

EDUCATIONAL DIVERSITY AND PERFORMANCE OF FEDERAL ESTABLISHMENTS IN RIVERS STATE, NIGERIA.

Dr. George Ordua
Department of Office and Information Management
Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria

E-mail: George.ordua@iaue.edu.ng

ABSTRACT

This study examined educational diversity and performance of Federal Establishments in Rivers State, Nigeria. The study adopted descriptive research design. Using a combination of Krejcie Morgan sample determination and Bowley's population proportionate distribution; a sample size of 226 respondents were obtained from a population of 558 staff of ten federal establishments in Rivers State. After validation, 226 copies of structured questionnaire were administered while 214 copies were retrieved. Pie chart was used to present the percentage of the demographic data, mean and standard deviation were used to answer the research questions while Simple Linear Regression was used to test the null hypotheses at 0.05 alpha level. The study revealed that educational background diversity had positive significant effect on the performance of Federal Establishments in Rivers State. The implications of the results were that any Federal establishment in Rivers State that ignored workforce diversity is bound to experience poor performance. The study encouraged Federal establishments in Rivers State to pay much attention to issues of workforce diversity.

Keywords: *Educational Diversity, Workforce Diversity, Federal Establishment Performance*

INTRODUCTION

Workforce diversity plays very crucial and critical roles in presenting a good image of the Federal Establishments, and the provision of equitable, timely and accurate services delivery. Workforce diversity helps to increase the establishment output or productivity. Stoner, Freeman and Gilbert (2013) in their view concluded that a diversified workforce is a way of contending with labour market volatility, increasing capabilities and competences of establishments in order to achieve superior advantages in the workplace. A diversified workplace brings together talent pool from around the world noted to possess the best skills and competences which the establishment leverage for competitive advantage in the workplace in order to earn above average returns and profitability.

Peoplescout (2019) observes that Establishments are faced with serious problems due to ethnic differences where godfathers give unfavourable condition/order to frustrate the personnel in establishments. Some of them are inefficient as shown by incidents of slow administrative process, poor results and inability to maximize resources (Ugwuzor, 2017; Nwinami, 2018; Foma, 2018; Staples & Zhao, 2018; Agus, Barker, & Kandampully, 2019; Mullins, 2020). These lines of diversity in the workforce create unhealthy rivalry, discrimination, bitterness and lack of unity which is capable of frustrating these establishments from achieving their mandates. Thus, these have exposed the pathetic situation found in workforce diversity especially Federal Establishments in Rivers State.

Another striking issue that prompted this study is the inadequate empirical studies on the relationship between workforce diversity and performance of organizations. For instance, Irungu (2018) examined workforce diversity and employees' performance in the ministry of lands and physical planning. Ayodotun, *et al.* (2018) examined workforce diversity among public healthcare workers in Nigeria.

However, none of the studies was able to specifically address how dimensions of workforce diversity, such as educational background diversity, gender diversity, marital status diversity, age diversity, and ethnic diversity interact with performance in the context of the ten (10) Federal Government establishments under information and communication in Rivers State use for the study. This suggests that the relationship between workforce diversity and performance has not received adequate research attention within the context of Federal Government Establishments in Rivers State. This is the knowledge gap that this study tried to fill.

Research Hypotheses

The following research hypotheses were raised in the null form for this study.

- Ho₁: Educational background diversity does not have any significant effect on the performance of Federal Establishments in Rivers State.
- Ho₂: There is no significant relationship between gender diversity and the performance of Federal Establishments in Rivers State.
- Ho₃: There is no significant influence of marital status diversity on the performance of Federal Establishments in Rivers State.

Educational Background

To Tracy and David (2018), establishments generally reject personnel whose training, experience or education is considered inadequate. This implies that educational background is important to personnel. To earn a decent job and perform well, personnel require adequate educational background. Among several scholars who hold on to a similar view is Gupta (2019) whose study found that an individual's performance depends on his/her level of education. This implies that those with higher level of education will be more productive while those with lower levels will be less productive. Zhuwao (2018) found that the relationship between educational diversity and establishment performance is positive and significant which means that when educational diversity increases, personnel performance also increases. Similarly, Eugene, Lee, Tan, Tee and Yang (2011) in their findings revealed that informational diversity, such as education and functional areas, were positively related to actual establishment's performance.

