

UNIVERSITY OF KWAZULU-NATAL

The influence of workforce diversity on employee performance at the South African
Social Security Agency in KwaZulu-Natal

By

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DECLARATION

I, Sinobuhle Luvuno declare that

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DEDICATION

This work is dedicated to:

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ABBREVIATIONS AND ACRONYMS

AA	Affirmative Action
BBBEEA	Broad-Based Black Economic Empowerment Act 53 of 2003
BCEA	Basic Conditions of Employment Act 75 of 1997
EEA	Employment Equity Act 55 of 1998
HR	Human Resource
HRM	Human Resource Management
KZN	KwaZulu-Natal
LRA	Labour Relations Act 66 of 1995
SASSA	South African Social Security Agency
SDA	Skills Development Act 97 of 1998
SDLA	Skills Development Levies Act 9 of 1999

ABSTRACT

Workforce diversity is a multi-faceted concept that keeps growing as the world continues to be the international marketplace. It is because of this reason that most people are convinced that diversity is essential for employee performance. This study's primary aim was to examine the influence of workforce diversity on employee performance from the employees working at SASSA's KwaZulu-Natal Regional Office in Pietermaritzburg. In this research, the word workforce diversity has been defined as the concept that possesses organisations as confronted with a portrayal of different employees from various gender, age, ethnicity and educational background. It is about employee relationships and mentalities with regards to diversity and group contacts. Numerous prescripts have been put in place by the government to guide the workforce in the working environment. Nevertheless, these prescripts particularly pay attention on compelling firms to embrace diversity and therefore failing to look into organisations' needs and how it contributes to behavioural conducts, for example, employee performance. In addition, numerous studies have been conducted from outside South Africa and few in South Africa on workforce diversity and Organisational performance. Notwithstanding, not many of them paid attention on the influence of workforce diversity on employee performance. It is because of these reasons that, this research examined the influence of workforce diversity on employee performance at SASSA. Quantitative approach was used to provide responses which have much strong basis than lay person's common sense, intuition or judgment. This approach was supported by administered face-to-face questionnaires in order to obtain higher response rate rather than using the web-based questionnaire. A sample of 103 respondents was used consisting all employees except those who were serving as interns because they were not working permanent. Data was processed and analysed in the form of tables, charts and graphs using SPSS version 26. The findings depicted that there is a significant relationship between workforce diversity and employee performance. Drawing from the findings of the study, it is recommended that SASSA should continue employing and developing employees from different backgrounds in terms of gender, age, ethnicity and education to improve the efficiency of workforce diversity towards employee performance.

Keywords:

Workforce diversity, employee performance, SASSA, gender diversity, age diversity, ethnic diversity, educational diversity.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

With the arrival of democracy in South Africa in 1994, the elected government introduced some of the official laws and rules that promoted the prevention of and minimisation of non-inclusive working environment which resulted in workforce diversity in many organisations. Several statutes were brought in place post-1994 with the purpose of improving the workforce diversity and the number of conditions of the past in the working place. The statutes comprised of Labour Relations Act of 1995, Basic Conditions of Employment Act of 1997 and the Employment Equity Act of 1998. The mentioned statutes were originated after the introduction of the Constitution of the Republic of South Africa. Given the above information, this study will focus on the influence of workforce diversity on employee performance focusing at the SASSA KZN regional office.

1.2 BACKGROUND OF THE STUDY

The globalisation that is increasing across the globe needs an effective communication between the individuals from different backgrounds than at any time. This is so on the grounds that, people never again live and work in a limited environment as they are now, as part of the overall economy contending in nearly all part of the globe (Patel, 2016). Hence, the purpose of many organisations is to be more diversified to have an upper hand on the competitors by getting more creative, inventive and open to an appropriate change. The current working environment is moving at an improved speed and the changes in the demographics of employees, increment of employment in the economy, proceeding with the development of the globalisation and necessity for effective and efficient joint effort have surfaced as noteworthy forces driving the significance organisational diversity. The expansion of globalisation and competition has resulted in a workforce in every industrialised nation to be continuously heterogeneous. Technology advancement and the beginning of an overall economy led individuals from different parts of the world to live or share the same space, closer to one another. Graffin and Moorhead (2014) argued that in order for organisations to have a diverse workforce, executives need to recognize and deal with the mixed personalities that are found in different individuals in the organisations. Along these lines, Gupta (2013) pointed that organisations, systems of

education and different entities are studying approaches to further serve their citizens to pull in and keep the best and more qualified workers.

Griffin and Moorhead (2014) referred workforce diversity as those important differences and similarities that are available between the individuals in the organisation. Nwinami (2014) further argued that diversity characterises those differences, which involve an employee's character, gender, ethnicity, religion, income, marital status, educational background, work experience and every one of those perspectives which supposes and supports an organisation's core standards. It additionally implies that those organisations that end up being increasingly varied about its workforce arrangements depend on attributes such as age, gender, ethnicity, educational background etc. (Robbins and Judge, 2013).

Human Resource is a significant tool for almost every organisation, and as such, consisting of a diverse workforce is essential concern for the majority of the organisations. Despite the fact that it has become essential for most organisations to have a diversified workforce, it has become a challenging task to earn the benefits of having a diverse workforce while dealing with its possibly disruptive influences (Saxena, 2014). Many organisations have perceived that it is via the effort of the collective of its diversified workforce that financial resources are linked with the achievement of organisational objectives.

For an organisation to reach its objectives, the abilities, information, attitude and effort of its workforce need to be improved at times to enhance the adequacy of its workforce and to empower them to meet more challenges. Organisations are comprised of employees that assist them to achieve their objectives. Hence, the administration of its human capital is a critical aspect for leaders of the organisation (Saxena, 2014). Griffin and Moorhead (2014) contended that for organisations to be successful it is crucial for their leaders to have an understanding of how social life in the workplace affects the employees' views about work and should have compelling communication abilities to build up the confidence and trust in the entirety of its employees. Subsequently, to accomplish and keep an upper hand over competitors, executives must have the option to draw from the most important assets, for example, the capabilities of its employees. In view of developing wealth of diversity across the globe and in the workforce, executives need to spread out their viewpoint and apply inventive ways to gain success.

In line with the study of Shifnas and Sutha (2016), the researcher is of the view that various studies of the same topic have been done in foreign countries, not in South Africa. Those that have been conducted in South Africa were focusing on the banking sector and in schools, few of them focused on the government sector. It for this reason the researcher decided to conduct the study at SASSA.

1.3 PROBLEM STATEMENT

Workforce diversity has turn out to be an important feature in the current business world. In the current study, the assessment of the construct is of paramount because of the societal and political developments that have occurred in the South African public sector including SASSA. As indicated in this study, these developments were purely motivated by different legislative policies and procedures that prompted an enhancement of the workforce diversity (Graffin and Moorhead, 2014). Hence, these policies and procedures decisively emphasise on handling issues of the past imbalances and discrimination in organisations as opposed to the business requirements of diversity and how it impacts on employee conduct and results, for example, performance of the employees. Drawing from the above statement, many organisations had not been paying attention on the influence of workforce diversity rather on the legal perspective (Nwinami, 2014). Other than the abovementioned, most of the studies on workforce diversity were done not in South Africa but in foreign countries and the majority of those studies were concentrating on private sector and schools (Shifnas and Sutha 2016). Moreover, workforce diversity has not gotten sufficient consideration in exploring the factors that might impact employee performance. Most of studies on employee performance fundamentally pay attention on features like training and economic assets that might impact employee performance (Gao, 2016).

According to Shifnas and Sutha (2016) various studies have been done in foreign countries such as Kenya and Nigeria, and few in South Africa about the workforce diversity and organisational performance. Notwithstanding, not many of them payed attention on the influence of workforce diversity on employee performance (Graffin and Moorhead, 2014). Zhuwao (2017) and Carelse (2013) conducted their studies on the influence of workforce diversity on employee performance. The abovementioned studies were done in the institution of higher learning and in the banking sector. None of these studies focused on the workforce diversity in the public sector such as at SASSA. In this manner, the current research pursued to look at the influence of workforce diversity on employee performance at SASSA, KwaZulu-

Natal. According to Zhuwao (2017), diversity will fundamentally grow in the future, and effective organisations perceive the requirements for an immediate accomplishment and are prepared and ready to apply their resources on looking after the influence of workforce diversity. It is around these lines the research was done to investigate the influence of workforce diversity on employee performance at SASSA setting.

With the above discussion, this study aims to answer the following question: Does workforce diversity have the influence on employee performance at SASSA?

The above research problem triggered the following research objectives:

1.4 RESEARCH OBJECTIVES

The primary objective of this study is to determine the influence of workforce diversity on employee performance at SASSA. The study will be conducted in line with the below objectives:

- To determine the influence of gender diversity on employee performance at South African Social Security Agency.
- To determine the influence of age diversity on employee performance at South African Social Security Agency.
- To determine the influence of ethnicity diversity on employee performance at South African Social Security Agency.
- To determine the influence of educational diversity on employee performance at South African Social Security Agency.
- To determine whether the sub-dimensions of workforce diversity (gender, age, ethnic, educational) significantly account for the variance in employee performance.

1.5 RESEARCH QUESTIONS

The study will be answering the following questions:

- How does gender diversity influence employee performance at South African Social Security Agency?
- How does age diversity influence employee performance at South African Social Security Agency?

- What is the influence of ethnicity diversity on employee performance at South African Social Security Agency?
- To what extent is diversity in education influence employee performance at South African Social Security Agency?
- Do sub-dimensions of workforce diversity (gender, age, ethnic, educational) account for the variance in employee performance?

1.6 HYPOTHESES OF THE STUDY

Hypothesis 1

H₀: There is no significant relationship between workforce diversity and employee performance.

H₁: There is a significant relationship between workforce diversity and employee performance.

Hypothesis 2

H₀: There is no significant relationship between gender diversity and employee performance.

H₁: There is a significant relationship between gender diversity and employee performance.

Hypothesis 3

H₀: There is no significant relationship between age diversity and employee performance.

H₁: There is a significant relationship between age diversity and employee performance.

Hypothesis 4

H₀: There is no significant relationship between ethnic diversity and employee performance.

H₁: There is a significant relationship between ethnic diversity and employee performance.

Hypothesis 5

H₀: There is no significant relationship between educational diversity and employee performance.

H₁: There is a significant relationship between educational diversity and employee performance.

Hypothesis 6

Ho: The sub-dimensions of workforce diversity (gender, age, ethnic, educational) do not significantly account for the variance in employee performance.

H₁: The sub-dimensions of workforce diversity (gender, age, ethnic, educational) significantly account for the variance in employee performance.

1.7 SIGNIFICANCE OF THE STUDY

This research was to explain the impact of workforce diversity on employee performance and the general performance of employees at SASSA, KwaZulu-Natal. The results would support the SASSA as whole and its stakeholders acknowledge workforce diversity and figure out how to take an upper hand over the challenges of the diversity and techniques to accomplish an enhanced performance. In addition, it is expected that this research will broaden the understanding of workforce diversity and of employee performance in the organisation overall. By exploring how diversity influence employee performance at SASSA, the research will explore ways on how workforce diversity affects employee performance in other organisations, and it is anticipated to uncover how SASSA uses its workforce diversity, and how the different features of diversity influence employee performance.

The results of this research would be imparted to the organisation's executive management with the expectation that it would allow them to understand the advantages and disadvantages of the workforce diversity. Acknowledging the different employees from various backgrounds makes prospects for more prominent advancement and increasingly innovative answers for issues by the executive thereof, upgrades more variation which is the way to guaranteeing that the organisation would have the option to completely profit by taking less represented groups into the workplace.

The findings emerging from this study would uncover the way in which workforce diversity is managed and the performance of the employees in general. This disclosure would motivate the executive management to analyse its techniques in dealing with the influence of workforce diversity and potentially amend grey areas that basis the differences or affect the performance at SASSA. With that being said, employees would also benefit from the research since they would get a chance to put their opinion towards the influence of workforce diversity. In addition, they would give imperative data that would enable the researcher to comprehend the

influence of workforce diversity. Similarly, employees would advance a great understanding of workforce diversity and how it affects their work performance.

This study also gives a broad comprehension of the topic and its impacts on performance of the employees, therefore giving employees an opportunity to acknowledge, and worth and value the view of each other. Moreover, this study inspires additional studies in the field of workforce diversity and employee performance. It makes consciousness in public sector on the benefits of adopting an appropriate structure of workforce diversity. Most importantly, this research assists policy and legislative initiators to see workforce diversity as an organisational need and/or development as opposed to as a legal requirement.

1.8 SCOPE OF THE STUDY

This study will be conducted at the SASSA Regional Office, KwaZulu-Natal. The population of the study consists of 142 employees. It is inclusive of all employees except those who are serving as interns and contractors. The researcher will be focusing on workforce diversity with an aim of understanding the influence of workforce diversity on employee performance at SASSA. Moreover, the study will be restricted to the independent variables, which are gender, age, ethnicity diversity, and educational background and they would in general impact employee performance as a dependent variable at SASSA, KwaZulu-Natal Regional Office.

1.9 PRELIMINARY LITERATURE REVIEW

The main aim behind conducting literature review is to assist the researcher in obtaining the full foundation on the previous and current information in the field of focus and tries to answer the questions of the study. In addition, Creswell (2014) stated that literature review assists in deciding if the research topic deserves to be studied and it gives knowledge in a manner by which a researcher can have a straightforward area of focus. The author further added that literature review also assists in giving an idea about the findings of other studies that are related to the one being conducted. In the current study, the literature review assisted the researcher in getting an understanding on how other authors looked at the manner in which workforce diversity influence the employee performance. Moreover, the researcher reviewed both involvements from private and from public sector.

1.10 PRELIMINARY RESEARCH METHODOLOGY

The researcher used a quantitative research methodology employing a self-administered questionnaire. The researcher managed to retrieve 102 questionnaires from 103 questionnaires administered, securing 99% response rate. The collected data was captured and analysed using the Statistical Package for Social Science (SPSS) version 26. Both descriptive and inferential statistics were utilised, the aim of using descriptive statistic was to get an insight about demographic information of participants while inferential statistic assisted in obtaining the quantitative information.

1.11 DELIMITATION OF THE STUDY

It is of high importance to take note that the results of this study only reflect the perceptions of the employees who are working at SASSA KZN Regional Office. In this manner, it is not advisable to link the findings of this study with of other organisations, other SASSA regional offices, district and local offices. The issue of time can be taken as the key limitation of this research. In addition, the research findings were merely drawn from only two sources of data, which were primary and secondary data. The primary data was collected from participants from SASSA, while secondary data was collected using secondary sources of information for example, previous studies of the same nature including books and journal articles. The researcher only focused on only four independent variables (gender, age, ethnicity and educational diversity), yet there are other variables which can influence employee performance besides the abovementioned variables.

1.12 DEFINITIONS OF THE IMPORTANT TERMS

1.12.1 Influence

Ozgen, Nijkamp and Poot (2011) described influence as the actual change in attitudes, values, beliefs, or behaviour of a subject. The authors augured that, influence can be measured by determining how these components change as a results of subject's actions. On the other hand, Shifnas and Sutha (2016) referred influence as the power to effect an event or causing a change without any direct or apparent effort.

1.12.2 Diversity

According to Wambui *et al.* (2013), diversity is described as the affirmation, understanding, accepting, respecting and celebrating dissimilarities between individuals regarding gender, age, ethnicity, education, class and religion. The authors continue to elaborate that diversity is also about celebrating similarities and acknowledging differences between the individuals.

1.12.3 Workforce diversity

Workforce diversity reflects that the organisations are confronted with a portrayal of different employees from various gender, age, ethnicity and education background (Zhuwao, 2017). Muthoni (2017) indicated that workforce diversity is about employee relationships, mentalities about diversity and group contacts. In addition, According to Carelse (2013) a diverse workforce, for example, involves women, Africans, Indians, Coloured etc.

1.12.4 Employee performance

Employee performance is described as the effective fulfilment of duties by a chosen employee as a set and measured by the superior or organisation, to pre-defined worthy standards, whereas productively and successfully using accessible assets inside an evolving environment (Zhuwao, 2017).

1.13 STRUCTURE OF THE RESEARCH

The study has six (6) chapters.

Chapter 1: gives an introduction of the research. It also provides a research background, describes the problem of study, research objectives, research questions, the research hypotheses, it provides significance, scope and limitations of the research.

Chapter 2: The chapter gives an outline of the literature, including the historic background of workforce diversity and overview of workforce diversity and a conceptual framework in relation to the research topic. In addition, the section also reviews the relevant literatures which prior studies have been conducted on related topic.

Chapter 3: This chapter consists of research methodology, research design, research approaches and data collection, issues of validity and reliability, ethical considerations and the limitations of the research.

Chapter 4: This chapter presents research findings and analyse data collected in this study.

Chapter 5: This chapter presents the discussion of the research findings.

Chapter 6: Summary, conclusions and recommendations of the study presented in this chapter.

CHAPTER 2

WORKFORCE DIVERSITY ON EMPLOYEE PERFORMANCE

2.1 INTRODUCTION

This chapter is interested in the reviewed literature collected from secondary sources which include; books, articles, internet, journals, etc., that were in line with the purpose of this research. To explore the relationship between the dependent variable (employee performance) and the independent variable (workforce diversity) focusing on gender, age, ethnic and educational background, the conceptual framework will be developed and explained. The chapter will further discuss the empirical literature in line with the influence of workforce diversity on the performance of employees.

2.2 HISTORICAL BACKGROUND OF WORKFORCE DIVERSITY

Workforce diversity is quick turning into the catchphrase in the governmental sector, not just because public sector is getting nicer and kinder on the socially diverse groups but because they need to survive (Graffin and Van Fleet, 2014). To endure a developing number of policies, government institutions should employ, retain and develop socially diverse workers. The significance of cultural value in the governmental practice and the circulation of government services has been developed by various modern researchers. For example, Carelse (2013) considered workforce diversity as a matter that includes racism, sexism and other forms of discrimination from the individual, character group, and system stages. Godefrey (2014) concentrates more on cultural diversity where he explained it as the portrayal in a social structure of individuals consisting of definitely diverse group attachments of social significance. Frank (2014) argues that diversity includes age, individuals and organisational background, level of education, capacity and character, and it likewise incorporates way of living, sexuality, physical origin, residency and/or supervision or non-supervision position.

The public sector alignment regulates if individuals from the public have the same opportunity to benefits and rewards. Both employment policies of government and public policies add to the degree of economic equality in communities. For this reason, both governmental employment policies and public policies that circulate economic development and different assets might represent compensatory techniques (Saxena, 2014). The significant managerial abilities for compelling diversity management are social consciousness, cultural sensitivity,

and adaptability to diversity. The author further argued that, in the business setting, managers of diversity, irrespective of their cultural foundation, would generally display consistent management qualities and capabilities. As indicted by Nwinami (2014) this managerial procedure is generally concerned about benefit or profit and does not distinguish the significance of delicate aptitudes that are needed to execute diversity initiatives.

