided by Kearney et al. (2009) relates diversity to “minorities including women, people with disability and aged people etc”.

“Organizational performance is the extent to which the organization is achieving its goals and objectives” (Anao, 2000). Shell (2010) explains organizational performance as “the extent to

which the organization is fulfilling the promises it has made to its shareholders". Krietner and Kinichi (2004) observed that "managing workplace diversity is very important in harmonizing the differences and similarities of workers so that the organization and the individuals within them can achieve their goals and objectives". Dressler (2006) has observed that "managing workplace diversity means minimizing diversity's potential barriers such prejudices and bias that can undermine the functioning of a diverse workplace". In practice, workplace diversity management involves both compulsory and voluntary management actions.

1.2 Statement of the problem

An initial roadblock to promoting a diverse workplace has to do with how the company defines diversity. Additionally, the definition of diversity is much broader than it was during the era the term "diversity" first became popular -- the 1960s and 1970s during the initial application of civil rights laws in the workplace. Diversity comprises more than simply race, gender, national origin and religion; multigenerational differences, work style and sexual orientation factor into the contemporary definition of diversity as well.

Workplace diversity exists when companies hire employees from various backgrounds and experiences. Many companies see workplace diversity as an investment toward building a better business. Although workplace diversity provides many benefits, it also poses many challenges to employees and managers.

The discriminatory attitude of some workforce, individual identity, lack of cooperation amongst workers has been extended by workers in same diverse organization beyond limits, which dampens morale with negative performance index. This is because departmental goals are pursued more at the expense of broad organization goals and objectives. Corporate profitability dwindles because the core values of diversity are not properly harnessed.

Similarly, nature of education, training and exposure as a policy issue has left much to be desired on the part of management. This corporate business process in relation to how best global best practice could be applied to achieve profitability is found wanting in these Constructions. Many businesses in Nigeria with a homogeneous workforce risks lose access to groups of customers and clients. This brings communication barriers that lead to problems in a company attempting to create a diverse workplace. When a Nigerian company hires employees of other cultures whose first language is not English, employees and managers experience difficulties communicating with one another. This leads to misunderstandings and a decrease in productivity.

Although workplace diversity benefits an organization as a whole, some employees and managers may not react positively to changes made. Employees who oppose workforce diversity usually reject new ideas and make work environments more difficult. If the company does not handle opposition properly, workplace diversity initiatives may not provide the intended benefits to the company.

On paper workplace diversity may seem like a good idea, many companies experience challenges when attempting to implement changes. Employers must develop strategies for implementation, analyze results and make necessary changes if results do not meet the established goals. The

implementation process may present challenges to everyone involved, and frustrations may arise because implementation is not as smooth as expected.

Once workplace diversity is implemented, companies must effectively manage the changes in policies. This presents a challenge for many organizations. Challenges in managing workplace diversity can stem from several reasons, such as taking the wrong approach to solving diversity issues. For example, a company may adopt affirmative action policies in an attempt to solve diversity problems. Affirmative action is about giving opportunity to previously disadvantaged workers. Hiring based solely on race may not solve diversity issues. Managers face challenges when new employees from diverse backgrounds interact with long-standing employees.

Business leaders know that embracing diversity brings various voices to a team, improves morale and increases overall productivity. However, when they develop and manage diversity programs, managers have difficulty understanding the value of each person's unique abilities or voice. This may be the result of unintended personal bias and differences. Even with diversity programs in place, some team members may be reluctant to share ideas or provide feedback based on historical cultural experiences.

1.3. Aim and objectives of the study

The aim of the study is to examine the effects of workplace diversity practices on civil construction projects in Nigeria using Ponticelli Nigeria Limited as a case study. To achieve this aim, the following objectives are set to:

1. Find out how *employee training* can enhance workplace diversity practices on the *performance* of the civil construction projects in Nigeria.
2. Establish the relationship between managers *leadership support* to workplace diversity and *employee performance* in Nigerian organizations.
3. Find out how organizational *recruitment* can lead to effective *workplace practices* in Nigeria
4. Investigate how *employee work experience* can lead to *organizational performance* in Nigeria

1.4. Research Questions

The following research questions were formulated to address the study:

1. How can *employee training* enhance workplace diversity practices on the *performance* of the civil construction projects in Nigeria?
1. What is the relationship between managers *leadership support* to workplace diversity and *employee performance* in Nigerian organizations?
2. How can organizational *recruitment* lead to effective *workplace practices* in Nigeria?
3. How can *employee work experience* lead to *organizational performance* in Nigeria?

1.5. Research Hypotheses

In order to answer the research questions, the following hypotheses were postulated:

1. *Employee training* does not enhance workplace diversity practices and the *performance* of the civil construction projects in Nigeria.
2. There is no relationship between managers *leadership support* to workplace diversity and *employee performance* in Nigerian organizations.
3. Organizational *recruitment* does not lead to effective *workplace practices* in Nigeria
4. *Employee work experience* cannot lead to *organizational performance* in Nigeria

1.6. Significance of The Study

Diversity would lead to synergistic performance when team members are able to understand and appreciate each other, and capitalize on one another's experiences, knowledge and perspectives. A mix of employees brings a variety of perspectives and ideas to the table, which can provide a business with unique insights market research cannot always provide. Improved diversity also helps companies recruit top performers in an industry and boost the morale of current employees.

Through effective communication, members would be able to evaluate problems and situations from various viewpoints, determine underlying cultural assumptions and create a common social reality, ascertain and explain culturally synergistic alternative solutions appropriately, and establish agreed-upon norms for interaction.

Constructions that view diversity as part of their key strategy rather than a business expense will benefit far greater than the organization that does not, and will reap the benefit of cost reduction in attrition and increased revenues. Consequently, the management is diversified and work on the effects of increasing diversity is the key to assuring that the organization will be able to fully benefit from bringing underrepresented groups into the organization. Some Constructions have adopted diversity management initiatives as a way to improve the ability of diverse groups to work together, and limited empirical research has demonstrated that in diversity management.

Furthermore, workplace diversity is closely related with Human Resource Management in airline industries to attract and recruit the most talented people from a pool of diverse workforce. "Such a diversity-driven approach towards recruiting a range of qualified candidates is needed not least because of the country's diverse population of age and gender" (Soltani, 2010). According to Soltani, "diversified human resources contribute to determining and realizing strategic objectives of the organization, and a systemized approach for making a linkage between organization excellence and effective people management is critical to organizational continuity".