To further support this review, *Fredrickson and Branigan et al.* (2001) discloses that experience internationally and educational diversity are positively related to an establishment global, strategic posture among top executives. The implication for establishment is that they should be more incommoding in diversifying the educational background of the staff so as to achieve success in diversity (Cohen & Levinthal, 2000). Establishments with a higher share of personnel with a higher education and diversity in the types of educations have a higher likelihood of innovating. Although, education is essential to human capital, on job training, health care, experience and migration also have great effect on the actual human Capital. Growth-oriented strategies moderate the impact of diversity in level of education on composite bonuses; this type of diversity was beneficial in department with a strong focus on growth oriented strategies (Bezrukova, 2004).

Furthermore, educational background diversity can negatively affect the performance of a establishment team and the teams social integration. Jackson, May and Whitney (2005) in their view reveals that heterogeneity of personnel's educational background is associated with their turnover intentions. Wide variation in the educational background of personnel has given rise to task related debates among work groups. Similarly, educational diversity negatively related to decision making in top executive teams. It shows that the heterogeneous educational backgrounds tend to increase their level of discomfort and conflict that may lead to decreased social integration in teams.

In view of Greer and Jehn (2007), education support interactive involvement and build constructive connections. Diverse educational backgrounds resulted in more task-related conflict among team members. In sum, diversity in education levels can be associated with positive and negative effects

on establishment performance. Curseu, Raab, Han, and Loenen (2012) in their opinion extends that group diversity by simultaneously exploring two forms of educational diversity (separation and variety) as they relate to group network density and external network range. Assertively, workforce with diversified educational background improve the establishment effectiveness which reviews that diversified educational background plays a significant role in influencing the personnel and establishment effectiveness. Personnel who work with different educational background foster for creative thinking and work with full interest and loyalty. The main benefit of workforce diversity is to utilize the diversified talents of personnel in attaining establishment common mission and goals.

Performance of the Establishments

Establishments performance means system outputs. Every establishment feeds inputs such as raw materials, people or resources and transforms them into finished goods or services aimed at satisfying the consumers' need. According to Daft (2014), establishment performance is defined as an establishment's ability to attain its goals by using resources in an efficient and effective manner. Consequently, it is an evidence of the output of members of an establishment measured in terms of efficiency, innovations, service delivery, profit, growth, development and expansion of the establishment. Establishment performance comprises the actual output or results of an establishment as measured against its intended outputs (or goals and objectives) (Ingram, 2019). Thus, the extent to which an establishment is able to operate smoothly and achieve its goals or mandates is what this work sees as establishment performance.

Establishment performance is defined as a continuous and action oriented with focus on improving performance by using objective, standards, appraisal, and feedback. Establishments performance comprises the actual output or results of an establishment performance as measured against its intended goals and objectives. Establishments adopt performance measurement because it creates accountability, provides feedback to operations, and result in more effective planning, budgeting, and evaluation (Ammons, 2001). The performance as stated by Hunger and Wheelen (2007) is an end results of an activity, and an establishment performance is accumulated end results of all the organizations work processes and activities. Managers measure and control establishment performance because it leads to better assessment for management, to increase the ability to provide customer value, to improve measures of establishment knowledge, and measure of establishment performance do have an impact on an establishment's reputation. When the performance of the establishment is assessed, the past management decisions that shaped investments, operations and financing are measured to know whether all resources were used effectively, whether the profitability of the business met or even exceeded expectations, and whether financing choice were made prudently.

According to Richard, Devinney, Yip and Johnson (2009), establishment performance encompasses three specific areas of establishment outcomes, financial performance such as profits, return on assets and return on investment), product market performance such as sales, market share and shareholder return measure through total shareholder return and economic value added. Establishment performance is therefore the ability of an organization to fulfil its mission through sound management, strong governance, and a persistent rededication to achieving results. Basically the nature of Federal Government Establishments such as agencies and parastatals which was originally designed to provide public services like availability goods, street lights, access roads, water, relief materials and other social amenities for the wellbeing of the citizens.

Effect of educational background diversification on the performance of Federal Establishments

Most establishments implement educational diversity initiatives to motivate and encourage employees to work effectively with others so that organisational goals are achieved. A person's

educational background can be a significant indicator of their knowledge, skills, and capability (Tracy & David, 2011). Furthermore, the choice of a specific educational major may reflect one's cognitive strength and personality. For instance, an individual educated in computer science can be expected to have a somewhat different cognitive disposition than an individual educated in marketing or advertising (Daniel. 2009). As in functional expertise, educational diversity seems to have a positive impact on team performance because it fosters a broader range of cognitive skills (Horwitz, 2005).