Governments follow compensatory strategies once they offer same opportunities to the individuals who have been deprived of opportunities because of unfair discrimination in labour environment or via pre-market conditions that produced inconsistent investments in human resources (Moultrie and Dorrington, 2014). Dealing with these new financial and political burdens is precisely in making sure that the responsiveness and vitality of the market mechanism is in line with the advancement of formative duties of the country. Hence, the global lessons gained from the international market systems have demonstrated that economic achievement is premised on the merging of enterprise-based activities in training with viable state management of the bigger sectorial and governance settings (Lee and Gilbert, 2014). Therefore, looking after workforce diversity needs a double reaction. From one perspective, it involves a country's effective consolidation in the international economy, while on the other hand it needs the advancement of marginalized institutions via awareness and state intervention. Without such state interventions, organisations such as SASSA will move to far more prominent social and financial insolvency.

Mentioning the intrinsic rewards acquired from the public service employment, there are important and frequently exceptional advantages of public service employment. Lee and Gilbert (2014) contend that the accomplishment of duties in public service employment gives an employee an opportunity for self-acknowledgement, and therefore they connect the principle of open position to their degree of justice. In addition, participation in public administration, philosophies of equal representation incorporate both active and passive techniques for providing the preferences of diverse cultural groups reasonable chances to be heard. D'Netto, Shen, Chelliah and Monga (2014) are of the view that passive or demographic portrayal in the administration passes the possibility that the political structures are open and receptive to individuals irrespective of their cultural backgrounds or individual attributes. From this accord structure of democratic representation, the enrolment relies upon taking a passive role, depending on those in management position to fulfil their inclinations.

The relationship between active and passive portrayal is uncertain in literature. However, best-case scenario is passive portrayal has a constrained limit with respect to guaranteeing political receptiveness (Rizwan *et al.*, 2016). Substantive or active representation, on the other hand, sets that the individuals from the administration must accept accountability for democratic results. The authors continued to argue that, extending access to management positions in the organisation develops the chance for diverse favourites to be considered in endeavours to figure out what comprises the government interest and how it can best tend to. According to Frank (2014), equity is not served when some try to speak to the interests of the individuals who are prohibited or omitted from power, irrespective of how compelling they may be. The demonstration of interest in government in itself is the way to empowerment.

In line with the idea of joint involvement, including government workers in the obligation for government outputs has a long-known history in public administration in places such as America. In developing a government model, Nwinami (2014) states that individuals from both community and professional administrations should take an active liability to develop and promote public interest. In addition, the author has presented system of interactive democracy puts responsibility on executives in firms to control the exchange of ideas and views between individuals from various groups to build up potential for gaining society essence. According to Aydan (2016), society essence involves a duty regarding the public and a dedication to the political framework in general and advancement of a sense of society essence, instead of the fulfilment on preference harmony.

Willingness to serve the public's interest and sense of commitment to government fill in as an inspirational reason for public service. These qualities differentiate public service from different occupations. In addition, Aydan (2016) contends that the basic elements for receptiveness in the public administration are the perspectives or insouciances and values of the individuals who are part of the public service. The standards of social value give public servants a set of accepted rules and an ethic for complementary of circumstances between the privileged and underprivileged individuals from the community (Scotts and Sims, 2016). Standards of social value from the distribution of public goods are additionally appropriate to the manner in which government disseminate the rewards of public service. Same access to the substantial and intrinsic benefits of public service is a basic connection to autonomous rule in a regulatory state, not just on the grounds that it encourages individual opportunities for fairness, yet in addition since it propels collective opportunities for justifiable representation.

A most notable concern in measuring equity in public service institutions is the degree in which supervisory positions are consistently distributed between individuals from various groups. A point when the lower positions of the public servants are comprised of individuals from one ethnicity and higher positions in the public service are comprised or dominated by another, reasonable opportunity to impact the results of public service is subverted (Moultrie and Dorrington, 2014). Public service employees at a supervisory level have more noteworthy opportunity to have an impact on policies and procedure outputs and, with that being said, employees from higher level positions might have a vital role in the improvement of public policy as affiliates of advisory boards, in which are the primary policy-making constituent in South Africa public service (Carelse, 2013).

Rizwan *et al.* (2016) stated that theoretical areas influence current understanding of diverse characteristics in organisations. However, there is an absence of explicitness of the concept. Scotts and Sims (2016) is of the view that diversity is underdeveloped as a scientific paradigm, and that it has generally drawn its current importance from the duties of organisational specialists. This may be the motivation behind why current meanings of workforce diversity run from slight to very extensive, spacious conceptualizations. According to Scotts and Sims (2016), the slight meanings include; gender, ethnicity, and race, while, extensive assessment of workforce diversity would involve characteristic such as disability status, education, values and age.

2.3 WORKFORCE DIVERSITY

Workforce diversity is a multi-dimensional word that will keep on advancing internationally as companies move toward employing individuals from various cultural backgrounds (Saxena, 2014). Rizwan *et al.* (2016) augured that, this has resulted in a view that workforce diversity has become an inevitable feature of employment cycle in the corporate world. Different authors contend that workforce diversity is a critical resource that hoist companies to offer quality product and services, or to gain an upper hand against their competitors. In that capacity, D'Netto *et al.* (2014) prescribe companies to have a boundaryless view towards workforce diversity and understand it as an unavoidable element of their everyday business tasks.

2.3.1 Definition of workforce diversity

Grubb (2016) described workforce diversity as a mixture of workforce coming from various socio-cultural backgrounds employed in a similar organisation. It could be perceived as the features of a social categorization that tells the aspect of objectives or subjective dissimilarities existing with groups. Scotts and Sims (2016) defined workforce diversity “as a method that encourages and supports the integration of human diversity at all levels and applies focused diversity and inclusion policies and practices to guide this technique in workplace”. The above definitions witness that diversity is all about the features that make people similar or different from one another. From a business perspective, a diverse workforce has mixed employees from different ethnic backgrounds, races, ages, genders, religious belief, etc.

Abrams and Von Frank (2014) argued that workforce diversity relates to the grouping of many employee dissimilarities and commonalities that are found within people in the workplace. Nwinami (2014) adds that workforce diversity is about the reality that employees might be different, but they share many similarities that may include environmental and/or biological features. In addition, Aydan (2016) describes diversity as “the presence of employees with subjective identities based on exceptional primary (inborn) and secondary (learnt) features, in one social system. Furthermore, Mavin (2016) indicates that employees consist of the primary features in which inborn attributes contribute to the way in which employees perceive the work sitting and serve as a lens through which employees interpret the world. Graffin and Van Fleet (2014) continue to state that employees also consist of secondary features which develop or change along the way and during life experiences. Hence, these features relate to aspects such as level of skills, education and religion.

2.4 DIFFERENT TYPES OF WORKFORCE DIVERSITY

Saxena (2014) described workforce diversity as differences or rather distinctions that are normally looked at to characterize employees. Whereas gender, ethnicity and race are the familiar or commonly known types of diversity, there are also different sorts with significant ramifications for HR policies. These types of diversity, conceivably overlying character memberships, can possibly influence a behaviour of the employee and an attitude in the working environment and have an impact on their capability to execute duties in a good manner with other employees in the organisation. D’Netto *et al.* (2014) gave numerous forms of workforce diversity as described in the following sections.

2.4.1 Gender diversity

Blose (2018) stated that in South African working environments females make up almost 45% of the total workforce. These transformations imply that employers must deal with matters like work-family struggles, sexual harassment, baby-sitting, and dual-career couples. Most of the females in the working industry have kids, which implies that firms should take some obligation for childcare. Some issues encompassing gender as an element of workforce diversity is the 'glass ceiling perception', which alludes as the challenge females have in evolving. According to Mavin (2016), in the most recent decades those barriers that prevented females from progressing further with their careers have been a crucial focus in many organisational researches. The author further clarified that females are probably, if not totally, absent when it comes to holding higher-level positions. Whereas male managers frequently form an elite part at the head of business world and not many females can advance these obstacles into this elite part, regardless of making advances into middle level positions.

This shows that gender is the governing body in some enormous organisations and an obstruction to career growth. According to Grubb (2016), this is the issue, in light of the fact that the skills of females are hardly used. The author further added that private organisations are viewed and considered as persuasive, incredible, economically significant and largely not controlled by the government. Generally, men have dominated the private sector, including the top managerial staff where they had control of most of higher-level positions, particularly those with power (Rizwan *et al.*, 2016). The authors further pointed out that one of the prominent saying used to explain female's nonappearance in top level positions has been of the glass ceiling, which says the glass ceiling was initiated early in 1960s. This is commonly used to explain an inconspicuous difficulty that is so obvious yet incredible that it can prohibit females from advancing to the managerial positions. Glass ceiling meant to explain those conducts and procedures that cause challenges and constrains to females when attempting to achieve the most wanted positions in their specific fields. Godefrey (2014) contended that females might not be able to arrive at top managerial positions despite the fact that they see them.

Even though females are employed in firms with policies and procedures that give fairness in respect of remuneration and opportunities, and in many instances they seem to be well qualified, the proverbial 'steppingstone' of females in enormous organisations seem to be frequently limited, whereas the one for men reaches out to high level positions as much as they

desire (Graffin and Van Fleet, 2014). These conducts and processes do not just show up in huge firms and public sector but they as well show up in small organisations. Females are regularly not present at board level in the privately owned companies.

The glass ceiling appeared to limit female's admission into high-level positions simply because they are females (Rizwan *et al.*, 2016). The authors added that, concerning remuneration, the normal female full-time employee continued getting remuneration that is under that of male colleagues. Scotts and Sims (2016) contended that glass ceiling is not an obstruction that depends on female's absence of capacity to handle higher-level positions. Rather, it is the obstruction that shield females from progressing to higher positions just because they are females. Taking away glass ceiling and different obstructions to a female's prosperity presented a significant challenge to many companies. Hence, policies and procedures that encourage balance in salary and other benefits for females are encouraged in the labour market.

2.4.2 Age diversity

Age diversity is a common concept, which is existing in almost all federations for example, families, institutions of higher learning, sport teams, and in groups with individuals of different ages (Kunze *et al.*, 2013). The authors clarified that workforce is different in its generational diversity, in which it gives many organisations new difficulties that attempt to draw-in, keep, manage and to motivate superiority of workers. Carelse (2013) is of the view that every age group accepts its qualities are special and they do not develop those of different age groups. The author added that for those organisations that manage age diversity, benefits accrue mutually to the firm and the workers. Overseeing age diversity delivers and make good working associations in the working environment and improves social unity for all. Kunze *et al.* (2013) argued that in the working environment both generational groups (younger and older employees) give management difficulties. The authors aurged that, older employees are progressively mindful, not more likely to take risks and not more likely to accept change, yet their knowledge of work makes them superior performers. The population maturing proposes that executives ought to be careful that workers are not victims of unfair discrimination against age. Furthermore, supervisors should make sure that policies and procedures they have set treat all employees genuinely, irrespective of their age.

2.4.2.1 Generational age groups in the working environment

Zamke *et al.*, (2013) described generational age group as a group of individuals that were born and lived in a similar period, with shared perspectives, perceptions, knowledge and encounters that influence their ways of thinking, values, principles and behaviours. Every generational age group has different observations and desires that they come with in the workplace (Aydan, 2016). Insights of how they are going to do things in general, how they will live with other employees and other desires for how they are going to be managed by their supervisors or employers. The authors stated that, presented the four age generational age groups that all have remarkable work ethical values, distinctive perspective on work, extraordinary and favoured methods of supervision and being supervised. Thus, in the working place especially in the public sector many older generations are available. The below section explains the various generational age groups found in the labour market;

- *Millennials or Generation Y*

Millennials or Generation Y refers to a generational age group born between 1980 and 2004, these are the individuals from the Boomers and early Generation X into a society where young ones were appreciated, nurtured and protected. This is the most current generational age group in the labour force. They view and accept the elders as their protagonists and legends. This age group is attached to innovation and social networks, for example, LinkedIn, Facebook, Instagram, WhatsApp, and so on, so that they are able to come up with friends from areas across the world that they keep in contact whenever they want. They have arrived in the working environment and they have seen it as a packed spot with older workers who have not yet retired and generational age group X workers.

One of the notable traits of this generational age group is that it executes its duty to get something other than the remuneration they get. They need occupations and companies that are keen on the accomplishment of their very own objectives. While some generational age groups calmly wait for advancement, promotion and/or opportunities, this generational age group simply run away from the occupations that they do not enjoy and apply for another one (Zamke *et al.*, 2013). Generation Y consists of individuals who are vivacious. They bring new ideas into the working environment, yet they also bring difficulties. They anticipate duties to be custom fitted to them just because of their childhood. This generational age group may be younger than thirty years, yet they have so much to add in the industry (Abrams and Von Frank,

2014). They generally want their voice to be heard and respected at the same time. When it comes to leadership approach, the strongest point of this group is caring, persuasive, and knowledgeable in their style of leadership. They do not avoid change. Rather, they consider change as a positive aspect and view it as something alluring. In spite of the fact that they consider change to be something constructive, they look at the idea of others and position with respect to the change. Their training in cooperation is useful for making harmony and society (Abrams and Von Frank, 2014).

Grubb (2016) stated that this age group does not value the hours of work; eight to four set out by their employers. Rather, they are increasingly dynamic and included when they set their hours of work. Besides, they are aware of the fast rate which innovation takes place in that regard, they are very keen on building up their abilities persistently and so anxious to initiate contributing in the firm when they become members of that firm. Ultimately, they become faithful and focused on the firm as soon as they sense the firm fortify their ambitions.

- *Generation X*

Generational age group X includes those individuals born between 1960 and 1980. It comprised of individuals who were brought into the world after baby boomers. With respect to style of leadership, they are successful leaders in emergency, they are reasonable, clear, insightful, down to earth and with strategic leadership style who do not prefer to lead using more paperwork and vision or mission statements. Rather, they lead their people by giving them challenging duties that challenge their thinking capabilities and that assist them in bringing an actual decision making. They need to take out complications, give employees space to accomplish their duties all alone and then provide reactions.

The most prominent aptitudes of this generational age group include competency in perceiving, recognizing neglected tasks, they can as well cover sentiments when it is important, capacity to move immediately if it is necessary to do so, and ensuring anything individuals attempt work as planned. Generation X have a confidence in facing unfathomable challenges, they trust it is the ideal approach to conquer. For example, in case an employer or supervisor needs task to be executed fast without objecting how it was executed, this generational age group is the best option. They are able to recognize minor errors and major ones. As supervisors, they outclass at designing, adaptable and skilful judgement.

- *The Baby Boomers*

The other generational age group include Baby Boomers, which comprised of people born between 1943 and 1960. According to Abrams and Von Frank (2014), this generational age group was born during and just after the Second World War and were brought up in a period of more opportunities, extraordinary confidence and growth. They are known to be reasonable, comprehensive, cooperative, task oriented and conducive. Abrams and Von Frank (2014) argued that, this generational age group pride itself with experience, listening and empowering as opposed to sharing administration. The authors further added that this age group prefer a participative style of leadership. However, they do not assign without valid reason and enjoy maintaining the status quo.

- *Veterans or Traditionalist- born before 1943*

The last generational age groups are veterans, also known as traditionalists. This age group comprised of people who were born before 1943. These individuals grew-up in a time of countless unhappiness where Second World War started but they live a life with high self-confidence (Zamke *et al.*, 2013). The dreams and difficulties they experienced made an establishment of the world we presently live in and work in regardless of all its difficulties. Their mentalities have overwhelmed world culture, making each other set of beliefs to be weighted contrary to theirs. Zamke *et al.* (2013) made an example of an occasion where an employer could direct junior workers as missing work ethical values, the employer is essentially saying that the junior people do not have work ethical values that the veterans have.

The fundamental values of this age group as outlined by Abrams and Von Frank (2014) include respect, commitment, discipline to rules, appreciation for colleagues, peace, obligation before joy, and law and order. This age group put emphasis on solidarity and choose eye communication. Moreover, the greater part of this group has migrated to part-time employment and others straight to retirement. They are reasonable and unprejudiced, with great inter-relation skills and they possess a profound faith in the power of negotiation. The veterans are cautious when executing duties and execute them proficiently and adequately. They are focused on producing quality. Furthermore, they will generally execute their tasks According to principles and are reliable in their job descriptions. Zamke *et al.* (2013) stated that they are trustworthy and dedicated to the firm and its objectives. They will generally get fulfilment from the task itself and this fulfilment originates from carrying out the responsibility well.

2.4.3 Ethnic diversity

Saxena (2014) views ethnicity as a combination of people who possess a same cultural background and customary practices. Ethnic diversity include differences in cultures, religions, race and languages (Frank, 2014). In the recent decades, there has been an expansion in multiracial labour force and collaboration to expand and develop employee fulfilment and organisational productivity. Saxena (2014) stated that, a high level of ethnic diversity is required for any organisation to obtain good results for example, more sales, revenue, and market share. Gupta (2013) added that, in the event that most employees are ethnically different, at that point more ethnicity shows a significant influence on productivity. As the result of diversity growth in recent periods, most organisations show the progress in team works that intend to create an expanded interest to develop performance of workers and organisational productivity in general. The increase in different cultures in the cooperate world came as an outcome of multiple culture. In South Africa, it also comes over tribal, educational, and religious forms. Furthermore, the different cultural structures have a direct effect on group productivity, and this is viewed as the advantage of grasping different ethnical insights for getting explanations in issues and developing the results of co-employees after learning methods of utilizing their differences for their benefits.

According to Grubb (2016), it is more likely for companies to encounter bad outcomes of employing workers from different demographics such as ethnicity, nationality, education and gender. The author further clarified that, it is significant to be aware that employees that are coming from minority groups are bound to be less happy with their employments, less dedicated, have issues with their characteristics and have an impression or encounter unfair discrimination. Nonetheless, as the minority team develops, many challenges experienced will in general disappear. According to a research conducted by Lee and Gilbert (2014), ethnicity can be considered as a swap or replacement of cultural foundation and ethnic uniqueness may bring about creative and innovative productivity between employees, considering as it grows the perspectives of individuals in the firm. Moreover, Lee and Gilbert (2014) classified ethnic diversity as a self-classification of socio-cultural identity contrary to aspects that may be put on an individual by simply looking at them and drawing conclusions on where they belong. Individuals will, in general, relate to their ethnicity as it provides them a sense of belonging and attach them to a set of people firmly linked to them. It is also believed that individuals will in general support those who are from same ethnicity (Saxena, 2014).