The optimum outcome of this study is to benefit the airline industries in Nigeria by getting along with the top management and workers from different backgrounds that would find the information in this research study useful in accessing the value of workforce diversity in their organization.

1.7 Scope of The Study

This research was conducted on examining the effects of workplace diversity practices on civil construction projects in Nigeria namely Ponticelli Nigeria Limited.

1.8 Limitations of The Study

In such a research there is bound to be several constraints to be encountered. First, there are several construction firms in the country hence the study might not be necessarily representative of all the overall population.

The data set was incomplete for some questions because some respondents either gave no answer at all to some questions or gave incomplete answers. It was difficult for the researcher to decide whether employee did not understand the questions, did not know the answers, or were simply not interested. No responses greatly reduce the number of respondents from an already small sample, thus limiting chances of generalizing the results to the population concerned.

Cost is another issue that limited how widespread our data can be collected, as more data would have been necessary to have a better assessment of clients.

2. REVIEW OF RELATED LITERATURE

2.1. Research Context

EMPLOYEE PERFORMANCE:

According to Hasan. Muhammad, Imran (2009) study, “conflict is a state in which two or more parties have incompatible objectives and in which their perception and behavior is appropriate with that incompatibility”. Conflict is “a foreseeable authenticity” (Mack,1965). “It may not fade away nor ignored” (Michael and Wayne, 2001). “It is found in personal, group or organizational interaction. Conflict is either "good or bad" and "sinful or immoral". It assumes significance, once it is handled intelligently. When conflict is handled unskillfully and badly, it becomes detrimental and when it is handled morally and creatively, it ceases to be frightening and incapacitated, and results in growth, maturity, and empowerment for individual, group and organization” (Medina, Munduate, Dorado, Martinezand Guerra, 2005).

“Conflict occurs due to difference of perception, ideas, behaviors, interest, attitudes, religious differences, political differences and unjustified distribution of national resources. Conflict is not always negative. It depends on how the conflict is handle. If handled properly, it can become source of development; otherwise it creates hostilities” (Kigali, 2006). So “it affects quality, performance and profit of organization. Conflict is essential for life and dynamic for team performance”. “When managers ignore the clash between the co-workers, those clashes will be converted into personal and emotional conflict in the long run and therefore damages the organizational culture, worker morale and overall chap reduction of organizational performance” (Medina et ah, 2005). “A perception of interpersonal incompatibility is labeled as relationship

conflict and it typically includes tension, annoyance and animosity among group members” (Hasan, Muhammad and Imran (2009)).

2.2 Conceptual Framework

Workplace diversity is the totality of the difference and similarities of the behavior, attitude to work, culture, religion and management styles of the workers which include managers and non-managers in Civil Constructions in Nigeria. In this paper, two dimensions of organizational performance are used. The first one is “the extent to which the business organization achieves its goal and objectives” (Anao, 2000). The second dimension of organization performance is “the extent to which the business organization fulfills its promises to its stakeholders” (ibid). There are two types of stakeholders these include the internal and external stakeholders. The internal stakeholders are workers, managers, members of the board of directors and shareholders and the external stakeholders are customers, contractors, suppliers and the public at large.

2.3 Concepts of Diversity

Diversity is a subjective phenomenon, created by group members themselves who on the basis of their different social identities categorize other as similar or dissimilar: “A group is diverse if it is composed of individuals who differ on a characteristic on which they base their own social identity” (Anao, 2000). According to (Anao, 2000), “Diversity could be defined as that which differentiates one group of people from another along primary and secondary dimensions. Primary dimensions of diversity are those exerting primary influences on our identities such as gender, ethnicity, race, sexual orientation, age and mental or physical abilities and characteristics”.

There is a definite trend towards definitions of a multiplicity of diversity dimensions; Cox, (1994) adds “culture, social class and language to the primary dimensions and healthcare beliefs and recreational interests to the secondary dimensions”. He further adds a tertiary dimension, which encompasses “historical moment experienced”. Cox lists 38 possible diversity dimensions, and further suggests that his item “character traits” is “infinitely expandable”. He illustrates this multi-dimensionality by reference to the “individual as a kaleidoscope”.

The analogy of an iceberg comes to mind in the face of these potentially endless dimensions; the obvious characteristics of race, ethnicity, gender, age and disability relate to the small, visible portion of the iceberg, and are the basis of much anti-discrimination legislation around the world. Other dimensions such as religion, culture and political orientation are less obvious, and could be said to constitute the secondary dimensions lying just below the surface, which may be revealed with time. The tertiary dimensions are often the core of individual identity and lie deeper below the surface. It is the vast array of qualities that lie beneath the surface that provides the real essence of diversity to be tapped into, and these have not until recently been acknowledged.

2.4 Theories of Workplace Diversity

Workplace diversity “is a complex, controversial, and political phenomena” (Janssens & Steyaert, 2003). “It has been conceptualized by researchers from several viewpoints. Several have looked at it from a narrow perspective, while some others from a broad view” (Nkomo, 1995). Scholars favourably disposed to a narrow definition argue that “the concept of diversity should be restricted

to specific cultural categories such as race and gender” (Cross, Katz, Miller & Seashore, 1994). Some opine that “diversity based on race, ethnicity and gender cannot be understood in the same way as diversity based on organizational functions, abilities or cognitive orientations” (Nkomo, 1995). Moreover, the key issues of diversity are “those that arise because of discrimination and exclusion of cultural groups from Traditional Constructions” (Cross et al., 1994). Therefore, if diversity is a concept that is inclusive to all individuals, it will become very difficult to identify discrimination practices.

The danger in narrowly defining diversity, however, is that “only one dimension of cultural diversity (race, age, ethnicity, or gender) is by and large the subject or research at a time”. Since a cultural diversity dimension interacts with other dimensions of diversity, “a narrow concept of diversity would be deficient by failing to recognize these interactions” (Michaela, Deanne, Paul, & Janique, 2003).