Lewin, Massini and Peeters (2011) contend that the absorptive capacity of the establishment is likely to increase with variety in knowledge structures as reflected in diverse educational majors. Bamberger, Biron and Meshoulam (2014) observed that informational diversity, such as education and functional areas, were positively related to actual work group performances, although the relationship was mediated by task conflict. Hambrick, Humphrey and Gupta (2015) similarly reported that international experience and diverse educational background were positively related to establishments global, strategic postures among top management teams.

However, educational diversity can also negatively affect team performance and social integration in teams (Peretz, Levi & Fried, 2015). The author further stated that educational diversity can negatively affect decision-making consensus in top management teams thus resulting in poor performance. In' addition, heterogeneous educational diversity tends to increase the level of discomfort and conflict that may lead to decreased social integration and performance in teams (Jindal, Bagade & Sharma, 2013).

Similarity-Attraction Paradigm Theory

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

1. Similarity attraction theory assumes that people like to associate themselves with those whom they perceive to be like them based on demographic characteristics such as age, ethnicity, etc.
2. It is believed that this attraction helps to promote cohesion, communication and cooperation among establishment members. For instance, it is possible to find younger personnel in an establishment pursuing common social activities with fellow colleagues within their age group and even going for lunch breaks with their colleagues who are of the same age group.

The implication of theory according to Byrne (1971) who argued that people will be rated higher the more similar they are to the rater or the more similar the rater believes people are to him/herself. The need for a positive self-identity causes us to have a preference for. There has been a resurgence of interest in personality in the workplace. The influence similarity personality traits have on performance appraisal could be determined by the relevance of the trait for successful job performance.

The relevance of this theory is as follows:

1. That educational background diversity motivates staff, increases staff social and interpersonal relationships and promote establishments productivity and performance.
2. That it allows interpersonnel differences from different ethnic background in an establishment.
3. That it allows flow of communication among staff in an establishment etc.

Research Design

The study adopted descriptive research design.

Population of the Study

The total population of Federal Establishments in Rivers State according to Federal Character Commission is one hundred and twenty-four (124). The researcher chose to study twelve (12) Federal Establishments under Information and Communication because they have similar mandate, focus, uniformity and service delivery.

Sample and Sampling Techniques

The sample size of 226 was determined using Krejcie and Morgan sample size table (see appendix c). After determining the sample size of the study, Bowley's (1960) population proportionate allocation formula was used for sample size distribution across the staff of Federal Establishments under Information and Communication in Rivers State.

Research Instrument

Structured questionnaire tagged: Workforce Diversity and Establishment Performance Questionnaire (WDEPQ) was used for the collection of primary data. The copies of the questionnaire were designed in five point Likert rating scale format with the following response options: Strongly Agree (SD) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

Method of Data Analysis

Pie chart was used to present the percentages of demographic data for the study, items and scores analysis was used to evaluate the Likert scale responses of SA, A, N, D and SD, descriptive statistic was used to determine the mean and standard deviation of the research questions one to five with benchmark of 3 criterion mean value while test of hypotheses was done using Simple Linear Regression at 0.05 significance alpha level with the aid of Statistical Package for Social Sciences (SPSS) version 21.

Test of Hypotheses

Hypothesis1: Educational background diversity does not have any significant effect on the performance of Federal Establishments in Rivers State.

Model Summary of the Effect of Educational Background Diversity on the Performance of Federal Establishments in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.900 ^a	.811	.810	.29736	.396

a. Predictors: (Constant), EBD

b. Dependent Variable: PFE

Sources: SPSS 21.0

The model summary of Table 1 reveals that R^2 perfectly measured the effect of independent variable on the dependent variable having the value of .811. Based on the 81% of the variation, the result showed that educational background diversity had strong positive effect on the performance of Federal Establishments in Rivers State. This was supported by adjusted R^2 of .810. Furthermore, Durbin-Watson statistic value of .396 which shows that the variables in the model are not autocorrelated and that the model is reliable for predictions of the positive effect of educational background diversity on the performance of Federal Establishments.

Hypothesis 2: There is no significant relationship between gender diversity and the performance of Federal Establishments in Rivers State.