2.4.4 Religious diversity

According to Grubb (2016), there are numerous important differences in religious principles and practices. As a results, a notable challenge for employers with regard to religious diversity is acknowledging and monitoring various religions and their principles with specific consideration being put when religious special days come. For instance, basic organisational programs, meeting and conferences ought not to be planned during a holy period for employees of a particular religion, and employers ought to be adaptable in permitting employees to have leaves specifically for their religious practices. In the event when employers recognize, regard, and initiate even a little acknowledgment for their religious beliefs, employee trustworthiness is frequently improved (Grubb, 2016).

2.4.5 Educational diversity

Carelse (2013) is of the view that it is a typical judgement that employees who are educated can execute their responsibilities effectively and adequately over those individuals who are certainly not. This implies that an employee who is well informed can complete their duties that need a particular information and application. Grubb (2016) argued that various sorts of training and levels of training require various mobility rates. For example, many companies have different employment opportunities offered for various groups of people. The category of employment that is offered for somebody with few years of work experience yet have no formal qualification in a field of study is not quite the same as an individual who has the necessary qualification from an institution of higher learning. In view of Carelse (2013) conclusions, an individual's efficiency relies upon the level of training they have gained. Frank (2014) found that companies and employers in most of the times they decline employees whom they view as they lack necessary training, education, proper knowledge, abilities and experience to take the open positions in some companies. In addition, this shows that education is exceptionally significant to both parties; employers and employees. Hence, except satisfactory or legitimate education, it would be difficult for the individuals to be employed or even to execute their tasks properly in the event that they are ultimately employed into the company.

2.4.6 Sexuality or sexual diversity

Following an introduction of democracy in South Africa, the presence of various sexuality has been witnessed. Consequently, the presence of LGBT community, which include lesbians, gays, bisexual *and* transgender in work environment, is consistently expanding and it is likely that numerous profoundly qualified workers and present workers may be a member of LGBT

community. According to Scotts and Sims (2016), employers who do not welcome and support these workers are not only discriminating unfairly against this community but are also losing the commitments of high-profile workers. The authors further added that employers who discriminate this community are in danger of dividing clients.

2.4.7 Incapacities

The other kind of diversity is incapacity or disability status, which gives challenges to many employers. For example, they fail to create a workplace that can accommodate different employees with special needs. Hence, according to Rizwan *et al.*, (2016) it sometimes makes them uncomfortable to disclose their conditions. Employers need to ensure that when they implement interventions to assist such employees, they should also ensure not just allow those with incapacities to reasonably execute their duties but at the same time, it should be reasonable seen by those with no such conditions. In dealing with this issue, employers ought to train themselves together with employees regarding disabilities, and the actual capabilities of the individuals living with disabilities (Rizwan *et al.*, 2016).

2.4.8 Other types of diversity

The researcher considered other significant kinds of diversities that are not getting attention in most of the times but have a direct influence on employee performance. Such diversities are crucial for employers to manage successfully, and furthermore likely to be a cause of unfair discrimination or treatment. These sorts of diversity can likewise influence the manner in which employees are treated. For instance, workers are not the same; they differ from one another in how alluring they are, with regards to physical appearance, skin colour, and body size. These forms of diversity end up contributing on how other managers approach certain employees, which goes a long way, sometimes ending up influencing organisational productivity. With that being said, all managers ought to take all employees reasonably, fairly, and equally irrespective how they look.

2.5 DIMENSIONS OF WORKFORCE DIVERSITY

Mavin (2016), and Graffin and Van Fleet (2014) suggested that diversity is categorized into primary, secondary and organisational dimensions. This is in line with Aydan's (2016) suggestion which states that individuals can be characterised using two features; primary diversity comprising of age, gender etc., and secondary diversity such as; religion, educational background etc.

2.5.1 Primary dimension

The primary dimensions are those features with most notable differences between diverse employees just as the most influence on introductory encounters, it could be immediately detected and likewise filter through which employees perceive the world. It incorporates noticeable identity features that include but not limited to gender, age, ethnicity, sexual orientation, and race. Mavin (2016) stated that there are those fundamental unchangeable individual features that have vital enduring influences and they form essential sense of identity.

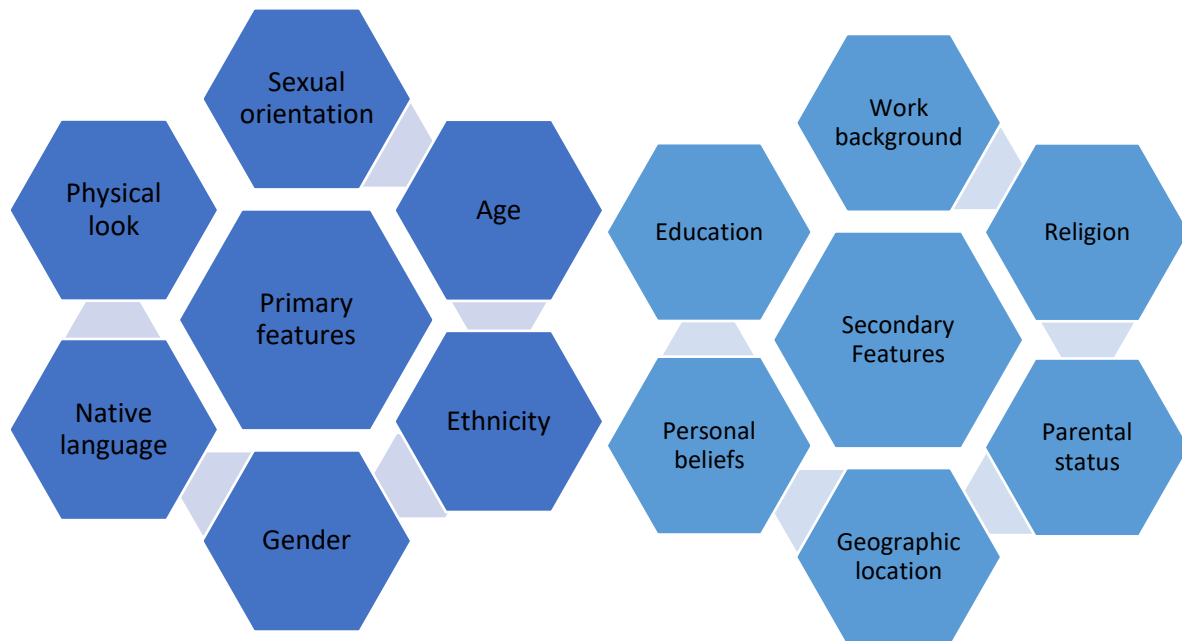
2.5.2 Secondary dimension

The secondary dimensions are described as those features that are hardly visible in the initial encounter, result in a huge impact in a person, and add more indirect richness to the primary dimensions (Aydan, 2016). The examples of the secondary dimension include personal beliefs, educational background, geographical location, parental status, communication style, style of work etc. Individuals are generally less sensitive about these features since they are parts individuals make decision on and individuals have ability to transform them. In addition, these dimensions are explained as the experience-based diversity. This kind of dimension incorporates a wide scope of dissimilarities that are developed, rejected, and/or changed during the individual's lifespan and as outcome, are not more appropriate to individual's fundamental identity. Saxena (2014) stated that the secondary dimensions are our changeable features. Attributes that over the years we have acquired, people may choose to adjust or even abandon during the lifecycle.

2.5.3 Tertiary or organisational dimension

Organisational dimensions are more focusing on features that are inside the organisation, these features may include; the structure of the organisation, culture, status or climate of the organisation, organisational economy etc. Lee and Gilbert (2014) suggest that if diversity is well managed, it leads to a positive implication on work team results since such teams will have a broad range of ideas, perspectives, and relevant information. The background of education, practical and work experience are part of the capabilities that an individual applies when doing a duty. The capacity to effectively communicate and look at task-related content issues grounded in a different set of point of view can increase performance.

Figure 2.1: graphical representation of the primary and secondary features.



Source: Adapted from Carelse (2013)

2.6 FACTORS CONTRIBUTING TO INCREASED DIVERSITY IN WORKPLACE

According to Griffin and van Fleet (2014), there are three contributing factors to an increasing workforce diversity. Those factors are globalization, public legislation and judicial regulations and composition of the labour force.

2.6.1 Globalization

Globalization is explained as a process whereby companies start working international. This process has brought about the subtraction of barriers between business sectors, consequently making it easy for importing and exporting of goods and services, skills and ideas. Nwinami (2014) argued that the elimination of these barriers allowed organisations to use the chance to increase their processes internationally and enhance their market share so that they get an upper hand over their competitors. Additionally, in an instance where an organisation get an

opportunity to open branches in another country, it must figure out how to manage the various traditions and social standards of the country where it is opening branches. As the line managers together with employees migrating from one task to another over the national boundaries, firms together with their subsidiaries become further diverse.

2.6.2 Public legislation and judicial regulations

The introduction of public legislations such as LRA, BCEA, SDA and other related legislations have resulted in a situation where organisations need to account on their recruitment techniques and employ further broadly (Kruger and Tshoose, 2013). Not at all, like before where companies could employ as considered fit, could black people together with females scarcely even be found in office work also being part of management. The authors continued to argue that, there was a concern of discrimination, which led to stereotype and prejudice against black people, females and people with disabilities. In the current period, organisations are expected to hire people looking at their qualifications and experience unlike in the past.

2.6.3 Alignment of the workforce

With the alignment of the labour force appearing to be further diverse unlike before, most of the organisations consider that by employing diverse employees, they encourage more artistic individuals, which enhance the entire value of their workforce and improve efficiency. By employing broad talented employees and focusing beyond the usual sources for new employees, organisations are discovering even more, largely, qualified and better suited employees from various parts of the public.

2.7 INITIATIVES OF WORKFORCE DIVERSITY

In 1994, South Africa gained a constitutional democracy through its transformational initiatives in which workforce diversity grew into a legal concept, especially in public companies (Godefrey, 2014). This followed the absence of representation of the different South African populace in the working environment. As indicated by the Bleu Index homogeneity, South Africa is one of the top countries with the most diversity index which is more than 0.85 (Moultrie and Dorrington, 2014). The authors continued to state that, to address the issue of the absence of representation in the workplace, the South African government developed the workforce initiatives. The initiatives involve policies and legislations, which include the Labour Relations Act, No. 66 of 1995, Basic Conditions of Employment Act, No. 75 of 1997,

Skills Development Act No. 97 of 1998, Employment Equity Act, No. 55 of 1998. These initiatives are well described below:

2.7.1 Labour Relations Act 66 of 1995

Labour Relations Act 66 of 1995 (LRA) is one of the fundamental prescripts that was developed in order to make sure that diversity become possible in the country's workforce (Kruger and Tshoose, 2013). The authors also stated that the purpose of this Act is to introduce or maintain the relationship between two parties (employer and employee). In addition, authors further mentioned that the aim of the LRA is to bring social justice, enhance economic development and democratizing the workplace. Cohen (2014) further describes that the LRA focuses on protecting employment for all employees via securing them against an unfair discrimination which is specifically provided for in Section 187 of the LRA, which talks about dismissal of an employee based on unfair discrimination. Some of the essential aims of the regulations specified in this Act are to offer impact to and manage the essential rights as presented in Section 23, Chapter 2 of the Constitution of the Republic of South Africa. This Act additionally offers an impact to the commitment of the Republic of South Africa as an affiliate of the International Labour Organisation (ILO). It, in this manner, plans to give a structure in which workers, trade unions, and employers' organisations may collectively bargain, develop industrial approach and develop an efficient collective bargaining and powerful resolution of disputes. All employees are covered in this Act. However those who are serving under essential services may not partake on strikes to resolve their concerns.

In anticipation of an introduction of exhaustive regulations regulating employment equity, the authors of the new Act put an unfair discrimination provision in the Transitional Arrangement Schedule of the Act. In the second part of the Enduring Unfair Labour Conduct of Schedule 7, the objective of this element is specified. An unfair labour conduct is defined as an uncalled-for act or lapse that emerges between an employer and employee, including the unfair discrimination, it can be directly or otherwise, counter to an employee on any ground, involving, however not constrained to gender, age, ethnicity, social class, culture, religion, political affiliation, language, marital status, family obligation, sexual orientation, disability status, and beliefs; an unfair practice relating to an employer include promotion, demotion, probation, training and/or benefits of an employee; an unfair deferral of an employee or some other supplementary disciplinary activity short of dismissal in regard of an employer; the failure by the side of the employer to reinstate, re-employ or compensate a past employee

According to some agreement (Labour Relations Act 66 of 1995 Section 13(3)). In the LRA, an employee involves a candidate for employment, and an employer is not prohibited from adapting or actualizing policies of employment and practices that are intended to accomplish the sufficient safety and progression of employees or groups or classifications of persons deprived by unfair discrimination so as to empower their full and equivalent happiness regarding all human rights and freedom, and any discrimination created by inherent prerequisite of the specific employment does not comprise unfair discrimination (Labour Relations Act 66 of 1995 Section 1(a)). Drawing from the above statement it was made clear that all in the labour relations should be thoroughly reviewed and adapted in human resource policies of each organisation to avoid unfair discriminatory labour conduct that may prompt unrest or protest activities and conflictual connection in the work environment.

2.7.2 Basic Conditions of Employment Act 75 of 1997

In view of the common law, both employer and employee reserve the right to consent to any terms and conditions, which they consider as proper in building up a work relationship (Swanepoel *et al.*, 2014). In addition, the authors continued to elaborate that since an employer has more say than an employee, bringing an unwelcoming relationship, the Basic Conditions of Employment Act 75 of 1997 (BCEA) came to play and confined the freedom to take part in any work contract. Apartheid government brought an example where a certain ethnic group was the only group that was protected against these power inequalities. Hence, BCEA was put into practice, quoting the conditions to prevent the unfair labour conducts. According to Finnermore and Joubert (2016), BCEA gives the development of a just society via enhancing the right to fair labour conducts. This is an imperative employee right in line with Section 23 (1) of the South African Constitution. In addition, Zhuwao (2017) described BCEA as a comprehensive prescript that is useful to all employees in the whole labour market in South Africa. The discovery of this prescript is in line with the mandate recommended by the International Labour Organisation (ILO), as South Africa being an affiliate or associate states of the ILO.

This prescript is appropriate to all workers and their organisations in South Africa, in all labour markets. However, it does not cover employees from the National Defence Force, National Intelligence Agency, South African Secret Service, and unpaid volunteers who provide their services to employers who serve a ‘benevolent’ aim (BCEA, 1997). Moreover, this prescript is also not appropriate to any worker who perform their duties less twenty-four (24) hours each

month for their employer. It further states that no worker is expected to perform their duties more than forty-five (45) per week unless there is a collective agreement between an employee and employer. In case the organisation opens or works for five (5) days or less than that per week, they are not expected to perform their duties more than nine (9) hours each day and those employees who are performing their duties for five days or more than that per week, they may not work for a period more the eight (8) hours each day (BCEA, 1997).

BCEA (1997) outlines that it is not expected for any employee to perform their duties exceeding ten hours each week. In addition, the salary rate for the overtime must be at least 1.5 times the person's standard salary rate. This act also states that for every five successive hours of work, an individual meets all requirements for a mid-day break for at least sixty minutes. Moreover, it is unlawful for an employer to take an employee to execute their work duties during this break. This act also sets out that, lunch breaks period might not be reduced to somewhat less than thirty minutes. BCEA (1997) gives all employees or states that all employees are eligible to take leave such as, maternity, annual, sick, developmental and family responsibility leave, and additionally specifies how all these leaves ought to be calculated. It is also specified in this prescript that it balances any agreement made preceding or subsequently its inception. It is obligatory that all agreement in employment sustain its requirements. The BCEA in Chapter eight states that it is stipulated that the Minister of Department of Labour is responsible for launching sectorial purposes for labour sectors, which are considered susceptible in South Africa and are not represented from the collective bargaining progressions. These sectorial purposes must set up essential conditions of work for employees in these sectors, to preserve these susceptible individuals of employees from exploitation by their employers (BCEA, 1997).

2.7.3 Skills Development Act 97 of 1998

The improvement of the future of South African economy will, to a tremendous extent, rely upon the accessibility of skilled and suitably qualified people to perform out wide variation of duties associated with advanced and competitive economy. In this way, a more noteworthy importance has been set out on developing a legislation, money related and regulatory structure planned for giving these skills and qualification in previous years. This structure derived principally from the Skills Development Act 97 of 1998 (SDA) and Skills Development Levies Act 9 of 1999 (SDLA) (Godefrey, 2014). The SDA revokes the Manpower Training Act 56 of 1981 and Guidance of Placement Act 62 of 1981. Even with huge lack of skills, the SDA looks

to make an institutional structure to develop national, sectoral, and work environment techniques to create skills of the employee. According to SDA (1998), between other things

- To advance the quality of employees, their work projections and labour mobility
- To encourage self-employment, and lastly
- To expand social services.

2.7.4 Employment Equity Act 55 of 1998

The Employment Equity Act 55 of 1998 (EEA) aims to promote the workforce diversity that is populace representable (Du Toit and Potgieter, 2014). It was developed in 1998 with the purpose of making a reasonable and equal workplace by trying to minimize an unfair conduct, especially towards designated group. Mula (2014), further argued that, the EEA also aims to balance the imbalances of the past and assist those who were less privileged during the apartheid, for example, black people, females and people living with disabilities. According to Section 2 of the EEA (1998), “everyone must be given equal employment opportunity to prove him/herself and be treated fairly”. To obtain the above-mentioned goals the government of South Africa instructed every organisation to comply with the EEA. This Act aims to accomplish equity in the work environment by eradicating unjustifiable discrimination and via affirmative action techniques. In doing this, Zhuwao (2017), proposes that the working conditions must set up to be open to new contestants at all points, which necessitates that the Act’s initiatives and subsequent diversity in companies must be driven from the top. A well-managed diversity necessitates that the work environment is made within all workers, whether current ones or newly recruited into the organisation via affirmative action means, are permitted to contribute completely to the existence and goal of the organisation. Every organisation, regardless of the type of business or total number of employees hired in that organisation, must obey the legislative policy including the EEA that disallows unfair discrimination. No organisation nor employer is expected to practice an unfair discriminatory practice in the work environment on any grounds. Zhuwao (2017), contended that discrimination is not viewed as an unfair discrimination in case where affirmative means are followed and/or if it is grounded on the essential needs of the work. Nevertheless, the responsibility is on the employer to prove claims of an unfair discrimination.