Scholars, who advocate a broad definition (Jackson, May & Whitney, 1995) argue that “diversity encompasses all the possible ways people can differ”. Individuals, according to this school of thought, “do not only differ because of their race, gender, age and other demographic categories, but also because of their values, abilities, organizational function, tenure and personality”. They contend that “an individual has multiple identities and that the manifold dimensions cannot be isolated in an organizational setting”. Apart from bringing their race, age, ethnicity, and gender, “individuals also come with their particular knowledge, personality, and cognitive style to the workplace”.

In addition, it is argued that “a broadening of the concept of diversity has a potential positive effect on diversity management programs, as it will be more acceptable if it is all inclusive i.e. not only oriented towards specific demographic groups of employees” (Thomas, 1991). McGath, Berdahl & Arrow (1995) conceptualized “workplace diversity by developing a five-cluster classification”. This often cited categorization is as follows: demographic characteristics such as “age, ethnicity, gender, sexual orientation, physical status, religion and education; task-related knowledge, skills and capacities; values, views and attitudes; personal, cognitive and attitudinal styles; Status in the organization such as one’s hierarchical position, professional domain, departmental affiliation and seniority”. Theoretically, “the workplace diversity literature espouses three different theoretical frameworks for the examination of the possible effects of workplace diversity” (Williams & O’ Reilly 1998).

The first is social categorization, which, according to Turner (1987) “describes the categorization of people based on salient attributes like gender, ethnicity or age, resulting in stereotyping on the basis of these differences”. The second is similarity/attraction theory, which asserts that “similarity on salient and non-salient attributes like race or values increases interpersonal attraction and attachment” (Berscheid & Walster, 1978). The third is information and decision making theory, which examines “the impact of distribution of information and expertise on work-teams” (Wittenbaum & Stasser, 1996).

These “lead to different and sometimes contradictory hypothesis regarding the effects of diversity on group process and performance” (Paul, & Janique 2003). Social categorization and similarity-

attraction theory predict negative effects, such as “reduction in within-group communication, decreased satisfaction and commitment, and increased labour turnover”.

However, from the information and decision-making perspective, “positive effects of diversity are hypothesized, mainly because more diverse work-terms are expected to process information differently, as team members may bring together differing viewpoints” (Williams & O’Reilly, 1998). This, in turn, is expected to lead to more creativity and increased performance. Research findings suggest that several factors could be responsible for the conflicts provoked by diversity in work-term composition.

Generally, there is empirical support for “the assumption that all dimensions of diversity can lead to positive as well as negative effects” (Jackson et al., 2003). Social categorization theory, emphasize that “similarities and dissimilarities can lead to categorizations which, in turn, lead to favoring one’s in-group to the detriment of one or more out-groups social” (Tajfel & Turner, 1986). On an intra-group level, this approach is typically referred to as relational demography. Thus, categorizations within a work group (based on an attribute such as gender, race, or age) can lead to the problematic formation of sub-groups (“us” versus “them”).

Further to this, research findings shows that, “relative to homogeneous groups, members of diverse work-groups display less attachment to each other, show less commitment to their respective Constructions” (Harrison, Price, & Bell, 1998), communicate less with one another (Watson et al., 1993), miss work more often (Egan, & O’Reilly, 1992), experience more conflict (Eisenhardt, & Xin, 1999), and take more time to reach decisions (Cho, & Chen, 1996). When the members of a work group have different demographic backgrounds, “they may have dissimilar belief structures i.e., priorities, assumptions about future events, and understandings of alternatives based on previous training and experiences” (Wiersema & Bantel, 1992), (Hambrick & Mason, 1984). Due to their respective belief structures, “group members with different demographic backgrounds may have divergent preferences and interpretations of tasks. These divergences are likely to manifest themselves as intra-group task conflict as diversity within a work group increases, such task conflict is likely to increase” (Huber, & Glick, 1995).

Members are more likely to hear views that diverge from their own, so intra-group task conflict may become more pronounced. Also, cognitive tasks in Constructions typically demand the experience and knowledge obtained through exposure to functional areas and organizational tenure. Ancona and Caldwell (1992) noted that “for tasks such as those of product development teams, functional background and company tenure are likely to be particularly important because they determine one’s technical skills, information, expertise, and one’s perspective on an organization’s history”. Others have similarly argued “that functional background and tenure are especially pertinent to work group tasks. Age, gender, and race, in contrast, are low in job-relatedness” (Pelled, 1996).

2.5 Empirical Review

Empirically, workplace (workforce) diversity is found to have a contrasting dual implication on organizational effectiveness. Researchers such as Milliken and Martins (1996) opines that

“diversity appears to be a double-edged sword, increasing the opportunity for creativity as well as the likelihood that group members will be dissatisfied and fail to identify with the group”.

Some studies have found that various forms of diversity are associated with greater innovation, improved strategic decision making, and organizational performance. Other researches show that various types of team and organizational diversity sometimes increase conflict, reduce social cohesions, and increase employee turnover (Jackson, Joshi, & Erhardt, 2003; Webber & Donahue, 2001). According to researchers Johnson & Yaprak (2002) the demographic composition of today’s workplace, occasioned by the international trend toward increased immigration and the globalization of firms, is increasingly becoming diverse.

According to Gorski (2002), “the trends in developed and developing countries-aging workforce, growing representation of women and minorities in the workplace, and the rising number of young people in developing countries has altered homogeneous work settings of the recent past”.

Other researchers; Mumford & Licuanan (2004), West & Anderson (1996) opine that “construction firms are increasingly embracing the use of workgroups as a strategy-structure mix in the pursuit of organizational goals”.

This new trend in organizing work is predicated on “flexibility, innovation, and quick decision making prospects inherent in a team-work setting”. In a climate of increasing competitiveness, many organizations rely on workgroups to generate the innovations necessary for sustained business success. Some researchers; Cummings & Kizilos (1999); Tsui, Egan, & O’Reilly (1992) have proposed that “identifying individual group members with distinct groups i.e., “out-groups” may disrupt group dynamics”.

Consistent with this, research on self-categorization theory has shown that “out-group members evoke more disliking, distrust, and competition than in-group members”. (Cooper-Shaw & Holz Worth (1993). Moreover, biases against out-group members seem to unfold automatically “the perception of a salient quality (e.g. race, sex) more or less inevitably triggers a corresponding categorization” (Fiske & Neuberg, 1990). In addition, “if out-group members come from cultures or subcultures with which in-group members are unfamiliar, linguistic or paralinguistic differences may foster miscommunication and misunderstanding” (Hambrick, Davison, Snell, & Snow, 1998).