Table 2: Model Summary of the Relationship between Gender Diversity and the Performance of Federal Establishments in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
-------	---	----------	-------------------	----------------------------	---------------

1	.835 ^a	.697	.696	.39562	.225
---	-------------------	------	------	--------	------

a. Predictors: (Constant), GD

b. Dependent Variable: PFE

Sources: SPSS 21.0

The model summary of Table 2 reveals that R^2 perfectly measured the effect of independent variable on the dependent variable having the value of .697. Based on the 70% of the variation, the result showed positive significant relationship between gender diversity and the performance of Federal Establishments in Rivers State. This was supported by adjusted R^2 of .696. Furthermore, Durbin-Watson statistics value of .225 which shows that the variables in the model are not autocorrelated and that the model is reliable for predictions based on the positive significant relationship between gender diversity and the performance of Federal Establishments in Rivers State.

Hypothesis 3: There is no significant influence of marital status diversity on the performance of Federal Establishments in Rivers State.

Table 3: Model Summary of the Influence of Marital Status Diversity on the Performance of Federal Establishments in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.924 ^a	.854	.853	.20931	.381

a. Predictors: (Constant), MSD

b. Dependent Variable: PFE

Sources: SPSS 21.0

Result of Table 3 revealed that R^2 measured the influence of independent variable on the dependent variable with a value of .854. This further implies that R^2 value represented 85% of the variation which means that marital status diversity had strong positive influence on the performance of Federal Establishments in Rivers State. This was supported by adjusted R^2 of .853. However, the Durbin-Watson statistics value of .381 which shows that the variables in the model are not autocorrelated and that the model is reliable for predictions on how marital status diversity positively influence the performance of Federal Establishments in Rivers State.

DISCUSSION OF FINDINGS

Discussion on the Effect of Educational Background Diversification on the Performance of Federal Establishments

The null hypothesis is rejected, while the alternate hypothesis is accepted. This further indicated that educational background diversity had positive significant effect on the performance of Federal Establishments in Rivers State. The result further indicated that educational background diversity had positive effect on the performance of Establishments in Rivers State. In other words, having different educational background or talent affects the performance of federal establishment in Rivers State positively. The study of Sambo (2019) revealed that there is a significant positive relationship between educational qualification and performance of federal-owned tertiary institution in Cross River State. Similarly, the study of Ofe (2012) revealed that CEO educational background and firm performance show no significant relationship. In addition, the finding shows no significant relationship between CEO educational level (undergraduate or postgraduate) and firm performance of listed firms in the Stockholm stock exchange in Umeå.

A study by Elsaid (2012) in the Egyptian pharmaceutical industry revealed that educational diversity was positively and significantly related to employee performance. Based on these findings, Elsaid (2012) further explained that more or balanced educational types may increase the likelihood of an organisation to benefit from increased creativity, innovation and improved employee performance. Furthermore, a study by Odhiambo (2014) in the Kenyan education sector revealed that educational diversity was significant in explaining a variation in employee performance. In harmony with Elsaid

(2012), Odhiambo (2014) found that having more varied educational types in an organisation improves problem solving skills and decision making amongst employees, thus resulting in improved employee performance. Similarly, Rosemary and Ng'etich (2020) study findings indicate that educational diversity have significant and positive effect on employee performance in selected universities in Kenya. In addition, empirical studies that supported the effect of educational background diversity on the performance of establishments in Rivers State does not focused on the study variable rather focused on the CEO educational background and firm performance in the Stockholm stock exchange in Umeå; Egyptian pharmaceutical industry educational diversity and employee performance; Kenyan education sector educational diversity employee performance; educational types in an organisation amongst employees and educational diversity and its effect on employee performance in selected universities in Kenya.

CONCLUSION

The analysis of data revealed that workforce diversity enhances performance of Federal Establishments in Rivers State, Nigeria. Based on the findings of bio data, it was concluded that gender distribution ratio of Federal establishments in Rivers State, Nigeria had more male staff than female staff. In age distribution, it was concluded that Federal Establishments like engaging those that are somehow matured since the administrative and other tasks required some level of maturity. Furthermore, it was concluded that educational background diversity have positive significant effect on the performance of Federal Establishments in Rivers State.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. Federal Government should continue to encourage educational background diversification in Federal Establishments in Rivers State. This can be achieved through study leave with pay, training and organising conferences that would give liberal orientation on the positive effect of educational background on the performance of Federal Establishments under information and communication in Rivers State.
2. Federal Government should continue to encourage age diversification and performance of Federal Establishments in Rivers State. This is can be achieve by organising a conferences and workshops on the relationship between age diversity and Federal Establishments under information and communication in Rivers State.
3. Federal Government should ensure proper integration of different ethnic diversity in the various Federal establishments for effective performance. This can be achieved through research, holding of workshop and seminar to enlighten the workforce on the impact of ethnic diversity on work performance of Federal Establishments under information and communication in Rivers State.