The EEA guarantees that workers are not subjected to the prejudice in case they want to bring the consideration of the Labour Department practices that are unjustifiable or conflicting to the EEA or EEA plans. A research done by Carelse (2013) has revealed that, although African managers may leave organisations for more significant remunerations and related advantages, matters associated with established commercial cultures appear to likewise have a heading on what become referred to as ‘job hopping’. Along these lines, although EEA and related procedures of governmental policy regarding minorities in society can be enacted, the organisational setting within which minority groups assigned must be set up to support EEA activities. This is progressively hard to accomplish because it includes perspective changes. The difficulty of stereotypes and the implementation of risk to make an organisational setting in which different groups of individuals can cooperate easily (Du Toit and Potgieter, 2014). This calls for driving and overseeing workforce diversity and it is something that is difficult to put in the legislative prescripts, yet without which EEA initiatives cannot work.

Zhuwao (2017) is of the view that to successfully actualize Employment Equity initiatives, a work setting must be made and created in which all workers can add to the organisational success and where nobody is prohibited based on factors unconnected to productivity. This attempt is not contrary to, or in contention with purposes of EEA. It focuses on the organisational condition in making sure it can continue such purposes. Carelse (2013) stated that looking after diversity is at last purely great people management, it is a capacity that can be initiated in managers at all stages via a mixture of training and experience. Nevertheless, it should be driven from the top. Looking after diversity is a decision and duty in which executives at all levels must witness during the organisational transformation process. EEA is a vital constituent of such change, and one which to be powerful must be driven at all stages in the organization (Zhuwao, 2017). This does not suggests that issues, for example, absence of trust, lack of proper communication, biasness, stereotypes, lack of teamwork, diminished efficiency, inter-groups fights, poor competition and high level of employee turnover between those past underprivileged employees, will easily vanish. In any case, there is a determination to focus on making the best choice towards dealing with issues the way they were intended.

Fundamental to the actual management of diversity developed by EEA programs is the formation of organisation reasons that bond the accomplishment of organisational goals to diversity. The goal is making sure that change in the culture of organisation which permits individuals to use, between numerous different elements, their various bits of knowledge and

techniques, their innovativeness and alternate point of view, accepted out of diversity which they come with in the firm, be it by feature of gender, age, ethnicity, disability, sexuality race and/or other life encounters (Carelse, 2013). Some of the sound business explanation behind grasping diversity is negative impact on the firm if its diverse workers are not completely used. These organisational reasons must be explicit to the firm, considering business in which it operates and its specific items and administration. Nevertheless, some broad business explanations that have been presented by certain authors involve tapping into expertise that were not present before. In an organisation categorized by homogeneous workforce, upgrading organisation innovativeness and critical thinking, reacting rapidly and viably to different markets and overseeing beneficial relationships with various clients, providers and merchants, advancing a culture of inclusivity, basic to pledge to full quality.

In addition, using all workers completely and successfully, advancing organisation compliance and flexibility, improving group performance and building up character as an organisation of choice consequently attracting and keeping the best skills particularly between the ones representing new client markets. Employment Equity initiatives ought to be connected with initiatives to address the organisational setting in which such initiatives should be achieved. Vital to the use of EEA activities is management that perceives that there are reasonable explanations behind making sure that firms attract and completely use diverse workers for gaining an upper hand over others. Mavin (2016) has noticed that it is challenging for the government to make competitive industries. Although it is clear that EEA has to be applied, what will demonstrate a more noteworthy challenge is the dedication of management to go past pure judicial needs and to deal with difficulties that are introduced.

2.7.4.1 Affirmative Action

According to Carelse (2013), the equality in the public is compromised through discrimination, consequently the necessity for measures that are in line with developing an equal and fair treatment, for example, the Affirmative Action (AA). The AA refers to the policies and practices that are aiming to develop economic, social or educational imbalances that are a result of unfair discrimination against a specific group of employees. South African government introduced this Act with a purpose of recognizing three objectives. As indicated by Kruger and Tshoose (2016), the objectives of AA are:

1. To ensure the eradication of the present social and economic discrimination against blacks and women;

2. To offer the solution on the outstanding effect of the preceding discrimination against the designated groups;
3. To stop the enhancement of discrimination against the groups.

Zhuwao (2017) considered AA as a portion of the legislative structure that has an effect on the transformation of the country's Public Service. After the apartheid in South Africa, AA policies were an important initial phase to move African workers rapidly into the corporate positions in which they could have been given training and developed. Typical AA policies are interested in accomplishing demographic diversity via committed recruitment strategies, special treatment and quota system. Therefore, measurable profiles are fundamental in showing the representative worth of such practices. South African government took into consideration a progressive AA procedure that would push any organisation with fifty or more workers to structure their workforces in manners that would more of represent the whole population. Fundamental contentions had presented in line with such progressive AA position. The first one is that, constructive outcome of economic development will take too much time about filtering down to influence organisational hiring strategies. In the event that the country neglects or fails to change the effects of apartheid speedily, it puts a risk in a degree of ethnic opposition that could destroy the nation (Graffin and Van Fleet, 2014).

A subsequent contention is that progressive AA policy is essential acceptable business since, as Carelse (2013) is of the view that, African will overwhelm the country's economy in times to come. Moreover, African managers will be well ready to take a lead in prevalently African workforce than whites (Carelse, 2013). In like manner, Saxena (2014) contends that the white administration pool size is insufficient, and AA will assist make a work setting with lower joblessness and crime. Nevertheless, white people might see AA goals as a danger to their employment, particularly if African workers are viewed as people who are not acceptable to do a genuine job. In this way, AA involve the training expected to balance educational and skill inequalities, and exact opportunities to perform. Without proper training and prospect, white people will probably consider AA to be a reverse discrimination (Carelse, 2013). Numerous professionals likewise contend that AA ought to be seen as an approach to teach the decision-making structures on how executing AA progressively can assist lessen joblessness and food insecurity, issues legitimately connected with high level of corruption, brutality and political unsteadiness. Zhuwao (2017) is of the view this could be accomplished by having top executives demand a systematical deletion of all types of unfair discrimination in HR activities

in recruitment, selection, compensation, training and development, just as by having senior executive consult with managers, workers and trade union delegates on how to plan the training procedure, AA targets and execution of practices.

Du Toit and Potgieter (2014) contend for a three-stage technique to AA in South Africa. The first stage includes a movement, commanded by the top executive, to make an awareness with the requirements for rapid African advancement. This awareness ought to be founded on the impression that, to flourish, firms must be increasingly representatives of country's community. Moreover, firms ought to include employees from all positions in the advancement of AA procedures. Du Toit and Potgieter (2014) are of the view that a bottom-up method gains advantage of the consensual method to decision-making applied in numerous African societies. When the movement of supporting AA policy is finished, firms must put employment category for the improvement of Africans. Zhuwao (2017) discovered that if explicit targets are not specific, changes are less likely to happen. Therefore, for these targets to have validity, in any case, they should set both horizontally and vertically by function. If not, African employees might be ending up in low-level help jobs whereas qualified whites get employments of their choice. A clear approach to confront or deal with this is to have a clear policy wherein only Africans are enrolled for particular positions, particularly if resistance is probably lower in the positions (Zhuwao, 2017). Carelse (2013) is of the view that AA activities must involve procedures to detect and reject employment barriers, and unfair discrimination, ways to further workforce diversity in the working environment, ways to create rational accommodation for individuals such as people with disabilities, black females and black people in making sure their representation in the working environment and ways to keep and train and develop the above-mentioned categories of individuals.

The last stage of AA process presented by the author is the merging of equivalent opportunity. In this stage, these opportunities turn to be practical as soon as workplace is standardized. This will be described by systems, practices and perspectives that do not differentiate employees from other employees or groups. All workers will be prepared and developed to their most elevated level of capacity. According to Zhuwao (2017) in case management of diversity is further added to the AA integral, the strategic organisational advantage, for example, the capacity to attract, encourage, advance and keep skilled and dedicated individuals from all segment of community, the capacity to make a worthy and humble workplace in which is alluring to current and possible shareholders, and the possibility to turn into a world-player as

opposed to be narrow-minded will occur. Lastly, the organisational issue for operative diversity supervision that incorporates AA is in this way persuasive for firms that are working with diverse a client base and contending globally. With that being said, Zhuwao (2017) stated that while this truth is being known by many firms in world, for some the execution of diversity techniques stays challenging.

2.7.5 Broad-Based Black Economic Empowerment Act 53 of 2003

The Broad-Based Black Economic Empowerment Act 53 of 2003 (BBBEEA) was introduced by the Department of Trade Industry with an aim of following the objective of the Affirmative Action and the Employment Equity Act of 1998. This Act was also developed with the purpose of empowering citizens of South Africa who were contributing to not in the economy (Kruger and Tshoose, 2016). Section one of this BBBEEA witnesses this by defining the economic development of black people. According to Cohen (2014), that explanation defines blacks as youth, women, workers, the disabled, and rural based persons. To obtain its objective, numerous economic and social techniques were introduced to empower these people. Mula (2014) argued that the BBBEEA gives the need for an organisation to progressively empower many black people, including coloureds and Asians who were also marginalized before. Given the previously mentioned workforce diversity initiatives, none of them refers to any business requirement for diversity or any potential impacts of diversity towards organisational achievement whenever oversaw or left unmanaged. In this manner, workforce diversity management was formulated to channel the results of workforce diversity initiatives to become business oriented.

2.8 WORKFORCE DIVERSITY MANAGEMENT

Organisational efforts and savings in the purposeful diversity management keep on developing (Mahadevan *et al.*, 2014). Diversity management is described as an extent of intra-organisational representation of employees from various group affiliations of social significance. It is implied to grow the majority of perspectives and experiences inside the organisation and can fill in as a key asset to the organisation in keeping a competitive advantage (Peretz *et al.*, 2015). Workforce diversity management is described as a method that links and values differences and forms consciousness whereby employees are dealt with genuinely regardless of their differences. One of the main purposes of managing workforce diversity is to make sure that employees access every chance available that the organisation offers for self-development and attainment (Sharma, 2016).

Workforce diversity management has to do with how individual differences should be consolidated into organisational goals and techniques in a purpose to guarantee that, based on these differences within employees, people are not oppressed. Hur and Strickland (2015) contended that the objective of workforce diversity is to ensure that the ideal functionality in the organisation as a system with regard to its employees giving the purpose they were employed to perform and in doing so, it gives the organisation chances to obtain its goal.

The skills from diverse workforce allow the organisation to make best use of employee differences to make more dynamic and competitive organisational culture (Cummings and Worley, 2014). Sharma (2016) believes that dealing with diverse workforce is complex, and therefore it requires an organisation's full consideration regarding introducing legitimate and clear practices that current and in future will improve the employee performance in the organisation. This is in line with the statement of Mahadevan *et al.* (2014), which further clarified that dysfunctional management of workforce diversity increase because of lack of proper communication between the employees and management on how workforce diversity profits the firm, or its relationship, for instance, with Affirmative Action objectives and how accomplishing these objectives essentially become advantageous towards employees and the firm.

2.9 BENEFITS OF MANAGING WORKFORCE DIVERSITY

As indicated by Dike (2013), workforce diversity management aims to make use of similarities and differences of individuals within the organisation in order to contribute to the objectives of the organisation. Hence, there are numerous outcomes of managing workforce diversity that result to an enhanced total organisational performance. Workforce diversity management outcomes are explained below.

2.9.1 Effective communication

Workforce diversity can hugely enhance an organisation's relationship with clients from different backgrounds through initiating an effective communication process (Trittin and Schoeneborn, 2015). The customer service area is between the most significant parties where dynamic communication process is expected (Martin and Nakayama, 2015). Employees working in customer service area in a diverse organisation can be in line with diverse customers and can welcome clients and making them feel at home by using their basic understanding of diversity (Martin and Nakayama, 2015).

For example, in other countries such as United State many organisations choose to hire employees who are multi-lingual to manage many local languages (Dike, 2013).

2.9.2 Increased productivity

Increasing productivity has been one of the key challenges experienced by organisations. This is because many organisations have their own different structure and objectives. Numerous methods can be used to increase productivity (Dobre, 2013). Such methods involve embracing the management of workforce diversity and introducing effective diversity management practices (Shemla *et al.*, 2014). These practices involve valuing employee differences, giving reasonable and equivalent compensation, offering equivalent learning and development programs (Barak, 2016). This empowers employees to build-up a sense of belonging irrespective of their socio-cultural differences, however, keeping their loyalty and responsibility, which help the organisation to increase its productivity and benefits (Kirton and Green, 2015).

2.9.3 Learning and development

D'Netto *et al.* (2014). Indicated that the co-existence of employee difference in an organisation makes a point for an individual's self-development. The authors further added that, at the point when employees connect with different employees from different backgrounds such as, culture, race, gender and educational level, it may allow each employee to intelligently socialize and come up with alternate points of view in an international viewpoint and along these lines their very own environment. As employees spend much time with other employees from various cultures, the more the employees destroy the ideology of ethnocentrism, therefore encouraging employees to be more experienced cultural individuals (Dike, 2013).

2.9.4 Experience in diversity

A group that is socially diverse might come up with some extent of different views and experience when given tasks (Shemla *et al.*, 2014). Drawing out one of the different skills, values, capabilities, work experience and information of a culturally diverse team of employees might widely profit the organisation by strengthening the openness and efficiency of groups to adjust to the regularly evolving environment (Shemla *et al.*, 2014). Each culture joins its own quality and shortcomings. In addition to their unusualness, each different employee holds an alternate strength and weakness that originates from their way of life (Ferrara, 2016). At the

point when every employee's different attribute is managed adequately, it can control the quality and dominate its weaknesses to vary the impact of the workforce (Ferrara, 2016).

2.9.5 Sharing of ideas and group work

Group work has been pointed by many organisations as a way of obtaining the set task outcomes and making sure that goods and services are being timely delivered (Podsiadlowski *et al.*, 2013). The primary principle is that one employee is unable to carry out various duties at the same pace compared to that of a team (Fernandez and Polzer, 2015). Hence, each group member brings different ideas and giving a unique perception to efficiently reach the best solution in a short time (Podsiadlowski *et al.*, 2013).

2.10 EMPLOYEE PERFORMANCE

Employee performance has been seen as a variable that is reliant on other variables like training, knowledge, abilities and inspiration, other than workforce diversity (Odhiambo, 2014). This supports Beziibwe (2015) who contended that during the industrial revolution, numerous organisations saw performance as a variable that was mainly worried about "inputs" aspects, especially money related assets. However, in this present period, organisations have understood the need to grasp diversity because of an all-encompassing business information that diverse work groups are creative, innovative and increasingly receptive to the worldwide market economy (Mollel *et al.*, 2015). There are numerous explanations of employee performance featured in various studies. For instance, a study done by Odhiambo (2014) on development of human capital, explained performance as the successful release of obligation for which an employee is employed to perform. The author further clarified that, irrespective of various tasks an employee has performed, he/she can be respected to have performed well if the performance results are in line with goals and objectives of an employer. Mahadevan *et al.* (2014) gave another explanation that employee performance is described as the fruitful completion of duties by a selected employee, as a set and estimated by an employer, to pre-characterized satisfactory gauges, while proficiently and successfully using accessible resources within a changing environment. According to Osabiya (2015), employee performance might be similarly advantageous to both parties (employee and employer). Employees that are highly performing are more productive and this may in turn diminish their expectation to quit employment (Hassan, 2013). This is in line with Vroom Expectancy Theory, which portrayed a high-performance appraisal as an indication that cautions employees of acquiring acknowledgement and getting benefits like salary increase and promotion.

Thus, these benefits may lead one to remain in the organisation. On the organisation itself, Osabiya (2015) contend that the effective employee performance prompts positive business results, for example, improved market share and revenue growth. Subsequently, most importantly, employee performance goes about huge determinant for an employee, group and organisational development.

2.10.1 Performance as a multi-dimensional concept

Hedfi-Khayati and Zouaoui (2013) discussed that performance can be perceived as a multi-dimensional concept. The authors further argued that, it is multiple in a way that it can be interpreted as a task performance and contextual performance.

2.10.1.1 Task performance

Hogan and Coote (2014) explained task performance as a worker's capability with which the individual attempts exercises that increases the worth to the company's specialized core. As stated by the above authors, an employee's commitment in an organisation can be both indirect and direct, whereby the direct commitment includes partaking in the generation of products and indirect includes managerial procedures. According to Potocnik and Zhou (2014) task performance all alone is multi-dimensional, it incorporates performance wording for example, job specific task performance, verbal and written communiqué proficiency, supervision and in conclusion, the executives (Hogan and Coote, 2014). Recently, numerous researchers have been concentrating most on the exact components of task performance (Schechner, 2013). For example, creativity and client-centred focused approach have dynamically resulted in a vital part since organisations try to give an amazing client care (Sahay, 2013).

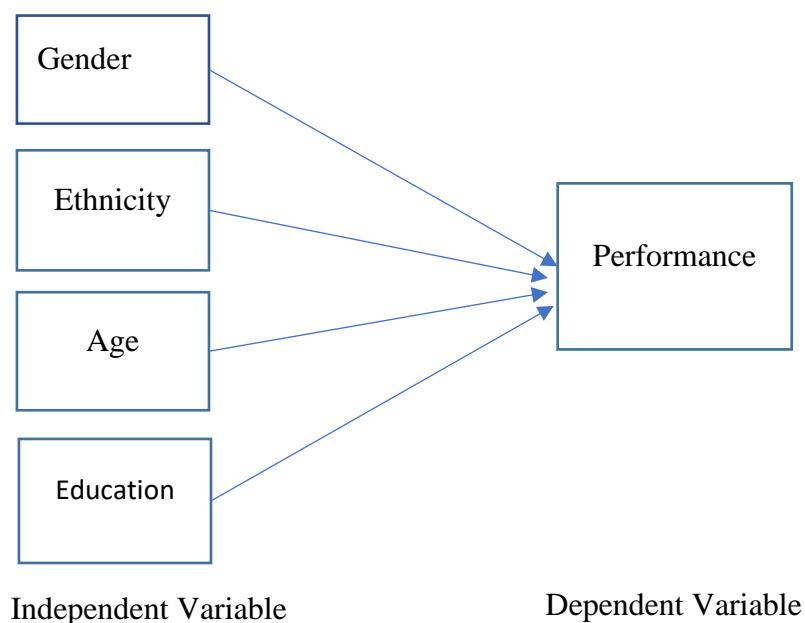
2.10.1.2 Contextual performance

Contextual performance is interested in features of an employee's performance that keep up and improve a social connection and the mental state in the organisation that is in line with the technical duties. It is separated into two sorts to be specific stabilizing contextual performance practices and proactive practices (Kuma, 2015). The stabilizing performance practice involves organisational citizenship behaviour, for example, courtesy and good faith, whereas proactive behaviours comprise of individual activities (Muindi and K'Obonyo, 2015). The authors further discussed that, the stabilizing performance behaviour are planned for guaranteeing that the organisations run easily at their common ways of performing duties whereas the proactive behaviours are planned for changing an employee work technique and the processes of the

organisation. Furthermore, Zhuwao (2017), argued that proactive behaviour refers to displaying self-initiated and future oriented movements that aim to contest the status quo and improve the present state of the organisation. In addition, the author further added that, proactive behaviour consists of individual activities also known as individual initiatives. These individual activities include going an extra mile for example, volunteering for performing duties that are outside the formal job expectations, following organisational rules and procedures even when it is personally inconvenient, helping and cooperating with co-workers.