Less palpable differences associated with attitudes, perceptions, and expectations “may pose subtler but nevertheless formidable deterrents to communication and understanding in diverse groups. Together, these factors may combine to make diverse groups a fertile breeding ground for misunderstanding and discord”. (Palich & Gomez-Mejia, 1999)

Researchers Anderson & Metcalfe (2003) reviewed the evidence for managing workplace diversity. They suggested that, “while there are claimed gains for workplace diversity, there are also adverse implications. They argued that there is a paucity of stout research examining the impact of diversity upon businesses, which has raised questions about the existence of any connection between workplace diversity and business performance. The business benefits of workplace diversity have been widely contested ever since the idea was conceived. And, even now, there is an ongoing debate as to whether there is indeed any discernable business benefit”.

2.6 Diversity Management

The purpose of Diversity Management is to tap into the positive potential of diversity and transform this potential into a reality. Constructions are reassessing their structures and processes in the light of equal opportunity (Paulson, 2011). Awareness of diversity and competence in its management are necessary prerequisites for success. Many business and other Constructions have already developed diversity management programs with some success. Having originated in the US in the early 1980s, Diversity Management (DM) is to some extent already established in many Constructions (George, 2009).

In Nigeria, there seems to be movement away from Equal Opportunity, which often, albeit sometimes unintentionally, “leads to quotas and presupposes assimilation as the main adaptation principle, toward a more systematic, positive, organizational approach of diversity management, toward appreciation of diversity and the conscious striving toward a scientific as well as ethical and results-oriented approach” (Ugoji, 2003). This approach, however, is not easy to put into practice.

Conflicts and social issues obviously cannot be overlooked as they are embedded in their complexity and contexts. This complexity entails the fine tuning and nimble use of different tools for dealing with it, and for describing and assessing each unique diversity constellation of any particular organization, community, region or country. For example, in Nigeria diversity takes on a different form than that in South Africa. “The different historical and social roots of the Nigerian and South African diversities have to be deeply respected and taken seriously” (Friday, 2007).

There are no simple recipes. As a consequence, in spite of difficulties in overcoming complexity, diversity management has to assume that people are able and willing to change themselves and their thinking, and thereby define and redefine diversity in a positive light. Again, we have not got easy answers but there is one important point we would like to keep in mind. Complex systems often react counter intuitively to the attempts at managing or controlling them. To some extent this was the case of “affirmative action” which has consciously been considered very political (Adewale, 2006).

2.7 Role Of Diversity Management On Civil Construction Projects

Managing Workplace Diversity effectively has a positive effect on Competitive Advantage. Competitive advantage “is an element of strategy that gives an organization a distinctive competence. This competence and advantage stem from the process in which the management of diversity positively affects organizational behavior and effectiveness” (Kreitner, 2004). Effectiveness which entails doing things right is an organizational performance factor (Unyimadu, 2006).

Therefore, to effectively manage workplace diversity will help to lower costs and improve employees’ attitudes. Costs are lowered in three ways. “Firstly, it reduces health care expenses. Secondly, it reduces absenteeism. Thirdly, employee recruiting and training expenses can be reduced by effectively managing workplace diversity” (Kreitner 2004). Researchers such as Hofstede (cited in Schultz et al., 2003) have revealed “that workplace diversity promotes

creativity, innovative problem solving and productivity. This occurs through the sharing of diverse ideas and perspectives". Kanter (2006) was one of the first to investigate this relationship. She found that "innovative companies deliberately used heterogeneous teams to solve problems and they employed more women and people of colour than less innovative companies. This is because diverse groups possessed a broader base of experience and perspectives" (Kreitner and Kinichi, 2004). Similarly, effective education whether full or part time enhances exposure, training and development. This is what Bransford et al (2000), assert "would promote understanding and congenial acceptance towards the realization of overall goals of the organization through performance".

2.8 Research Gap

The foundational literature regarding diversity in the workforce is decidedly mixed. Theoretical assumptions assert that diversity in workgroups can have both positive and negative effects. While some researchers assert that there will be positive outcomes because of broader perspectives, other researchers assert that detrimental effects will accrue because of problems with group cohesion. Thus, the combined effects of the use of diversity in workgroups are not well defined. However, the actual findings of the practical research in this area do not necessarily reflect this theoretical foundation. A comprehensive review of the literature demonstrates that there is a broad range of definitions of diversity in use in the literature, and that findings regarding the effects of diversity tend to vary based on the definition in use.

According to the review of Christian, Porter and Moffitt (2006)," most diversity research focuses on demographic attributes, including "age, gender, race, ethnicity, functional background, educational background, and tenure". Although other forms of diversity are sometimes reviewed in the research, they tend to be much rarer. The empirical literature is also mixed on whether or not the expected improvements in organizational effectiveness actually occur, with many studies finding that "a reduction in diversity actually increases group performance as well as cohesion" (Christian, Porter and Moffit, 2006).

3. RESEARCH METHODOLOGY

3.1 Research Design

The research was designed in such a manner that the researcher would meet the objectives of the study. Therefore we used both descriptive survey design and analytical statistical tools were adopted. The descriptive aspect of the research design was used in establishing the company performance and the analytical research design was used to establish relationship between the research variables and performance.

3.2 Population of the study

This is a case study of Ponticelli Nigeria Limited (Construction Company). The population of this study comprising 72 respondents was obtained from the human resources management office.

3.3 Sampling Technique

The purpose of taking a sample is to obtain a result that is representative of the whole population being sampled without going through the trouble of asking everyone questions. A purposive non-probability sampling technique was used to select the study region because it seeks to get all possible cases that fit particular criteria (Lind, et al, 2005).

The sample size has the same chance of selection. This means that each member of the population will be given equal chance of being chosen with a purpose because the researcher approached the sampling problem with a specific plan in mind. Purposive sampling can be very useful for situations where one needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. With a purposive sample, one is likely to get the opinions of a target population. The advantage of using non-probability sampling is that it saves time and cost.