REFERENCES

- Agus, A., Barker, S., & Kandampully, J. (2019). An exploratory study of service quality in Malaysian Public Service Sector. *International Journal of Quality & Reliability Management*, 29(1), 24-38.
- Ammons, D. (2001). *Municipal benchmark*, 2nd ed. Sage Publication.
- Bezrukova, K. (2004). A field study of group diversity, workgroup context, and performance. *Journal of Organizational Behavior*, 25(6), 703-729.
- Byrne, D. (1971). *The attraction paradigm*. Academic Press.

- Curseu, P. L., Raab, J., Han, J., & Loenen, A. (2012). Educational diversity and group effectiveness: A social network perspective. *Journal of Managerial Psychology*, 27(6), 576–594.
- Daft, R. L. (2020). *Organization Theory and Design*, 11th Edition. Management International Management and Diversity Managerial.
- Elsaid, A. M. (2012). The effects of cross-cultural workforce diversity on employee performance in Egyptian pharmaceutical organizations. *Business and Management Research*, 1(4), 162-180.
- Eugene, C., Lee, K., Tan, S., Tee, S., & Yang, P. (2011). Effects of workforce diversity on employee performance. *Journal of Social Science*, 20(1), 173-198.
- Foma, E. (2018). Impact of workplace diversity. *Review of Integrative Organization and Economics Research*, 3(1), 382-390.
- Fredrickson, B. L., Branigan, C. (2001). Positive emotions. In: Mayne TJ, Bonnano GA, editors. *Emotion: Current issues and future directions*. Guilford Press.
- Greer, L. L., & Jehn, K. A. (2007). The pivotal role of negative affect in understanding the effects of process conflict on group performance. In E. A. Mannix, M. A. Neale, & C. Anderson (Eds.), *Research on managing groups and teams* (10: 23-45). Stanford, CT: JAI.
- Gupta, R. (2019). Workforce diversity and establishment performance. *International Journal of Organization and Management Invention*, 2(6), 36-41.
- Horwitz, S. K., & Horwitz, I. B. (2007). The effects of team diversity on team outcomes: A meta-analytic review of team demography. *Journal of Management*, 33(6), 987-1015.
- Hunger, J. D., & Wheelen, T. L. (2007). *Essentials of strategic management*. Prentice-Hall, Inc.
- Ingram, H. (2019). Organization performance management: Practices and programmes. *International Journal of Management*, 2(4), 5-10.
- Jackson, S. E., May, K. E., & Whitney, K. (2005). Understanding the dynamics of diversity in decision-making teams. In: Goldstein IL, Guzzo RA, Salas E (eds) *team effectiveness and decision making in organizations*. Jossey-Bass, San Francisco.
- Lewin, A. Y., Massini, S., & Peeters, C. (2011). Microfoundations of internal and external absorptive capacity routines. *Organization Science*, 22(1), 81-98.
- Mullins, L. J. (2020). *Management and organisational behaviour* (9th ed.). Pearson Education Ltd.
- Ofe H. A. (2012). *The impact of the educational background of Chief Executive Officers (CEOs) on firm performance of listed firms in the Stockholm stock exchange*. Master Thesis submitted to the Umeå School of Business and Economics
- Peoplescout, T. (2019). Managing diversity in the workplace. <https://bit.ly/2rqbEYn>.
- Rosemary, M. M., & Ng'etich, W. K. (2020). *Effect of workforce ethnic diversity and education background diversity on employee performance in selected universities in Kenya*.

- Sambo, F. (2019). Relationship between educational qualification and performance of federal-owned tertiary institution in Cross River State. *Journal of Education and Quality*, 1(1), 10-15.
- Staples, G. & Zhao, E. (2018). The effect of workforce diversity on establishment performance of selected firms in Nigeria. *Mediterranean Journal of Social Sciences MCSER*, 5(10), 231-236.
- Tracy, R. L., & David E. M. (2018). Choosing workers' qualifications: No experience necessary? *International Economic Review*, 34(3), 68-71.
- Ugwuzor, M. (2017). Workforce diversity management in Nigerian firms: The interplay of workforce culture. *Journal of Educational Research*, 5(2), 1-8.