2.11 CONCEPTUAL FRAMEWORK

Figure 2.2 displaying conceptual framework



Source: adapted from Zhuwao (2017)

The conceptual framework of this study which is demonstrated above consist of independent variables which include gender, ethnicity, age and education and the dependent variables of employee performance at SASSA.

2.11.1 Gender diversity and employee performance

Gender is defined as the physiological inference of an individual being either female or male, similar to desires and beliefs with respect to what sort of mentalities, behaviours, values, information, aptitudes, and interests' areas are increasingly appropriate for or typical of one sex than the other (Connell and Messerschmitt, 2013). The authors further argued that gender

differences at an executive level and organisational levels might give an organisation a healthy competitive advantage. In addition, Kirton and Greene (2015) stated that many organisations often not realizing these benefits like some other organisations still have gender related imbalances. Most cultures across the globe still hold the belief that men (Nishii, 2013) conquer the world. In addition, the corporate world still has a similar belief where they like to employ men compared to women since men are seen to have better performance and capacity to deal with their jobs and women are stereotyped against in those attributes (Kirton and Green, 2015). The above authors added that giving equivalent employment chances to women is essential to enhance employee performance in organisations.

2.11.2 Ethnic Diversity and employee performance

Ethnicity is defined as grouping of individuals based on their tribes (Dastane and Eshegbe, 2015). It has a feeling of mutual notable origin and shared fate. Martin and Nakayama (2015) contended that a workforce that is diverse in terms of ethnicity is likely to be productive and favourable to organisations. The author further gave instances of ethnic diversity as enhancing creativity and innovation. A team that has diversity is likely to bring numerous views for team problem solving, new inventive thought subsequently prompting enhanced team performance. This is in line with Van Knippenberg *et al.* (2013) who additional stated that a diversity in ethnicity gives creativity and innovation to the firm and therefore leading to an enhanced organisational performance. However, in cases where ethnic diversity is poorly managed, poor communication and social conflicts might arise (Arokiasamy, 2013). Bleaney and Dimico (2016) support this and further argued that conflict that arise as result of ethnicity might negatively affect the reputation, performance, and productivity of the organisation. Based on the above-mentioned disadvantages together with advantages, Martin and Nakayama (2015) encouraged firms to develop effective diversity management techniques so that they can take advantage of benefits and decrease negative impacts of ethnic diversity.

2.11.3 Age diversity and employee performance

Age diversity is described as the distinctions in age distribution within employees and often used to explain the composition of the organisation or the structure of workgroups inside an organisation (Kunze, 2013). Mwatumba (2016) stated that age diversity can comprise of advantages and disadvantages in an organisation. For example, communication style and conflict might be a challenge in an organisation with different age groups. The author further stated that in case management fail to manage generational gaps within employees, these

challenges are expected to take place and hence minimizing the efficiency of the employees. Furthermore, as indicated by Backes-Gellner and Veen (2015) suggested an increasing age differences might lead in poor communication, minimized communication and reduced employee performance because of differing qualities and preferences. Backes-Gellner and Veen (2015) further expressed that organisations that focus more on the routine duties instead of creative duties are expected not to encounter any huge gains from age diversity that can offset the increasing expenses of additional age diversity. In addition to the above statement, age differences produce a host of numerous skills, principles, intelligent styles, and preferences that might lead into an increased productivity (Boehm and Kunze, 2015). The authors further added that the perceptions, clarifications, and cognitive models of an age diverse workforce are not the same. With this context in mind, an age diverse workforce might lead to a broader pool of knowledge, a broader problem resolving team and enhanced employee performance.

2.11.4 Educational diversity and employee performance

According to Bhargava and Anbazhagan (2014), a saying that goes like “knowledge is power” expresses that educated individuals do certain tasks more effectively and easily than uneducated or lesser-educated individuals do. An employee with information does better at particular duties, even the regular duties. Uneducated or under-trained employees often experience difficulties at working environment. Many organisations introduce diversity initiatives to encourage and inspire employees to perform their duties effectively with others in order for organisational objectives to be accomplished. An individual’s educational background might be a vital sign of their information, aptitudes, and capacity (Mavin, 2016). Moreover, the decision of a particular educational major might reflect individual’s intellectual strength and character. For example, an employee that is knowledgeable in a certain field can be reasonable to have some extant different intellectual disposition than an employee educated in other field. As in functional expertise, diversity in education appears to positively influence group performance since it cultivates a more extensive scope of intellectual skill (Nwinami, 2014).

2.12 EMPIRICAL REVIEW OF LITERATURE

Previous studies on workforce diversity show that diversity can be either valuable or inconvenient for employee performance. For example, workforce diversity is important in a way that it is associated with creativity and problem-solving skills and inconveniently associated with cohesiveness (Selvaraj, 2015). This chapter contains the empirical review resultant from the research conducted in organisations that involve, the Pharmaceutical Industry of Egypt (Odhiambo, 2014); Port Authority of Kenya; Singapore Manufacturing Industry (Selvaraj, 2015). Hence, the influence of workforce diversity on employee performance was taken from the results of the studies in the firms mentioned above.

2.12.1 Influence of gender diversity on employee performance

Kyalo (2013) conducted a study in Kenya in the banking sector and found that there was a significant positive link between gender diversity and employee performance. The author continued to state that the recruitment techniques in Kenyan banking sector support and advance women, thus the majority of the banks profit by the fluctuated skills and knowledge of groups from different gender. Ngao and Mwangi (2013) also conducted a study in Port Authority of Kenya and reported similar results that gender diversity had a positive influence on employee performance. Kyalo (2013), Ngao and Mwangi (2013) expressed that the fundamental purpose behind this is that different genders think differently. In this way if their thoughts are gathered they may lead to a good decision-making, creativity and advancement of employee performance. In addition, Selvaraj (2015) found that gender diversity was positively associated with employee performance. In view of these results, gender diversity was found to positively influence employee performance despite the fact that it was not a concern in the firm (Selvaraj, 2015).

2.12.2 Influence of age diversity on employee performance

Manufacturing Industry of Singapore reported that there was no significant relationship between the age diversity and employee performance (Selvaraj, 2015). The author also stated that employees in Singapore neither observed workforce diversity as an advantage nor as oppressive to them as they are unbiased in replies. In addition, Kyalo (2013) also conducted a study in the Kenyan banking sector and reported that there was no significant relationship between age diversity and employee performance. Furthermore, a research that was done in Pharmaceutical industry of Egypt also revealed that there was no significant link between age diversity and employee performance.

Selvaraj (2015) further expressed that the conceivable clarification to this was the less recognizable quantitative distinctiveness between old and young employees when compared to quantitative distinctiveness between different employees from both genders. As opposed to the above, a research done by Odhiambo (2014) from the Education sector of Kenya revealed that expanding age diversity was directly linked with employee performance. The author also reported that schools that pay attention on innovative mission do profit from age diversity unlike those who pay attention on routine tasks.

2.12.3 Influence of ethnicity on employee performance

Drawing from the findings of the research done by Odhiambo (2014), a study from Kenyan education sector, it was observed that ethnic diversity had a direct relationship with employee performance. The above author further added that in many homogeneous schools, ethnic diverse groups performed unsatisfactory unlike in school with heterogeneous groups, which they performed better. An enhanced ethnic diversity leads to an increased employee performance in the Port Authority of Kenya (Ngao and Mwangi, 2013). In addition, a study done by Kyalo (2013) from the Kenyan banking sector revealed the same results that the ethnic diversity had positive and significantly relationship with employee performance. According to Kyalo (2013) also mentioned that many banks from Kenya include all individuals from various ethnic groups to take part in problem solving and decision making bringing about in an expanded team cohesiveness and employee performance. As opposed to the above-mentioned studies, a research done by Selvaraj (2015) at a manufacturing industry in Singapore reported that there was no link between the ethnic diversity and employee performance. A research also revealed that in Singapore manufacturing industry ethnic diversity was observed as an aid for them (Selvaraj, 2015).

2.12.4 Influence of educational background on employee performance

A research conducted by Odhiambo (2014) indicated that in the Education sector in Kenya, educational diversity had a significant effect in describing a difference in employee performance. The author further reported that consisting more diverse educational workforce in a firm increases problem solving skills and decision making between the employees, hence leading to a better employee performance. Ngao and Mwangi (2013) results indicated that knowledge diversity, like education and functional points, were associated with the actual team performance. However, the link was arbitrated by task conflict. Ngao and Mwangi (2013) developed that there was a prejudice in educational diversity measure because it assessed

diversity from employees who were very educated, for example, employees with postgraduate degrees and placing those who were not much educated in one team.

2.13 GAP IN LITERATURE

This study pursued to examine if there existed an un-severable relationship between workforce diversity and employee performance through investigating the impact of four variables of diversity at the South African Social Security Agency (SASSA). These variables are gender, age, ethnicity and education. Drawing from the literature review, the influence of workforce diversity on employee performance had not been satisfactorily tested from such social environment as SASSA. In some previous studies, most of the researchers limited their studies by paying much focus on a solitary part of workforce diversity, for example, gender diversity and employee performance (Ngao and Mwangi, 2013), age diversity and organisational performance (Kooij and Rousseau, 2015), age diversity and employee performance (Kunze, Boehm and Bruch, 2013) ethnic diversity and group performance (Ngao and Mwangi, 2013). Therefore, this study intends to investigate the influence of workforce diversity on employee performance. Even though some studies have been looking at the manner by which workforce diversity influences employee performance, gender influence on employee performance has not been thoroughly investigated (Saxena, 2014). However, it is not plainly seen how workforce diversity links with employee performance (Ngao and Mwangi, 2013). Studies that have been done on workforce diversity have focused more on its influence on organisational productivity (Dike, 2013), workforce diversity management and organisational performance (Ugwuzor, 2014). Ogbo, Kifordu and Ukpere (2014) stated that the studies also focused more on workforce diversity yet just a little focus on diversity in terms of gender, age, ethnicity and educational background.

However, not many studies have been conducted on influence of workforce diversity on employee performance (Maingi and Makori, 2015) but these studies were done in countries such as Ethiopia, Malaysia, Egypt, Kenya and Singapore. Nevertheless, researchers are encouraged to proceed in conducting researches to look at the influence of workforce diversity as past researches have neglected to investigate the link between the gender diversity and employee performance. Also, the link between age diversity and employee performance, the influence of ethnic diversity and employee performance. In addition, the influence of educational diversity and employee performance also has been not well investigated (Baligasima, 2013), which are the key objectives of this research. Hence, this research attempts

to fill this gap as it looks at the link between workforce diversity, focusing on gender, age, ethnicity and educational background and employee performance.

2.14 CONCLUSION

The chapter reviewed the literature on the influence of workforce diversity on employee performance. In reviewing the literature, the chapter gave a discussion about the historic background of workforce diversity. It continued to give a wide range of similarities and differences in views about workforce diversity from numerous authors. Lastly, this chapter gave a conceptual framework on workforce diversity.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research methodology and design are known as strategies and techniques for the study that span conclusions in a comprehensive expectation and thorough procedures of collection of data and analysis (Bloose, 2018). The research methodology highlights the general method of the study process like in a survey or action study. The current chapter outlines the methodology, which focuses on the study processes and techniques applied when collecting data at SASSA. This chapter also explains the method applied in conducting this research study. It summarises how the information was collected and analysed. Hence, it gives an additional information on the techniques of sampling applied, the general research design and procedures applied in collecting data. Moreover, the method followed, and the measuring instruments applied for data collection were explained and a statistical method applied for data analysis.

3.2 OVERVIEW OF THE ORGANIZATION

SASSA is a national public agency initiated in April 2005 with the point of allocating social grants on behalf of the Department of Social Development (DSD). The DSD has an oversight duty over the SASSA but no operational control over it. It was also expected to reallocate the capacity of social security from South Africa's province to the functional sphere of the government and reports to DSD. SASSA has a national office located in Gauteng Province, Pretoria with nine regional offices in each province. Each regional office has district offices and each district office has local offices.

3.3 RESEARCH DESIGN

Research design is described as a system for a study that is used as a guide in and breaking down information to address the central research questions (Amendola *et al.*, 2016). Beal (2015) further explained that, research design is an arranged plan or procedural methodology that a researcher embraces to get answers to the research questions or problems. In addition, a research design is an exploration process that attempts to discover a response to the research question (Savin-Baden and Major, 2013). The manner in which the research is planned determines the link between variables in a purpose to find the feasibility of the hypothesis (Leigh, 2013).

3.3.1 Research design selected

According to Beal (2015), exploratory research design is described as the process of examining a research problem that has not been thoroughly examined previously. The author added that, exploratory design is often used when researchers want to get an existing phenomenon and want to obtain new insight about the problem being studied. This study used an exploratory research design to explore the influence of workforce diversity in terms of gender, age, ethnicity and educational background on employees working at SASSA KZN Regional Office in Pietermaritzburg. As indicated by Lewis (2015) the essential task of an exploratory study is to obtain the point of circumstance of the situation where the matters, opportunities or circumstances of interest are almost going to live and to organize the notable basics or factor that may be found there and be of importance to the research.

3.4 RESEARCH APPROACHES/PARADIGMS

According to Leigh (2013), there are three research approaches; quantitative, qualitative and mixed method research approaches. These research approaches are discussed below.

3.4.1 Quantitative method

The first research approach is quantitative research method. It is described as the logical investigation of social phenomena by means of measurable, scientific, numerical information and/or conceptual method (Merriam and Tisdell, 2015). Khoza (2019) further clarified that quantitative research method is a technique that focuses on the quantities and/or amount of single or more variables that are being studied. Quantitative research method involves the gathering of data that include numbers to analyse an exact phenomenon and exact research questions that seem to be appropriate to be answered by applying quantitative technique. Some examples may include how many newly hired employees need training in an organisation in comparison to old employees. How many employees fall under a certain ethnic group? These are some questions that the researcher may be interested to examine quantitatively after the availability of collected data. According to Beal (2015), several data that do not reasonably appear to be in a quantitative arrangement can be collected in quantitative way. This might be done by the researcher by introducing the questionnaire that is intending to manipulate phenomena that do not logically appear in a quantitative arrangement into quantitative data in which a researcher can formerly analyse numerically such as, doing a research on attitudes and opinions. The researcher may want to collect data on the employees' attitudes towards their work and their managers.

Clearly, these attitudes do not definitely appear as a quantitative arrangement and might not be arranged in a form of statistical scale. However, the researcher might construct a research tool that specifically asks employees to rate a number of statements such as, “*I consider work as an interesting task*” this might be done either strongly disagree, disagree, agree or strongly agree and give individually answer as 1 – strongly disagree, 4 – strongly agree. Hence, this is how quantitative data on employee’ attitudes can be adapted. Likewise, the researcher might collect data on a varied series of phenomena and change them to quantitative by employing data collection tools like tests. Therefore, this study used the quantitative research approach. Yin (2013) added that quantitative research approach is useful in collecting statistics in a large-scale however, utilizing data collection technique like questionnaires. Hence, it makes a quantitative research approach useful in the current research because of the availability of a large target population size of employees from SASSA. Drawing from the definition, measurements are expected to be objective quantitative and be statistically valid, and measure what supposed to be measured.

3.4.1.1 Advantages of using quantitative method

Sekaran and Bougie (2016) provided a number of advantages of using quantitative data such as:

- Quantitative studies allow researcher to reach a higher sample size.
- Researcher can gather information faster when using quantitative approach.
- Quantitative studies use randomized samples.
- This approach can pay focus on facts or a sequence of information.
- Study conducted using quantitative method is anonymous.
- Quantitative approach does not need direct observation to be useful.
- Quantitative research approach save time and it is not expensive.

3.4.1.2 Disadvantages of quantitative data

Some disadvantages of quantitative data include the following as provided by Sekaran and Bougie (2016),

- This approach does not take into consideration the meaning behind social phenomena.
- Each answer given in this approach must stand on its own.
- Some efforts at randomisation cannot create usable information.
- Lack of access to a specific feedback.

- Sometimes response validity creates a cloud of doubt on the final findings.
- Participant characteristics do not always apply to the general population.

3.4.2 Qualitative method

The second approach is qualitative research approach. Sparks (2015) indicated that qualitative research is interested in getting to know how individuals get to understand their world and the experiences they have in the world. In addition, qualitative research approach looks at things in their common circumstances, trying to understand, or to comprehend phenomena as far as connotations people bring these phenomena (Yin, 2013). The author further emphasised that qualitative research approach includes any study that applies information that is not specifying statically or numerical values. Hence, this research approach utilizes a reasonable way to get to know the phenomena in context-specific circumstances, for example, actual world situation, where the researcher is not trying to control the phenomena of attention. Qualitative method is also known as a common research method in social studies that researchers decide to take as an initial step in the viewpoint of social action (Khoza, 2019). The author further clarified that, this research approach consists some common techniques that involve, but not limited to, respondent observation, in-depth interviews, and focus groups. This research method is useful mostly as a substitute for any data collection technique like in an interview or analysis of data procedure like in categorizing data that initiates or applies non-numerical data.

Qualitative research approach assists in getting the understanding about the topic in hand and flexible in a way that it provides the identification of the missing aspect of what is not clear and moderately clear (Mzimele, 2016). With that context in mind, this approach is commonly known to be useful in cases of finding and further be able to find what was not identified or known beforehand. Nevertheless, in instances where research gap or problem is not clear, the researcher might be overwhelmed by research data because of gathering the redundant data. This would possible lead the researcher fail to analyse a collected data. Like any other research method, qualitative research has pros and cons. Blose (2018) provides several advantages of qualitative methods. For example, qualitative research methods give more detailed description of respondents' insight, thoughts, and understandings and interpretation of the sense of action. Respondents get an opportunity to clarify on what they mean. This research method also serves as an interdisciplinary field, which includes several numbers of epistemological views, interpretive approaches for thoughtful respondents' experiences.