3.4 Sampling Size

The sample size was determined by formulae of Krejeie Morgan (1970) from the total population below:

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

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S = Sample Size

X^2 = the table value of chi square for 1 degree of freedom at the confidence level of 3.841

N = the population

P = population proportion assumed to be 0.50 which provides the maximum sample size.

d^2 = the degree of accuracy expressed as a proportion in this case 0.05 will be used having the population set to 0.5 will ensure a significant sample size

3.5 Data Collection

3.5.1 Source of data

We had both primary and secondary data. Primary data was collected by the use of questionnaires and secondary data was collected from reports, journals, and internet.

3.5.2 Instruments

Quantitative data was collected by the use of questionnaire. A self-administered questionnaire was designed using Likert scale, and they were distributed to employees of Ponticelli Nigeria Limited (Construction Company).

3.6 Data Processing, Analysis and Presentation

Quantitative data collected by the questionnaire was first coded. In the coding process, a coding sheet was constructed. A number was then assigned to each answer in the questionnaire with a corresponding number on the coding sheet. Then the same questionnaire was constructed on the computer using excel. Frequency tables, and graphs were worked out based on the data that were entered into excel. In these frequency tables, and graphs analysis was done with a corresponding percentage.

4. DATA PRESENTATION AND ANALYSIS

The results and findings are discussed using figures and tables based on the study objectives which were; Investigation of the relationship of gender towards employee performance, investigation of the relationship of age towards employee performance, investigation of the relationship of ethnicity towards employee performance, investigation of the relationship of education background towards employee performance, investigation of the relationship of work experience towards employee performance in an organization. Also the findings of the study have been compared with other previous studies on the same effects of workplace diversity on civil construction projects. In the analysis and interpretation of data, emphasis was made on the questions in the questionnaire that have strong bearing to the hypothesis. A table with simple percentages and frequencies showing the respondent rate of the demographic characteristics was employed to clarify the relationship between the data collected.

4.1 Demographic Characteristics

Table 4.1: Gender Distribution of Respondents

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Male | 43 | 60 | 60 | 60 |
| Valid Female | 29 | 40 | 40 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

From the table above, it show that out of 72 respondents, 43 respondents which is equivalent to 59.7% of respondents are male while 29 or 40.3% are female.

Table 4.2: Age distribution of respondents

| Age | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| 20-29 years | 14 | 19 | 19 | 19 |
| 30-39 years | 28 | 39 | 39 | 58 |
| 40 -49 years | 11 | 15 | 15 | 74 |
| 50 years and Above | 19 | 26 | 26 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The table above revealed that 14 respondents representing 19.4% are between 20-29 years of age. 38.9% or 28 respondents are between the ages of 30-39 years, 15.3% or 11 respondents are between the ages of 40 – 49 years while the remaining 26.4% or 19 respondents are above 50 years. This shows that most of the respondents are between the ages of 30 – 39 years.

Table 4.3: Ethnicity Distribution of Respondents

| Options | Frequency | Percent | Valid percent | Cumulative percent |
|---------|-----------|---------|---------------|--------------------|
| Igbo | 31 | 43 | 43 | 43 |
| Hausa | 28 | 39 | 39 | 82 |
| Yoruba | 13 | 18 | 18 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The analysis in table 4.3 above shows that the respondents belong to different Ethnic groups in Nigeria. 43% or 31 respondents belong to Igbo tribe, 39% or 28 respondents belong to Housa tribe while 18% or 13 respondents represent the Yoruba tribe in the organization. This show that majority of the respondents belong to Igbo tribe.

Table 4.4: Academic Qualification

| Level of Education | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| O-Level | 11 | 15 | 15 | 15 |
| Diploma | 20 | 28 | 28 | 43 |
| Degree | 31 | 43 | 43 | 86 |
| Masters | 7 | 10 | 10 | 96 |
| Ph.D | 3 | 4 | 4 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

From the table 4.4 it was observed that 15% or 11 respondents had O' level, 28% or 20 respondents are Diploma Holders, 43% or 31 respondents are Degree Holders, 10% or 7 respondents are Master's degree Holders and the remaining 4% or 3 of the respondents had Ph.D.

Table 4.5: Work Experience

| Work Experience | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| 2-5 years | 28 | 39 | 39 | 39 |
| 6-10 years | 16 | 22 | 22 | 61 |
| 10 -15 years | 18 | 25.0 | 25.0 | 86 |
| 16 years and Above | 10 | 14 | 14 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

Considering the table 4.5 above, 39% or 28 of the respondents have been in service for 2-5 years. 22% or 16 respondents have been in service for 6-10 years, 25% or 18 respondents have been in service for 10-15 years, while only 14% or 10 of the total respondents have spent 16 years and above in service. In other words, the above presentation shows that majority of the respondents have been in service for 2-5 years.

Table 4.6: Position in the Organisation

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Senior Manager | 7 | 10 | 10 | 10 |
| Manager | 9 | 13 | 13 | 23 |
| Senior Executive | 11 | 15 | 15 | 38 |
| Executive | 19 | 26 | 26 | 64 |
| Entry Level | 26 | 36 | 36 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

This analysis in table 4.6 above show that 10% or 7 respondents are Senior Managers, 13% constitutes the Managers, 15% or 11 respondents are Senior Executives, 26% or 19 respondents are Executive while 36% or 26 respondents represent the Entry level in the organization. This shows that majority of the respondents belong to Entry level.

4.2 Presentation According to Key Research Question

Table 4.7: The Organization Does a Good Job of Attracting and Hiring Women?

| Options | Frequency | Percent | Valid | Cumulative |
|-------------------|-----------|---------|-------|------------|
| Strongly Agree | 17 | 24 | 24 | 24 |
| Agree | 36 | 50 | 50 | 74 |
| Neutral | 5 | 6 | 6 | 80 |
| Disagree | 10 | 14 | 14 | 94 |
| Strongly Disagree | 4 | 6 | 6 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The response from the table 4.7 above shows that the organization does a good job of attracting and hiring women. 24% or 17 respondents strongly agreed, 50% or 36 respondents agreed, 6% or 5 respondents were neutral, 14% or 10 respondents disagreed and the remaining 6% or 4 respondents strongly disagreed.