Qualitative researchers seize this above-mentioned advantage to apply theoretical, conceptual and empirical method to find aspects associated with the topic at hand. In addition, it helps during data collection stage where a researcher gets a chance to interact with the research respondents directly and can provide clarity if there are any uncertainties. This can be done through focus groups or one-on-one interviews with the participants. On the other hand, Khoza (2019: 37) gave a list of disadvantages of qualitative research method. Disadvantages involve, but not limited to, “sometimes it is difficult to generalise because of the small size of the sample and subjective nature of the study” and “different findings may be received on different occasions with different people and conclusion required to be thoroughly hedged.” Qualitative techniques are known as inductive with the fundamental expectations being that truth is a social concept and that variables are not easy to measure, are complex and intertwined, and that there is prevalence of subject matter that the collected information will have a researcher’s or respondent’s viewpoint. Moreover, choosing the qualitative method does not avoid the management of a serious, orderly and balanced research in any chosen research problem.

3.4.3 Mixed method

Mixed method research approach refers to a method in which a researcher or team of researchers combine elements of both qualitative and quantitative approaches for breadth of understanding and validation (Savin-Baden and Major, 2013). Lewis (2015) defined mixed method research approach as a technique whereby the researcher gathers and scrutinizes information, combines the results and makes inferences by applying both quantitative and qualitative methods in one research study. The use of this method is useful if one plans to count on the strong point of both quantitative and qualitative approaches. Many researchers recommend this method when using a case study design because it enables the researchers to apply multiple strategies that give an inclusive view of the topic. The author further reflected that the results of this research approach could be strengthened via triangulation in which cross-validation is attained when different types and source of information were found to be reliable, or in instances where clarification is established to account for all the information in cases they diverge.

3.5 STUDY SITE

The study site is described as the physical place where the research is going to be conducted or desired data to be collected (Beal, 2015). This study was conducted within the province of KwaZulu-Natal SASSA Regional Office in Pietermaritzburg. SASSA KZN has six (6) district offices across the province and more than 90 local offices. However, this study was only interested in the Regional Office.

3.6 TARGET POPULATION

A population is defined as the whole set or group of individuals the study to be conducted on (Beal, 2015). Bell and Water (2014) explain a population as a gathering of people or units that are important to the researcher and people, which the results of the research can be summed up. In the current study, the target population was employees working for the SASSA KZN Regional Office irrespective of their gender, age, ethnicity and/or qualifications. According to the Regional Manager, there were 142 employees working at SASSA KZN Regional Office. Employees doing internships were excluded because they were not working permanently.

3.7 SAMPLING PROCEDURE

Beal (2015) stated that sampling procedure refers to a way of choosing research participants from the entire target population to do a research. The primary aim of sampling was to make sure that a sample was the best reflection of the target population in order to prevent negative impacts in the results. Since this research used quantitative research methodology, non-probability sample was employed in selecting a sample over probability sampling strategy. The researcher used convenience sampling to bring an estimate of reality. Members of the sample were selected due to their availability and willingness to contribute in the research. Participants were given the questionnaires to complete at their spare time. The guideline (table) provided by Sekaran and Bounjie (2016) was used to get the size of the sample. Out of 142 employees working at SASSA KZN Regional Office, 103 employees were given questionnaires. More details about non-probability sampling strategy are discussed below.

3.7.1 Non-probability sampling technique

Nonprobability sampling is a sampling technique in which individuals from the target population demonstrate no chances attached to them being taken as sample item (Sekaran and Bounjie, 2016). Convenience sampling technique is explained as gathering of research information from the research participants who are conveniently accessible and available to

respond. According to Sekaran and Boungie (2016), this method is normally employed in the exploratory stage of a study and is sometimes the greatest method of getting some fundamental data faster and competently.

3.8 SAMPLE AND SAMPLE DESIGN

Trendos and Durrheim (2014) describe a sample as a list of all individuals that are within the population who can be assessed out and ought to reflect the entire population. Merriam and Tisdell (2015) argued that sample is a gathering of individuals, items or objects that are chosen from the entire population for estimate. The sample is expected to be demonstrative of the population to make sure that the findings can be generalized from the study sample to the population all in all make conclusions about the entire population. Sampling, According to Sekaran and Bougie (2016), alludes to the way of choosing an adequate number of components from the target population with the purpose that a study of the sample and a comprehension of the attributes would make it feasible for readers to sum up such attributes to the entire population components. A sample is therefore, a subgroup from the entire population and it has numbers chosen from the entire population (Leigh, 2013).

Random Sampling is the perfect technique to choose a population of the study. Nevertheless, with the aim of the research, convenience sampling technique was applied. This is a non-probability sampling method that involves taking all cases close by pending the sample is a fitting size (Merriam and Tisdell, 2015). Leigh (2013) indicated that convenience sampling method is defined as a way to collect data from the all-inclusive population who are effectively available and conveniently obtainable to give the required information. The author continued to argue that convenience sampling method has advantages and disadvantages. Some of the crucial advantages of the convenience sampling method include that, it is not expensive and it saves time. The target population is promptly accessible, meaning the researcher could take any individual within the organization to respond to the research questionnaires. The questionnaires were hand given to every employee that was chosen to respond. The participants were given sufficient time to respond to the questionnaires. The participants displayed a respect to the researcher and felt significant in the firm, as the questionnaires were hand given by the researcher.

3.9 DATA COLLECTION METHOD

Questionnaires were the technique applied to collect data in this research. According Leigh (2013) a questionnaire is a collection of written questions to which participants give their responses. The required data was collected from the employees working at SASSA KZN Regional Office in Pietermaritzburg using a self-administered questionnaire. The research participants were given sufficient time to complete the questionnaires.

3.10 RESEARCH INSTRUMENT

Self-administered questionnaire comprised of closed-ended questions was used as a research instrument in this study. As stated by Merriam and Tisdell (2015) the advantage of a self-administered questionnaire is that, it can be distributed via web, telephonically, postal methods and/or hand delivery. Most studies reveal that face-to-face administration gives a higher and faster response rate than the web-based method (Tredoux and Durrheim, 2014). Self-administered questionnaire is also beneficiary because the researcher was able to clarify some misunderstandings or uncertainties to the research participants where there was a need. The researcher considered and transformed the questionnaires of the past studies that were in line with this research to formulate the questionnaire for this study. English was used to formulate questionnaire because all participants understood it as the medium of communication at SASSA.

3.11 DATA QUALITY CONTROL

3.11.1 Validity and Reliability

Reliability refers to an extent to which a research instrument produces steady and reliable outcomes (Leigh, 2013). The reliability of an item shows how free it is from errors. Research instrument was pre-tried preceding being given to the chosen participants. A common indicator of an item's reliability is the test-retest reliability, which is known as a temporal stability. The authors continued to described validity as an extent, which an instrument measures what it is expected to measure. The study planned to issue the questionnaire to employees at SASSA in the pilot study.

3.11.1.1 Validity

Validity is described as a degree in which a test measures what it is expected to measure (Sekaran and Bougie, 2016). Validity of the research instrument was set up by the researcher and supervisor checking the items. Both the researcher and supervisor discussed the research instrument before the study was done. In modifying the research instrument, the researcher used the feedback that was given by the supervisor. This guaranteed that the research instrument gathered reliable data and furthermore enhanced the rate of the response.

3.11.1.2 Reliability

Reliability was interested in making sure that the research results were constantly the same. A common way to ensure reliability was to do test-retest of an item by administering the questionnaire to individuals on two separate events and make analysis between the two scores acquired to distinguish whether they were different. In addition, to ensure the reliability sampling was done in line with statistically suitable guidelines as indicated by Sekaran and Bougie (2016). Furthermore, to test reliability Cronbach's alpha was employed and it often used in studies (Leigh, 2013). The author further pointed that, Cronbach's alpha is useful in measuring the internal consistency of an item.

3.12 DATA ANALYSIS

The Statistical Package for Social Science (SPSS) version 26 was used as a method of analysing a gathered data. After the researcher collected the self-administered questionnaire, the information was descriptively presented and analysed in the form of graphs, charts and tables. To test if there was a significant relationship between the independent variables, which were gender diversity, age, diversity, ethnicity diversity and educational background, and dependent variable, which was employee performance, the researcher, used correlation analysis. This additionally empowered the researcher to see the strength and direction of the relationship between the variables. The methods used to analyse data are discussed below under descriptive and inferential statistics.

3.12.1 Descriptive analysis

Leigh (2013) described descriptive analysis as a technique of presenting the fundamental features of the collected data in a study. The author further elaborated that, descriptive analysis gives an understandable summary about the target population or sample and the measures. In addition, it provides a clear graphical presentation; also form the fundamental virtue of all quantitative analysis of the collected data. Sharma (2019) pointed out that, descriptive analysis is different from the inferential analysis since it is more interested in explaining what information is being displayed. Furthermore, descriptive analysis breaks the number of variables being measured into an understandable form by using the measures of central tendency or variability. In this study, the researcher employed descriptive statistics as one of the methods to analyse data. For example, to analyse the nominal data, which involved the demographic data of SASSA employees, frequency distribution tables, pie chart and bar graphs were used to make a meaningful understanding of the employee profile and the responses of the participants. The researcher used the measures of central tendency, such as, mean and standard deviation for ordinal data.

3.12.2 Inferential analysis

Inferential analysis is useful when one needs to make conclusions about target population relating to data received from the relevant sample (Yin, 2013). Sekaran and Boungie (2016) highlighted that this method can be employed when the researcher wants to get knowledge or infer from the information via analysis; (1) link between the two variables, (2) alterations in variable between diverse subgroups and (3) how numerous independent variables may describe the variance from the dependent variable. Below are different types of inferential analysis, which were used by the researcher in this study (factorial analysis, Cronbach's alpha, Correlation analysis, and multi regression analysis).

3.12.2.1 Factorial analysis

Sharma (2019) defined factorial analysis as a technique that is used by researchers to test two interventions in a sample more productively. This technique is more productive since it gives more information using similar or even lower cost. This method is also useful in determining the impact of two independent variables upon on one dependent variable. Furthermore, in this study factorial statistics was useful as it was minimising the possibility of committing research errors and confounding variables. In the current study, factorial analysis was employed to eliminate the factors and extract the fundamental concepts for the research. The Kaiser-Meyer-

Olkin (KMO) and Bartlett's test of Sphericity were conducted to ensure the appropriateness of the factorial analysis. The abovementioned tests highlighted the correctness of the data from this research. The KMO measure of sampling adequacy highlighted the variance quantity in the variables, which may be result of fundamental factor. From this measurement, a high number close to 1.0 often indicated that factor analysis was a relevant tool for the data. It was a common practise that, when this figure was smaller 0.5 the factor analysis findings may not be important. On the other hand, the Bartlett's test of Sphericity indicated the usefulness of the study with a figure of smaller than 0.05. Only factor loadings greater than 0.4 were considered to be significant. When an item loaded significantly on more than one factor, one with the highest figure was considered.

3.12.2.2 Cronbach's alpha

The current study used Cronbach's alpha to test the reliability of findings. In creating this, researcher made use of Cronbach's alpha which was initiated by Lee Cronbach in 1951 to give a test of the internal consistency of a scale, it was demonstrated as a figure range between 0 and 1 (Sharma, 2019). The author further emphasised that it was very crucial for researcher to use this quantity to ensure validity and proper interpretation of their data. Sekan and Bounjie(2016) stated that internal consistency defines the degree in which all items in a scale test the similar construct and is linked to the inter-relatedness of the item in a test. The authors emphasised that it is very vital to use alpha correctly, as the incorrect use of it can lead to an incorrect findings, wrong interpretations and/or a test or scale being questionable because it produced untrustworthy results. According to Sparks (2015), Cronbach's alpha coefficient of internal consistency can be applied after all items have been standardised. Table 3.1 outlines the guidelines of the internal consistency that were employed in this study to make a meaningful interpretation of the data.

Table 3.1: Internal consistency guidelines. Adapted from Sam (2014)

Alpha	Internal Consistency
$\alpha \geq 0.9$	Very good
$0.87 \leq \alpha \leq 0.9$	Good
$0.7 \leq \alpha \leq 0.8$	Adequate
$0.6 \leq \alpha \leq 0.7$	Questionable
$0.5 \leq \alpha \leq 0.6$	Not good
$\alpha \leq 0.5$	Unacceptable

3.12.2.3 Correlation analysis

The researcher used the Pearson's product moment correlation coefficient and multiple regression to analyse and to draw conclusions on the hypotheses of the study. This assisted in determining the relationship between the variables (gender diversity, age diversity, ethnic diversity and educational diversity) upon the employee performance. This method was applied to illustrate the direction, strength and the significant relationship. As pointed out by Zhuwao (2017), the Pearson's correlation is characterized by the value referred as r-value, this value arrays between -1.00 and $+1.00$, in which $+1.00$ r-value highlights that there is a strong positive relationship between the variables, while -1.00 r-value shows that there is a strong negative relationship between the variables. If the r-value is 0, it means there is no relationship that exists between the variables. In addition, correlation analysis was useful in highlighting the direction, strength and significance of the relationship. This was done using the r-value and p-value. The p-value was on a 1% significant level, this means if the p-value is greater than 0.01 ($P > 0.01$) there is no significant difference.

Table 3.2: Correlation coefficient guidelines. Adapted from Mwatumwa (2015)

Range of Coefficient	Association Strength
0.01 – 0.20	Slight almost negligible
0.21 – 0.40	Weak
0.41 – 0.70	Reasonable
0.71 – 0.90	Strong
0.91 – 1.00	Very strong

3.12.2.4 Multiple regression analysis

The researcher also employed multiple regression analysis. This was useful in determining if the variables (gender diversity, age diversity, ethnic diversity and educational diversity) influenced the performance of the employees at SASSA. Furthermore, this technique of data analysis was employed in determining which variable between the four independent variables has more influence in the variation of the dependent variable.

3.13 PILOT STUDY

In making sure that the research instrument measured what it was expected to measure, the researcher conducted a pilot study. In conducting a pilot study, the researcher took a convenient sample of twenty participants who were not part of the actual sample. The twenty participants were those employees who were not working permanently, such as interns. The researcher had to compile the ideas of the respondents after doing pilot study. This was very vital for modification of the research instrument. In making sure that the questionnaire was not confusing nor ambiguous, the researcher clarified it by rewording it where necessary. It was just after reconstructing the research instrument that the questionnaire was administered to the respondents.

3.14 LIMITATIONS OF THE STUDY

The major restriction of this study was a study site, as previously mentioned that SASSA is separated into three offices, which are Regional Offices (allocated one per province), District Offices and Local Offices. This study was only limited to SASSA KZN Regional Office in Pietermaritzburg. It was very important to note that the results of the study only reflect the perceptions of the organisation from which the researcher collected the data. Hence, it is not advisable to assume that the findings can be generally pertinent to all organisations. Time taken to conduct the study can be considered as the primary limitation of the study. In addition, the results of this research were founded on the data that was given by the participants and the data received from books, journals and articles etc.

Another limitation was that the researcher only focused on four independent variables, which were gender diversity, age diversity, ethnic diversity and educational diversity, and one dependent variable, which was employee performance. However, there were other variables that could influence employee performance. The research applied non-probability sampling technique under the convenient sampling. Therefore, some groups were less represented, hence that might be seen as a biasness in selection of the sample. This nevertheless lessened the degree to which the findings of the research might be generalized to the whole population.

3.15 ETHICAL CONSIDERATION

Ethical considerations include the agreement between the researchers based on what they consider right and/or wrong (Sithole, 2018). In addition, the code of ethics states that the research participants must be aware that they are being taken as a part of the study and the full information regarding the study must be disclosed to them (Ngobeni, 2015). The author further added this, unethical issues involve not considering agreements, disrespecting confidentiality, misreporting of findings, misleading research participant, plagiarism and disregarding any ethical issues. To avoid the unethical behaviour, the researcher considered the following factors.

- ***Permission to conduct research:*** the researcher submitted the research proposal to the supervisor for review and approval. After being approved, it was submitted to the research committee at UKZN and was approved as well. Ethical approval (Appendix B) for this research was obtained from UKZN Ethical Committee and the Gatekeeper's permission (Appendix A) from the SASSA KZN Regional Office. In addition, the

researcher made sure to ask for permission (Appendix C) from each SASSA employee (respondent) before administering the questionnaire.

- ***Informed consent:*** the researcher included the consent form (Appendix C) in a research instrument, which intended to seek permission from the employees to participate in the study, and it was informing the participants that they are being researched. This form consisted of research topic, researcher's contact details and supervisor's, research office and humanities, social sciences ethics committee contact details. It broadly described the primary purpose of the study and further addressed the essential information required from the participants.
- ***Prevention of harm:*** the rights, values, interests and dignity of participants were highly respected in this study. This includes any matters around safety, health, equality and diversity of employees. Participation of the participants was voluntary, and responses were highly respected. Participants were also informed to withdraw anytime or during any stage of the research if they feel uncomfortable or violated.
- ***Confidentiality and privacy:*** It was specified in the research instrument that the information will not be disclosed in anyway and privacy will be respected. The names of the participants were not included in the questionnaire, except only signatures that were required. In ensuring confidentiality, privacy and anonymity, all questionnaires will be archived in a safe place for a period of five years and after that, they will be carefully destroyed.

3.16 CONCLUSION

The chapter explained the techniques that were applied in gathering information. Moreover, the chapter clarified manners in which the acquired information was organized and analysed, applying what tools. With everything taken into account, the chapter provided an explanation of the procedures applied to arrive at a logical conclusion about the influence of workforce diversity on employee performance at SASSA KZN. The researcher also articulated the research objectives, both primary and secondary data collection methods were well explained, the study population and the sample studied were also explained.

CHAPTER 4

PRESENTATION AND ANALYSIS OF RESULTS

4.1 INTRODUCTION

This present chapter presents the findings of the research in accordance with the objectives as outlined in Chapter 1. It begins by evaluating the validity and reliability of the measuring instruments. Whilst Section A of the questionnaire contained information relating to the biographical data of the respondents, Section B incorporated items relating to work diversity and employee performance. The data for the study was captured on a Microsoft Excel version 2016 spreadsheet and processed using SPSS version 26. The results generated using descriptive and inferential statistics, are presented using tabular and graphical representations and explained in narrative form.

4.2 STATISTICAL ANALYSIS OF THE QUESTIONNAIRE

The psychometric properties of the questionnaire (validity and reliability) were evaluated statistically.

4.2.1 Validity

The validity of the questionnaire measuring workforce diversity and employee performance using Factor Analysis are presented in Table 4.1. Preceding to the calculation of the factor analysis for workforce diversity and employee performance, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (0.624) and Bartlett's Test of Sphericity (300; 0.000) were analysed and the outcomes harmoniously demonstrated adequacy, suitability and significance. Only factor loadings greater than 0.4 were considered significant and when an item loaded significantly on more than one factor, only that factor with the highest value was considered.