Table 4.8: Fair treatment is given to all employees, whether they are male or female?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 17 | 24 | 24 | 24 |
| Agree | 35 | 49 | 49 | 73 |
| Neutral | 5 | 7 | 7 | 80 |
| Disagree | 11 | 15 | 15 | 95 |
| Strongly Disagree | 4 | 5 | 5 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The response from the table 4.8 above shows that fair treatment is given to all employees, whether they are male or female. 24% or 17 respondents strongly agreed, 49% or 35 respondents agreed, 7% or 5 respondents were neutral, 15% or 11 respondents disagreed and the remaining 5% or 4 respondents strongly disagreed.

Table 4.9: The Organization provides equal opportunities for training and career development to all employees?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 16 | 22 | 22 | 22 |
| Agree | 35 | 49 | 49 | 71 |
| Neutral | 5 | 7 | 7 | 78 |
| Disagree | 9 | 13 | 13 | 91 |
| Strongly Disagree | 7 | 9 | 9 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The table 4.9 above shows that a good number of respondents agreed that the organization provides equal opportunities for training and career development to all employees. 22% or 16 respondents strongly agreed, 49% or 35 respondents agreed, 7% or 5 respondents were neutral, 13% or 9 respondents disagreed and the remaining 9% or 7 respondents strongly disagreed.

Table 4.10: Team leaders include all members at different ages in problem solving and decision making?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 19 | 26 | 26 | 26 |
| Agree | 38 | 53 | 53 | 79 |
| Neutral | 6 | 8 | 8 | 87 |
| Disagree | 7 | 10 | 10 | 97 |
| Strongly Disagree | 2 | 3 | 3 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

From the table 4.10 above, it is a clear indication that team leaders include all members at different ages in problem solving and decision making. 26% or 19 respondents strongly agreed, 53% or 38 respondents agreed, 8% or 6 respondents were neutral, 10% or 7 respondents disagreed and the remaining 3% or 2 respondents strongly disagreed.

Table 4.11: The organization does a good job of attracting and hiring minorities?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 17 | 24 | 24 | 24 |
| Agree | 37 | 51 | 51 | 75 |
| Neutral | 4 | 6 | 6 | 81 |
| Disagree | 10 | 14 | 14 | 95 |
| Strongly Disagree | 4 | 5 | 5 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The table 4.11 above shows that a good number of respondents agreed that the organization does a good job of attracting and hiring minorities. 24% or 17 respondents strongly agreed, 51% or 37 respondents agreed, 6% or 4 respondents were neutral, 14% or 10 respondents disagreed and the remaining 5% or 4 respondents strongly disagreed.

Table 4.12: Opportunities for growth and advancement exist for minorities in our organization?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 18 | 25 | 25 | 25 |
| Agree | 32 | 45 | 45 | 70 |
| Neutral | 6 | 8 | 8 | 78 |
| Valid disagree | 11 | 15 | 15 | 93 |
| Strongly Disagree | 5 | 7 | 7 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The response from the table 4.12 above shows that opportunities for growth and advancement exist for minorities in the organization. 25% or 18 respondents strongly agreed, 45% or 32 respondents agreed, 8% or 6 respondents were neutral, 15% or 11 respondents disagreed and the remaining 7% or 5 respondents strongly disagreed.

Table 4.13: The recruitment plan of the organization is based on the education background of the employees?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 18 | 25 | 25 | 25 |
| Agree | 38 | 53 | 53 | 78 |
| Neutral | 5 | 7 | 7 | 85 |
| Disagree | 8 | 11 | 11 | 96 |
| Strongly Disagree | 3 | 4 | 4 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The response from the table above is a clear indication that the recruitment plan of the organization is based on the education background of the employees. 25% or 18 respondents strongly agreed,

53% or 38 respondents agreed, 7% or 5 respondents were neutral, 11% or 8 respondents disagreed and the remaining 4% or 3 respondents strongly disagreed.

Table 4.14: The organization provides paid study leave to employees who further their education?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 18 | 25 | 25 | 25 |
| Agree | 32 | 44 | 44 | 69 |
| Neutral | 6 | 8 | 8 | 77 |
| Disagree | 12 | 17 | 17 | 94 |
| Strongly Disagree | 4 | 6 | 6 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The response from the table 4.14 above shows that the organization provides paid study leave to employees who further their education. 25% or 18 respondents strongly agreed, 44% or 32 respondents agreed, 8% or 6 respondents were neutral, 17% or 12 respondents disagreed and the remaining 6% or 4 respondents strongly disagreed.

Table 4.15: Does the company or organization deals with civil construction jobs only?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 20 | 28 | 28 | 28 |
| Agree | 35 | 49 | 49 | 77 |
| Neutral | 4 | 6 | 6 | 83 |
| Disagree | 7 | 9 | 9 | 92 |
| Strongly Disagree | 6 | 8 | 8 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The table 4.15 above shows that a good number of respondents agreed that, 28% or 20 respondents strongly agreed, 49% or 35 respondents agreed, 6% or 4 respondents were neutral, 9% or 7 respondents disagreed and the remaining 8% or 6 respondents strongly disagreed.

Table4.16: Gender affects employee performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 18 | 25 | 25 | 25 |
| Agree | 33 | 46 | 46 | 71 |
| Neutral | 6 | 8 | 8 | 79 |
| Disagree | 10 | 14 | 14 | 93 |
| Strongly Disagree | 5 | 7 | 7 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

From the table 4.16 above, it is a clear indication that gender affects employees’ performance. 25% or 18 respondents strongly agreed, 46% or 33 respondents agreed, 8% or 6 respondents were neutral, 14% or 10 respondents disagreed and the remaining 7% or 5 respondents strongly disagreed.

Table 4.17: Age diversity affects employees’ performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 19 | 26 | 26 | 26 |
| Agree | 38 | 53 | 53 | 79 |
| Neutral | 3 | 4 | 4 | 83 |
| Disagree | 7 | 10 | 10 | 93 |
| Strongly Disagree | 5 | 7 | 7 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The table 4.17 above shows that a good number of respondents agreed that age diversity affects employees’ performance. 26% or 19 respondents strongly agreed that age diversity effects employees’ performance, 53% or 38 respondents agreed, 4% or 3 respondents were neutral, 10% or 7 respondents disagreed and the remaining 7% or 5 respondents strongly disagreed.