Table 4.1 shows that 15 items load significantly on Factor 1 and account for 17.97% of the total variance. Of these 15 items, 4 items relate to gender diversity, 4 items relate to age diversity, 4 items relate to ethnic diversity and 3 items relate to education diversity. Since the highest weighting relates to *age diversity*, Factor 1 may be labelled similarly. Additionally, this table depicts that 5 items load significantly on Factor 2 and account for 11.79% of the total variance. Of these 5 items, 2 items relate to age diversity and 3 items relate to educational diversity. Hence, Factor 2 may be labelled as *education diversity*.

Table 4.1: Validity of the Measuring Instrument using Principal Component: Factor Analysis

Item	Component				
	1	2	3	4	5
1	0.503	-0.401	-0.358	0.371	-0.036
2	0.563	-0.493	-0.083	0.201	0.114
3	0.447	-0.533	-0.333	0.178	0.040
4	0.311	0.334	0.256	-0.430	0.310
5	0.533	-0.428	-0.003	-0.048	0.259
6	0.527	-0.469	0.345	-0.141	-0.125
7	0.567	0.398	0.236	0.015	0.317
8	0.566	-0.205	0.352	-0.125	0.087
9	0.542	-0.043	-0.296	-0.147	-0.341
10	0.182	0.518	-0.114	0.186	0.175
11	0.537	-0.129	-0.019	0.068	-0.084
12	0.456	0.474	-0.044	0.273	0.124
13	0.501	0.231	-0.028	0.128	-0.431
14	0.517	0.346	0.270	0.124	0.140
15	0.486	0.022	0.186	0.097	-0.286
16	0.343	0.402	-0.278	-0.015	-0.354
17	0.473	0.529	-0.126	-0.063	-0.102
18	0.288	0.575	-0.427	-0.025	0.060
19	0.476	-0.015	0.474	-0.021	-0.022
20	0.360	-0.151	-0.386	-0.399	0.306
21	-0.013	-0.050	0.513	0.089	-0.470
22	0.131	-0.081	-0.042	-0.351	0.065
23	-0.097	-0.121	-0.104	0.552	0.225
24	-0.077	0.137	0.327	0.545	0.333
25	-0.175	0.155	0.018	0.206	-0.276
Eigenvalue	4.49	2.95	1.85	1.55	1.46
% of Variance	17.97	11.79	7.42	6.20	5.82

This table also indicates that 2 items load significantly on Factor 3 and account for 7.42% of the total variance. Of these 2 items, 1 item relates to education diversity and 1 item relates to employee performance. Since the highest weighting relates to *employee performance*, Factor 3 may be labelled likewise. Table 4.1 shows that 2 items load significantly on Factor 4 and account for 6.20% of the total variance. Of these 2 items, all the 2 items relate to employee performance and hence, Factor 4 may be labelled as *employee performance*. It is evident that none of the factors is labelled gender diversity and ethnic diversity. This may be accredited to the flexibility in the understanding of the items defining each of the dimensions of work diversity such that a statement may be perceived by the respondent in varying dimensions.

4.2.2 Reliability

The reliability of the measuring instrument was evaluated using Cronbach's Coefficient Alpha presented in Table 4.2. The Cronbach's Alpha for the questionnaire employed in relation to the dimensions of overall workforce diversity as reflected in Section B of the questionnaire has a very high level of inter-item consistency ($\alpha = 0.800$). The reliability of the dimensions of work diversity (gender, age, ethnic, education) were also assessed as separate dimensions. Whilst gender diversity ($\alpha = 0.627$) reflects high levels of inter-item consistency, the reliability for age diversity ($\alpha = 0.530$), ethnic diversity ($\alpha = 0.555$) and education diversity ($\alpha = 0.542$) is fair. Additionally, employee performance ($\alpha = 0.643$) reflects high levels of inter-item consistency. Evidently, the questionnaire used to measure the dimensions of the study is reliable and capable of producing consistent results.

Table 4.2: Reliability of The Measuring Instrument: Cronbach's Coefficient Alpha

Dimensions	Number of items	Cronbach's Alpha
Gender diversity	5	0.627
Age diversity	5	0.530
Ethnic diversity	4	0.555
Education diversity	5	0.542
Overall work diversity	19	0.800
Employee performance	6	0.643

4.3 DESCRIPTION OF THE SAMPLE

In this study, 103 questionnaires were administered to the participants and 102 completed questionnaires were returned to the researcher thereby securing a 99% response rate. The sample may be described based on biographical data and are portrayed using graphical representations and explained thereafter in Figure 4.1 to Figure 4.6. Figure 4.1 reflects that there are 53 male participants which is 52% of the total population while the remaining 49 (48%) comprised of females. The findings of this study indicated that there were more male participants as compared to the female, which is a real representative composition of an organisational workforce.

Figure 4.1: displaying composition of sample by gender (N = 102)

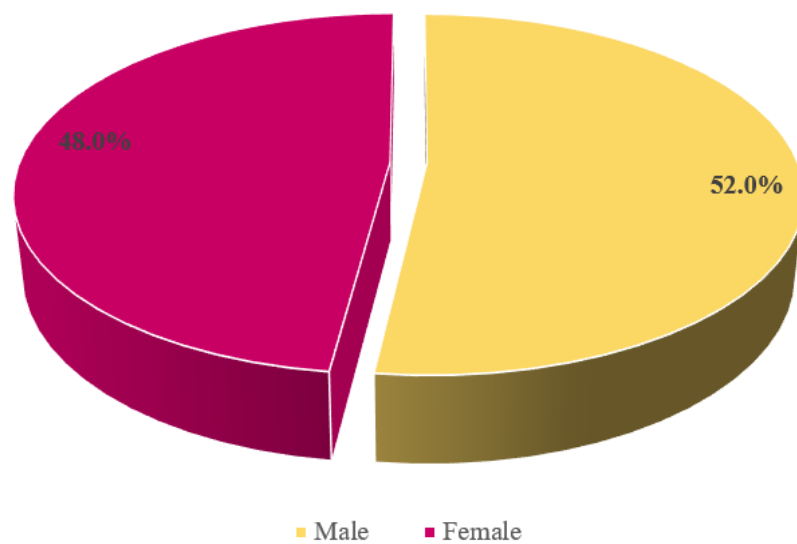


Figure 4.2: displaying composition of sample by age (N = 102)

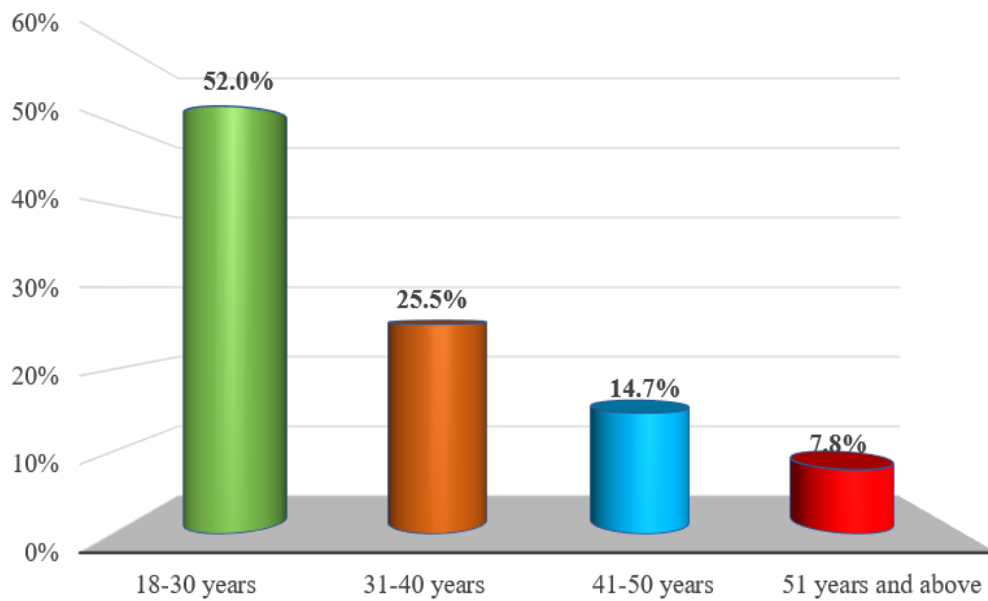


Figure 4.2 shows that 53 (52.0%) participants are between the ages of 18-30 years, followed by the participant that are between 31-40 years 26 (25.5%). Those between the ages of 41-50 years 15 (14.7%) and the remaining 8 (7.8%) were 51 years and above.

Figure 4.3: displaying composition of sample by marital status (N = 102)

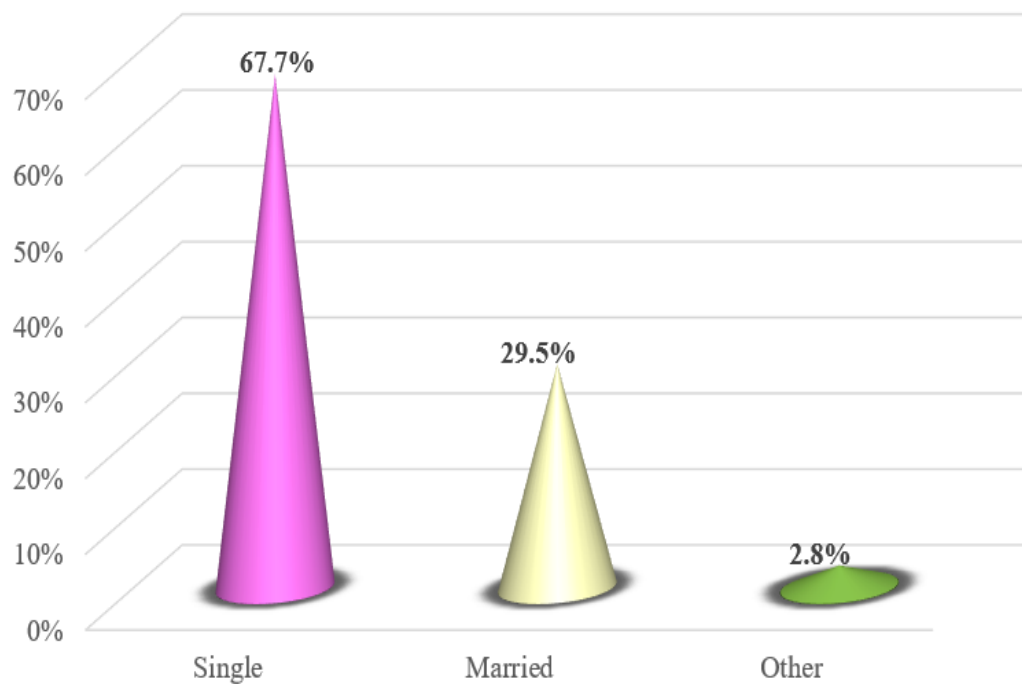


Figure 4.3 relating to marital status reflects that 69 (67.7%) participants which is the majority are single, followed by 30 (29.5%) who are married, and the remaining 3 (2.8%) participants fall into the “other” category.

Figure 4.4: displaying composition of sample by level of education (N = 102)

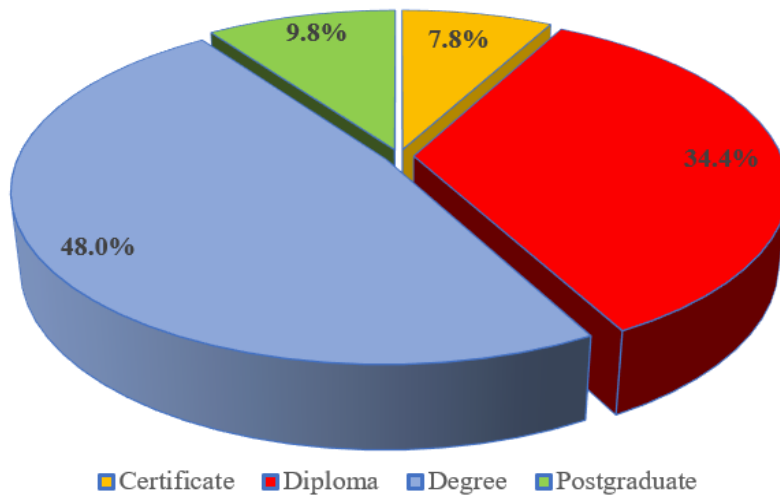


Figure 4.4 shows that 49 (48.0%) respondents have degrees, followed 35 (34.4%) participants with diplomas, and followed by 10 (9.8%) with postgraduate degrees. Only 8 (7.8%) participants have only certificates. High qualification levels are usually predictable due to the nature of the job done by the participating sample.

Figure 4.5: displaying composition of sample by work experience (N = 102)

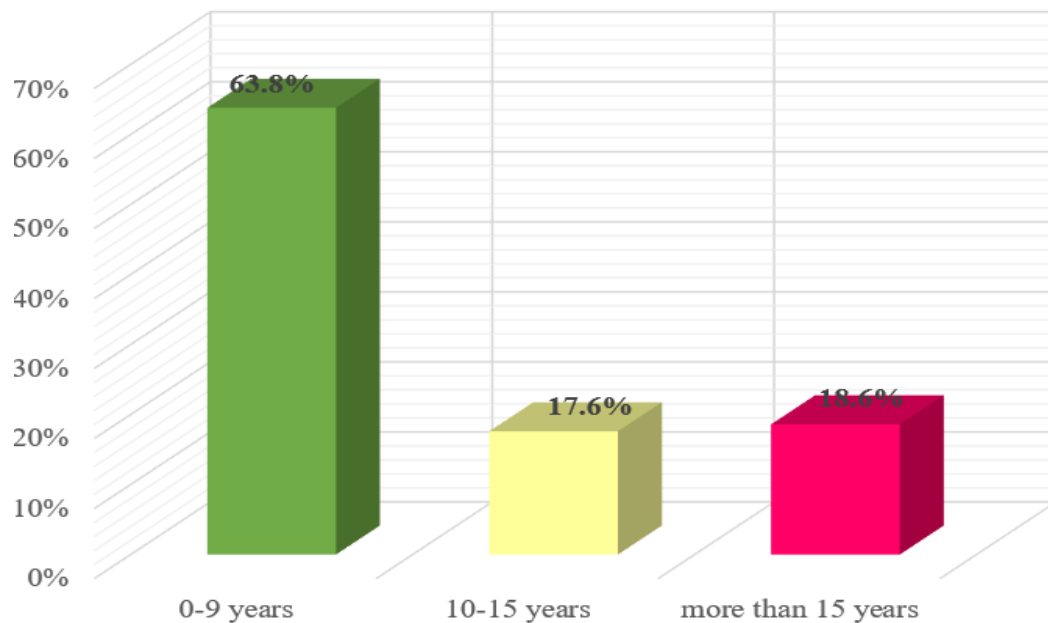


Figure 4.5, in relation to work experience, shows that 65 (63.8%) participants have worked in the organisation for 0-9 years, followed by 19 (18.6%) with more than 15 years' experience, then 18 (17.6%) with 10-15 years' work experience.

Figure 4.6: Composition of sample by Ethnic group (N = 102)

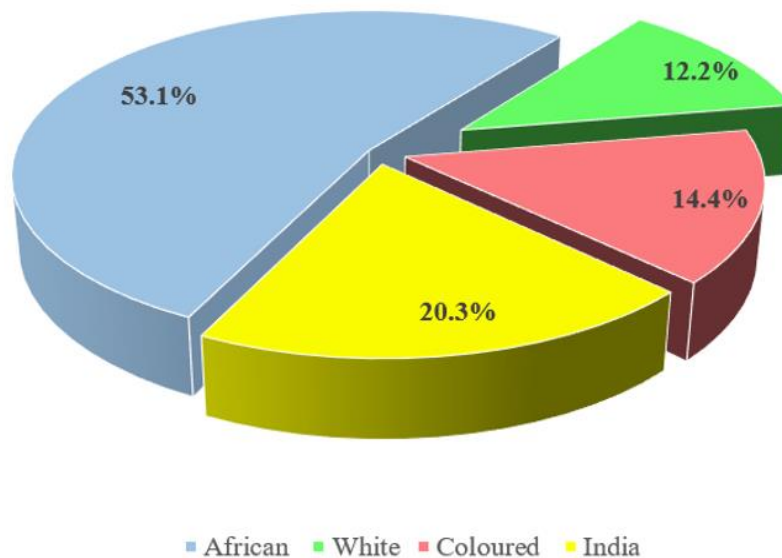


Figure 4.6, relating to ethnic group, reflects that 54 (53.1%) participants are Africans, followed by 21 (20.3%) who are the Indians, then 15 (14.4%) participants are Coloured, and the remaining 12 (12.2%) are Whites.

4.4 PRESENTATION OF RESULTS

The results of the study were processed using descriptive and inferential statistics to understand the data and to determine the level workforce diversity and employee performance.

4.4.1 Descriptive Statistics

The level of workforce diversity and employee performance were assessed by asking participants to respond to various aspects of items using a 1- to 4-point Likert scale. The findings were processed using descriptive statistics displayed in Table 4.3.

Table 4.3 shows that employees at SASSA display satisfactory levels of overall workforce diversity (Mean=2.377) than employee performance (Mean=2.364). Upon deeper investigation of the dimensions of workforce diversity, it is evident that employees have high level of educational diversity (Mean=2.629), followed by moderate level of ethnic diversity

(Mean=2.463), then followed by gender diversity (Mean=2.257) and finally, age diversity (Mean=2.192).

Table 4.3: Descriptive Statistics: Key dimensions of workforce diversity and employee performance

Dimension	Mean	95 % Confidence		Std. Dev	Min.	Max
		Interval				
		Lower Bound	Upper Bound			
Overall Work diversity	2.377	2.307	2.450	0.359	1.52	3.08
Gender diversity	2.257	2.126	2.384	0.635	1.00	3.60
Age diversity	2.192	2.094	2.306	0.541	1.00	3.60
Ethnic diversity	2.463	2.346	2.588	0.650	1.00	3.50
Education diversity	2.629	2.520	2.741	0.569	1.00	3.80
Employee performance	2.364	2.293	2.440	0.360	1.33	3.17

Upon comparing the mean score values against a maximum attainable score of 4 on a 1 to 4-point Likert scale, it is apparent that there is room for improvement in both workforce diversity and employee performance. In order to evaluate precisely where these areas of improvement lie and to assess the dimensions in detail, frequency analyses were undertaken. In relation to gender diversity, it is apparent that 42 (41%) participants strongly agree and a further 46 (45%) agreed that during hiring process employees were not discriminated based on their gender. Furthermore, 36 (35.5%) participants strongly agreed and a further 52 (51%) agreed that there is an equal opportunity for career growth for women at SASSA. Additionally, 34 (33.3%) participants strongly agreed and a further 44 (43.1%) agreed that equal treatment is given to all employees, whether they are male or female. Nonetheless, 25 (24.5%) participants strongly disagreed and a further 50 (49%) disagreed that the performance criteria for success is expected to be higher for men than for women.