Table: 4.18: Ethnicity affects employees’ performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 19 | 26 | 26 | 26 |
| Agree | 35 | 49 | 49 | 75 |
| Neutral | 4 | 6 | 6 | 81 |
| Disagree | 11 | 15 | 15 | 96 |
| Strongly Disagree | 3 | 4 | 4 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The response from the table 4.18 above shows that ethnicity affects employees’ performance. 26% or 19 respondents strongly agreed, 49% or 35 respondents agreed, 6% or 4 respondents were neutral, 15% or 11 respondents disagreed and the remaining 4% or 3 respondents strongly disagreed.

Table 4.19: Education background affects employees’ performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 17 | 24 | 24 | 24 |
| Agree | 35 | 49 | 49 | 73 |
| Neutral | 5 | 7 | 7 | 80 |
| Valid disagree | 11 | 15 | 15 | 95 |
| Strongly Disagree | 4 | 5 | 5 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

The response from the table above is a clear indication that education background affects employees' performance. 24% or 17 respondents strongly agreed, 49% or 35 respondents agreed, 7% or 5 respondents were neutral, 15% or 11 respondents disagreed and the remaining 5% or 4 respondents strongly disagreed.

4.3 Test of Hypotheses

In order to find the empirical explanation for the four hypotheses earlier formulated in chapter one, the following table are drawn and further calculations are made using one-sample t-test to verify whether such relationship existed or not.

4.3.1 Hypothesis One

H0₁: There is no significant relationship between gender and employees' performance.

Analysis Using One Sample T-Test

Table 4.16: Gender affects employees' performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 18 | 25 | 25 | 25 |
| Agree | 33 | 46 | 46 | 71 |
| Neutral | 6 | 8 | 8 | 79 |
| Valid disagree | 10 | 14 | 14 | 93 |
| Strongly Disagree | 5 | 7 | 7 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

SPSS OUTPUT

WEIGHT BY VAR00002

T-TEST

/TESTVAL=3

/MISSING=ANALYSIS

/VARIABLES=X1

/CRITERIA=CI (.95).

T-Test

[dataSet0]

One-Sample Statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|----|----|--------|----------------|-----------------|
| X1 | 72 | 3.6806 | 1.19655 | .14101 |

One-Sample Test

| | Test Values=3 | | | | | |
|----|---------------|----|-----------------|-----------------|---|-------|
| | T | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| X1 | 4.826 | 71 | .000 | .68056 | .3994 | .9617 |

SPSS VERSION 20

From the table above, t-calculated (t_c) = 4.826

Df = degree of freedom = 71

Level of significance = 5% = 0.05

The t-tabulated, at 5% level of significance, $t_{0.025} = +2$ (Rule of thumb). This show that the computed value of 4.826 is greater than the tabulated value of 2 i.e $4.826 > 2$.

Conclusion

Therefore since $t_c = 4.826 > t_{0.025} = 2$, we reject the null hypothesis and accept the alternative hypothesis and conclude that there is a significant relationship between gender and employees' performance. Also since the p-value (Sig 2-tailed) = 0.000 is less than the α -level (0.05), we reject H_0 and conclude that there is a significant relationship between gender and employees' performance.

4.3.2 Hypothesis Two

H0₂: There is no significant relationship between age diversity and employees' performance.

Analysis Using One Sample T-Test

Table 4.17 age diversity affects employees' performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 19 | 26 | 26 | 26 |
| Agree | 38 | 53 | 53 | 79 |
| Neutral | 3 | 4 | 4 | 83 |
| Valid disagree | 7 | 10 | 10 | 93 |
| Strongly Disagree | 5 | 7 | 7 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

SPSS OUTPUT

- T-TEST
- /TESTVAL=3
- /MISSING=ANALYSIS
- /VARIABLES=X2
- /CRITERIA=CI (.95).

T-Test

[DataSet0]

One-Sample Statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|----|----|--------|----------------|-----------------|
| X2 | 72 | 3.8194 | 1.14235 | .13463 |

One-Sample Test

| Test Values=3 | | | | | |
|---------------|----|-----------------|-----------------|---|-----------------------------|
| T | df | Sig. (2-tailed) | Mean Difference | 95% Interval of the Difference | Confidence of the the |
| | | | | | |

| | | | | | | |
|----|-------|----|------|--------|-------|--------|
| | | | | | Lower | Upper |
| X2 | 6.087 | 71 | .000 | .81944 | .5510 | 1.0879 |

From the table above, t-calculated (t_c) = 6.087

Df = degree of freedom = 71

Level of significance = 5% = 0.05

The t-tabulated, at 5% level of significance, $t_{0.025} = +2$ (Rule of thumb). This shows that the computed value of 6.087 is greater than the tabulated value of 2

i.e. $6.087 > 2$

Conclusion

Therefore since $t_c = 6.087 > t_{0.025} = +2$, we reject the null hypothesis and accept the alternative hypothesis and conclude that there is a significant relationship between age diversity and employees' performance. Also since the p-value (Sig. 2-tailed) = 0.000 is less than the α -level (0.05), we reject H_0 and conclude that there is a significant relationship between age diversity and employees' performance.

4.3.3 Hypothesis Three

H₀₃: There is no significant relationship between ethnicity and employees' performance.

Analysis Using One Sample T-Test

Table 4.18: Ethnicity affects employees' performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 19 | 26 | 26 | 26 |
| Agree | 35 | 49 | 49 | 75 |
| Neutral | 4 | 6 | 6 | 81 |
| Valid disagree | 11 | 15 | 15 | 96 |
| Strongly Disagree | 3 | 4 | 4 | 100.0 |

| | | | | |
|-------|----|-------|-------|--|
| Total | 72 | 100.0 | 100.0 | |
|-------|----|-------|-------|--|

Source: Field survey, 2016

SPSS OUTPUT

- T-TEST
- /TESTVAL=3
- /MISSING=ANALYSIS
- /VARIABLES=X3
- /CRITERIA=CI (.95).

T-TEST

[DataSet0]

One-Sample statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|----|----|--------|----------------|-----------------|
| X2 | 72 | 3.7778 | 1.12866 | .13301 |

One-Sample Test

| | Test Values=3 | | | | | |
|----|---------------|----|-----------------|-----------------|---|--------|
| | T | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| X2 | 5.847 | 71 | .000 | .77778 | .5126 | 1.0430 |

SPSS VERSION 20

From the table above, t-calculated (t_c) = 5.847

Df = degree of freedom = 71

Level of significance = 5% = 0.05

The t-tabulated, at 5% level of significance, $t_{0.025} = +2$ (Rule of thumb). This shows that the computed value of 5.847 is greater than the tabulated value of 2

i.e. $4.347 > 2$

Conclusion

Therefore since $t_c = 5.847 > t_{0.025} = 2$, we reject the null hypothesis and accept the alternative hypothesis and conclude that there is a significant relationship between ethnicity and employees' performance. Also since the p-value (Sig 2-tailed) = 0.000 is less than the α -level (0.05), we reject H_0 and conclude that there is a significant relationship between ethnicity and employees' performance.

4.3.4 Hypothesis Four

H04: There is no significant relationship between education background and employees' performance.

Analysis Using One Sample T-Test

Table 4.19: Education background affects employees' performance?

| Options | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 17 | 24 | 24 | 24 |
| Agree | 35 | 49 | 49 | 73 |
| Neutral | 5 | 7 | 7 | 80 |
| Disagree | 11 | 15 | 15 | 95 |
| Strongly Disagree | 4 | 5 | 5 | 100.0 |
| Total | 72 | 100.0 | 100.0 | |

Source: Field survey, 2016

SPSS OUTPUT

- T-TEST
- /TESTVAL=3
- /MISSING=ANALYSIS
- /VARIABLES=X4
- /CRITERIA=CI (.95).

T-TEST

[DataSet0]

One-Sample statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|----|----|--------|----------------|-----------------|
| X4 | 72 | 3.6944 | 1.15842 | .13652 |

One-Sample Test

| Test Values=3 | | | | | | |
|---------------|-------|----|-----------------|-----------------|---|-------|
| | T | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| X4 | 5.087 | 71 | .000 | .69444 | .4222 | .9667 |

SPSS VERSION 20

From the table above, t-calculated (t_c) = 5.087

Df = degree of freedom = 71

Level of significance = 5% = 0.05

The t-tabulated, at 5% level of significance, $t_{0.025} = +2$ (Rule of thumb). This show that the computed value of 5.087 is greater than the tabulated value of 2

i.e. $5.087 > 2$

Conclusion

Therefore since $t_c = 5.087 > t_{0.025} = 2$, we reject the null hypothesis and accept the alternative hypothesis and conclude that there is a significant relationship between education background and employees’ performance.

Also since the p-value (Sig 2-tailed) = 0.000 is less than the α -level (0.05), we reject H_0 and conclude that there is a significant relationship between education background and employees’ performance.

5. SUMMARY, CONCLUSION, RECOMMENDATION AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Summary

Human beings differ in age, social and national background, gender sexual orientation, physical and mental ability as well as religious belief and worldview. Diversity is a source of creativity and innovation that can provide the potential for future development and competitive advantage.

Ensuring that diversity is made visible and fruitful remains a central concern of diversity management. In doing so, individual and structural representation of perception and appreciation may be reflected upon.

Managers in most organizations commonly strive to encourage ethical practices not only to ensure moral conduct but also to gain whatever business advantage there may be in having potential consumers and employees regard the company as ethical. Creating, distributing, and continually improving a company's code of ethics in one usual step managers can take to establish an ethical workplace and in doing so the mindset of administrators change to accept innovations.

5.2 Findings of the Study

1. There is gender discrimination among workers in a civil construction company.
2. There is unequal employment opportunity to individuals and states.
3. Demographic characteristics such as age, gender, ethnicity, work experience, education background affects employee performance in the civil construction company.
4. Out-group members evoke more disliking, distrust and competition than in-group members.
5. Civil construction companies with high diversity sensitive orientation (DSO) practiced diversity management more frequently than companies that focused on low DSO (internal strategies)
6. The research will enable practicing Human Resource Managers in the civil construction project site to remain relevant amidst the contemporary challenges by putting in place programmes for managing workforce diversity and employing strategies for management of workplace diversity in their companies to get better employee performance.

5.3 Conclusion of the research

The effect of everybody in the organization depends on the individual differences and similarities that make all the workers in the worksite unique and different from other. There is a great effect of workplace diversity on civil construction projects because demographic characteristics such as age, gender ethnicity, work experience, education background of the workers is diverse in nature. The result is that work team is composed of individuals who differ on a characteristic on which they base their own social identity. Hence the study concludes that civil construction companies with greater focus on external world (e.g. communities, patients, legislative bodies, etc.) with high DSO are more actively engaged in diversity management.

Diversity management is a strategy to promote the perception, acknowledgement and implementation of diversity in organizations and institutions. Diversity management is based on the idea that diversity opens up alternative ways of perceiving, thinking, acting and thus enriches the life of an organization or any establishment. Diverse work group brings high value, good reputation and high productivity to the company. Respecting individual differences will benefit the workplace to enjoy a competitive edge and enhance motivation of workers (employees).

5.4 Recommendations of the Study

Based on the findings the following recommendations are put forward:

1. It is recommended that civil construction companies should create diversity managers in their companies, who are saddled with the responsibility of ensuring that organizational effectiveness is enhanced.
2. Organizational leaders / managers should formulate policies that guide against gender discrimination in their organization in order to encourage innovation.
3. Organization leaders should formulate laws and policies on equal employment, that ensure the most qualified employees are recruited, irrespective of their cultural background, ethnic group, and gender in order to encourage creativity and innovation in the organization.
4. There should be a diversity training programs for all the workers both direct staff & contracted staff of the company.

5.5 Suggestions for Further Research

The following are some of the areas that could be considered for further research.

1. Investigate the factors that could be responsible for the conflicts provoked by diversity in work team composition.
2. Factors affecting diversity management in construction companies.
3. Investigate the elements of a successful diversity process on civil construction projects.
4. Critical factors of diversity initiatives for organizational effectiveness with financial performance.
5. Effects of organizational culture and business strategies as contextual environments of workgroups exploring the impact of workplace diversity on organizational effectiveness.

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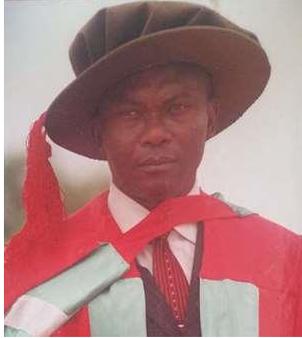
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