Concerning age diversity, it is apparent that 22 (21.6%) participants strongly agreed and a further 55 (53.6%) agreed that their team leaders involve all employees from different age groups in problem solving and decision making at SASSA. In addition, 28 (27%) participants strongly agreed and a further 50 (49%) agreed that their team leaders treat workers from diverse age groups equally and fairly. Furthermore, 46 (45.1%) participants strongly agreed and a

further 51 (50%) agreed that they have no problem working with employees of different age. However, 20 (19.6%) participants strongly disagreed and a further 41 (40.2%) disagreed that they lack bonding with employees of different age groups.

In terms of ethnic diversity, it is obvious that 28 (27.5%) participants strongly agreed and a further 51 (50%) agreed that SASSA does well in attracting and hiring employees from different ethnic groups. Additionally, that 33 (32.4%) participants strongly agreed and an additional 53 (52%) agreed that SASSA is concerned about the employee's customs and values. However, 29 (28.4%) participants strongly disagreed and a further 46 (45.1%) disagreed that working with employees from diverse ethnic backgrounds affects my decision-making ability. Finally, 10 (9.8%) participants strongly disagreed and a further 38 (37.3%) disagreed that language differences between employees influences group formation.

With reference to educational diversity, it is apparent that 33 (32.4%) participants strongly agreed and a further 56 (54.9%) agreed that SASSA recruit employees based on their educational background. Furthermore, 26 (25.5%) participants strongly agreed and a further 53 (52%) agreed that team leaders at SASSA involve all employees at different educational levels in problem solving and decision-making. However, 24 (23.5%) participants strongly disagreed and additional 43 (42.2%) disagreed that their educational background affects their ability to perform at work. Lastly, 21 (20.6%) participants strongly disagreed and a further 49 (48%) disagreed that difference in educational background creates conflict between employees.

In relation to employee performance, it is apparent that 24 (23.7%) participants strongly agreed and a further 58 (56.9%) agreed that they always add value to their department and SASSA. Furthermore, 25 (24.6%) participants strongly agreed and a further 39 (38.3%) agreed that they often meet targets during challenging situations. In addition, 26 (25.5%) participants strongly agreed and an additional 44 (43.1%) agreed that working in diverse groups helps them to enhance their productivity.

However, 31 (30.4%) participants strongly disagreed and an additional 17 (16.7%) disagreed that they always meet their target assigned to them and deliver results on time. In addition, 29 (28.6%) participants strongly disagreed and an additional 24 (23.7%) disagreed that they always try to explore and learn new techniques to deliver more than their supervisor's expectations.

4.4.2 Inferential Statistics

Inferential statistics were undertaken to make decisions about the hypotheses of the study.

4.4.2.1 Relationships between the dimensions of the study

Correlation was used to assess the relationship between workforce diversity (gender, age, ethnic, education) and employee performance respectively.

Hypothesis 1

There exist significant relationships between workforce diversity and employee performance.

Table 4.4 indicates that there is a significant relationship ($p < 0.01$) between workforce diversity and employee performance at the 1% significant level. Therefore, hypothesis 1 is be accepted.

Table 4.4: Correlation analysis between workforce diversity and employee performance

Dimension	r/p	Employee performance
Workforce diversity	r	0.267
	p	0.007*

* $p < 0.01$

Hypothesis 2

There exist significant relationships between the gender diversity and employee performance.

Table 4.5 indicates that there is no significant relationship ($p > 0.01$) between gender diversity and employee performance. Therefore, hypothesis 2 is not accepted.

Table 4.5: Correlation analysis between gender diversity and employee performance

Dimension	r/p	Employee performance
Gender diversity	r	0.031
	p	0.756

Hypothesis 3

There exist significant relationships between the age diversity and employee performance.

Table 4.6 indicates that there is a significant relationship ($p < 0.01$) between age diversity and employee performance at the 1% significant level. Therefore, hypothesis 3 is accepted.

Table 4.6: Correlation analysis between age diversity and employee performance

Dimension	r/p	Employee performance
Age diversity	r	0.494
	p	0.000*

* $p < 0.01$

Hypothesis 4

There exist significant relationships between the ethnic diversity and employee performance.

Table 4.7 indicates that there is no significant relationship ($p > 0.01$) between ethnic diversity and employee performance. Hence, hypothesis 4 is not accepted.

Table 4.7: Correlation analysis between ethnic diversity and employee performance

Dimension	r/p	Employee performance
Ethnic diversity	r	0.081
	p	0.420

Hypothesis 5

There exist significant relationships between the educational diversity and employee performance respectively.

Table 4.8 indicates that there is a significant relationship ($p < 0.01$) between education diversity and employee performance at the 1% significant level. Therefore, hypothesis 5 is accepted.

Table 4.8: Correlation analysis between educational diversity and employee performance

Dimension	r/p	Employee performance
Education diversity	r	0.602
	p	0.000*

* $p < 0.01$

4.4.2.2 Factors influencing performance

The extent to which workforce diversity and its dimensions impact on employee performance were statistically assessed.

Hypothesis 6

Workforce diversity and its dimensions (gender, age, ethnic, and education) significantly account for the variance in employee performance.

The result of the regression depicts that workforce diversity and its sub-dimensions (gender, age, ethnic, education) account for 22% of the variance in employee performance (Adjusted R square = 0.220). The remaining 78% could potentially be attributed to factors, which were not included in this study. Additionally, this table indicates that one sub-dimension of workforce diversity significantly accounts for the variance at the 1% level of significance, that is, gender diversity. Therefore, Hypothesis 6 is partially accepted. The strong influence of gender diversity on employee performance is confirmed by the high Beta value (Beta = 0.253).

Table 4.9: Multiple Regression: Employee performance and Work diversity and its dimensions

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.435 ^a	0.318	0.220	0.36406		
ANOVA						
Model	Sum of Squares		Df	Mean Square	F	P
Regression	0.240		4	0.060	0.453	0.770
Residual	12.856		97	0.133		
Total	13.096		101			
Model	Unstandardised Coefficients		Standardised Coefficients		T	P
	B	Std. Error	Beta			
(Constant)	2.363	0.199			11.881	0.000
Gender diversity	0.017	0.066	0.029		0.253	0.000
Age diversity	-0.037	0.094	-0.055		-0.392	0.696
Ethnic diversity	0.096	0.077	0.174		3.245	0.216
Education diversity	-0.073	0.082	-0.116		-.0899	0.371

4.5 CONCLUSION

The chapter presented and interpreted the findings of the study generated using descriptive and inferential statistics. Descriptive statistics were used to present and analyse the demographic data. The biographical variables were presented in frequency distribution tables, pie charts and bar graphs. The formulated research questions were analysed in this chapter, utilising both descriptive and inferential statistics. Specifically, Pearson's product moment correlation coefficient and multiple regression were used in the analysis to draw conclusions on the hypotheses of the study. Nevertheless, these conclusions are meaningless unless they are compared and contrasted with the findings of other researchers in the areas of workforce diversity and employee performance.

CHAPTER 5

DISCUSSION OF RESULTS

5.1 INTRODUCTION

The preceding chapter presented the findings on the quantitative study. This chapter presents the discussion of results acquired from the application of both descriptive and inferential statistics by comparing and contrasting the findings of this study with those of other researchers. The purpose of this chapter is to authenticate if the objectives and hypotheses of the study have been attained or not and to find solutions to the research questions. Furthermore, an all-inclusive discussion is also presented on the extent to which the results corroborate to previous literatures on the relationship between workforce diversity and employee performance. The discussion on the results originating from the tested hypotheses provide a clarification of the theoretical assumptions on the connection between the workforce diversity and employee performance regarding employees at SASSA. Through this, a greater meaning can be established for the results of this study.

5.2 DISCUSSION OF RESULTS

The research questions and hypotheses employed in this study were constructed to relate to each other in such a way that when the research hypotheses and questions will also be attain. In addition, when the research hypotheses were tested and verdicts taken on whether to accept or reject the hypotheses, the research questions were concurrently answered. Discussions on the results in relation to the formulated research questions and hypotheses of the study are presented in the subheadings beneath.

5.3 DIMENSIONS OF WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE

The discussion on the workforce diversity and its sub-dimensions (gender diversity, age diversity, ethnic diversity, educational diversity) and employee performance were assessed using descriptive statistics respectively.

5.3.1 Workforce diversity and sub-dimensions

In this study, the employees at SASSA displayed satisfactory levels of overall workforce diversity (Mean = 2.377). It is vital for every company to achieve a diversified workforce since, if managed appropriately, it can contribute to organisational success. In this study, participants maintain that workforce diversity improves decision-making, creativity and innovation. Based on the findings of this study the researcher noticed that diversity is apparently different between persons. Individuals, no matter their diversity, are fortified with various talents and abilities. Furthermore, diversity at the workplace increases the inventiveness and innovation of employees and concurrently has an affirmative impact on the performance of the organisation. Diversity of employees can be a source of competitive advantage helping a company provide clients with quality services and better products. The researcher believes that to manage diversity effectively companies need managers with vital skills in developing companies. If diversity is well managed, it can lead to positive implication on employee results since such employees will have a broad range of ideas, perspectives, and relevant information.

Presently, diversity is a highly debatable topic partly due to changes in the workforce biographic (Armstrong, Flood, Liu, Guthrie and Mkamwa, 2010). According to Griffin and Van Fleet (2014), factors such as globalisation, government legislation and the structure of the labour force influences diversity. To manage diversity effectively companies need managers with vital skills in developing companies (Al-Ahmad and Ali Alkhawlani, 2017). Workplace diversity integrates the meaning of diversity within a workplace setting (Elsaid, 2012). Lee and Gilbert (2014) suggest that if diversity is well managed can lead to positive implication on employee results since such employees will have a broad range of ideas, perspectives, and relevant information.

The separate sub-dimensions of workforce diversity are also discussed.

- Educational diversity

Deeper analysis of the dimensions of workforce diversity using quantitative analysis revealed fairly high levels of educational diversity (Mean = 2.629). The majority of the respondents 89 (87.3%), indicated that the organisation recruits employees based on their educational background. Companies usually do not employ individuals whose level of education is seemed to be inadequate. This also implies that education is vital to workers since they cannot perform well without an adequate educational background. Daniel (2009) posits that different levels

and forms of education have diverse flexibility rates. The author believes that persons will perform better depending on their level of education. Furthermore, the study revealed that 13 (12.8%) respondents have a different view that the organisation does not employ workers based on their educational background.

Furthermore, 67 (65.7%) of the respondents denied that their educational backgrounds affect their ability to perform on their jobs. The view of the researcher is that such workers end up feeling less secured and confident at the workplace. Workers with less education are probably to feel inferior, which may influence their performance. On the other hand, the minority of the respondents which is 35 (34.3%) indicated that their educational backgrounds affect their ability to perform on their jobs. This directly suggests that individuals with adequate knowledge can perform well at duties that require that knowledge.

The majority of the respondents 84 (82.3%), indicated that they lack experience and confidence due to their educational background. This is viewed by the researcher as a problem since the view of this number of respondents is a huge percentage and may lead to an abysmal performance of their duties at the workplace. Furthermore, the study revealed that 18 (17.7%) participants, which is about a quarter of the respondents, are of the view that they experience great confidence due to their educational backgrounds. The researcher interpreted that to mean that it will enable the workers to become very productive at the workplace due to their educational background. Nonetheless, the researcher is of the view that 82.3% is a serious cause for concern since in a larger scale of things this percentage will translate into quite a large number of workers.

In this study, 70 (68.6%) participants which is the majority disagreed that the difference in their educational background creates conflicts between employees. On the other hand, 32 (31.3%) respondents which is the minority indicated that the difference in their educational background creates conflicts between employees. Many organisations introduce diversity initiatives to encourage and inspire employees to perform their duties effectively with others in order for organisational objectives to be accomplished but not to create conflicts and chaos at the workplace.

- Ethnic diversity

Ethnicity is the assembly of persons who share similar social traditions and customary practices and helps their members with a self-conscious individuality as a group. In this study, the employees at SASSA displayed moderate levels of ethnic diversity (Mean = 2.463). The majority which is 79 (77.5%) respondents agreed that their organisation does well in attracting and hiring people from different ethnic groups. Only a small percentage of 23 (22.5%) felt differently. The results are very encouraging for the researcher especially when the highest percentage of the respondents answered this question affirmatively. The progress of multicultural companies today is because of the rise of different cultures in society and it thus spreads through the ancestral and religious circles. Furthermore, majority 75 (73.5%) respondents agreed that working with employees from different ethnic background affects their decision-making ability. Ngao and Mwangi (2011) supports the finding of this study by stating that the variation in ethnicity can bring about a creative and innovative performance between employees, since it increases the opinions of workers in a company.

In this study, 54 (52.9%), which is the majority of the participants, agreed that language differences between employees influences group formation in the organisation. One may support the argument that a workforce that is diverse in terms of ethnicity is likely to be productive and favorable to the organisations. Additionally, it is the researcher's considered view that ethnic diversity can enhance creativity and innovation between employees in an organisation. An ethnically diverse workforce is more innovative and creativity because of new learning. However, 48 (47.1%) respondents denied that language differences between employees influences group formation in the organisation. Considering the results of data that was collected, one may speculate that between those who are disagreeing to this question may believe ethnicity can lead to conflicts and poor communication in an organisation, which vary due to the difference in ethnic groups. One may further speculate that ethnic diversity may lead to very little coordination and hence difficult communication in an organisation.

- Gender diversity

Upon an in-depth analysis of the dimensions of workforce diversity using quantitative analysis revealed moderate levels of gender diversity (Mean = 2.257). The majority of the respondents which is 87 (85.3%) agreed that employees have not been discriminated based on gender during the hiring process in the organisation. It is the researcher's view that mixed gender groups usually achieve better results as compared to a similar gender group. Most companies often do

not realise the benefits some companies have on gender-related inequalities. Equal employment opportunities should be given to both men and women because it is significant to develop an organisation. The study of gender diversity emphasises on how people acknowledge the difference between male and female employees. Such differences in gender influence the way in which people respond to the behaviour of others at the workplace. On the other hand, the minority of the respondents which is 15 (14.7%) indicated that employees have not been discriminated based on gender during the hiring process in the organisation.

In this study, the majority of the participants 88 (86.3%) agreed that there is equal opportunity for career growth for women in the organisation. While 14 (13.7%) of the participants were having a different view about this question. One may support the argument that females are nearly, if not totally, absent when it comes to occupying topmost positions in organisations. This was particularly so because some of the respondents are of the view that women are not allowed to take top management positions in organisations. Gender differences at an executive level and organisational levels might give an organisation a healthy competitive advantage. Most of the employees 78 (76.4%), indicated that fair treatment is given to all employees, whether they are male or female. Furthermore, the study revealed that 24 (23.6%) respondents have a different view, meaning they do not feel that fair treatment is given to all employees, whether they are male or female.

- Age diversity

In using quantitative analysis to assess the level of age diversity, it was evident that most participants have moderate levels (Mean = 2.192). In this study, 77 (75.5%) respondents were of the view that their leaders involve all employees from different age groups in problem solving and decision making, however, 25 (24.5%) felt otherwise. A mixture of both the young and elderly employees will enable a diverse knowledge and opinions which can increase invention as compared to having employees of the same age groups. Mwatumwa (2016) contends that age diversity causes communication difficulties between workers. However, the researcher is of the view that a varied age workforce produces multiple skills, knowledgeable opinions and raises morals. Companies usually find it difficult to utilise the skills of elderly employees, due to false supposition that they are faced with lots of health issues and difficulty in utilising new technology. Mwatumwa (2016) contends that age diversity causes communication difficulties between workers. However, the researcher is of the view that a varied age workforce produces multiple skills, knowledgeable opinions and raises morals.

Organisations which appeal to different groups of employees and create a comprehensive environment that support employees irrespective of their ages tend to profit from their diversity. In this study, the majority of the respondents 78 (76.5%) indicated that employees from different ages are treated equally and fairly by team leaders in an honest manner only a small percentage 24 (23.5%) felt otherwise. The results are encouraging for the researcher especially given the fact that young workers are usually stereotyped as not being honest, job hoppers and display less organisational citizenship behaviors. Older employees are risk averse as compared to younger employees. The majority of the respondents 79 (77%) agreed that they have no problem working with employees of different age. Only 23 (23%) of the respondents felt otherwise. Older employees find it difficult to multi-task; they probably have greater job control, independent and are flexible at work rather than working through close timelines. One may support the idea that organisations that focus much on routine duties instead of creative duties are expected not to encounter any huge gains from age diversity that can offset the increasing expenses of additional age diversity.

- Employee performance

The study reveals that employees at SASSA display satisfactory levels of employee performance (Mean=2.364). The study depicts that majority 72 (70.6%) respondents agreed that they always add value to their department and SASSA as a whole, while 30 (29.4%) respondents had a different opinion. Most companies in this era have accepted diversity since diverse work teams are artistic, inventive and more receptive to the global market. Additionally, the researcher is of the view that performance may be advantageous to both the workers and the company. In this study, 54 (52.9%), which is the majority of the participants, agreed that they always meet the targets assigned to them and deliver results on time. Extremely performing employees are more industrious and this may indirectly lessen their intent to resign from their jobs. While 48 (47.1%) of the participants are having a different view about this question, it nevertheless is a large number in the grand scheme of things. Most companies considered performance as a concept that was mainly concerned with “inputs” mostly monetary resources.

Employee performance leads to organisational success such as a bigger market share and revenue growth. Additionally, employees that are highly performing are more productive and this may, in a way, reduce their expectation to quit employment. The study revealed that (70) 68.8% respondents agreed that working in diverse group helps them enhance their productivity. Most companies considered performance as a concept that was mainly concerned with “inputs” mostly monetary resources. One may support that stabilizing employees’ performance behaviors are intended to ensure that the company runs efficiently and effectively. The researcher is of the view that employee performance acts as an enormous cause for individual and team growth of an organisation. On the other hand, the minority of the respondents which is 32 (31.4%) disagreed that working in diverse group helps them enhance their productivity. Employee performance plays a significant part in organisational success.

5.3.2 Relationship between workforce diversity and employee performance

This study concludes that there is a significant relationship between workforce diversity and employee performance. Organisations with a highly diverse workforce, appeals and retains creative workers. Hence, increases the loyalty of client, having in mind that clients usually feel allied to company when they see and connect with well with employees. The researcher is of the view that clients feel better doing business with an organisation that understands their needs. Managers of companies are mainly responsible for a successful workforce diversity policy that is effective. The lack of workforce diversity policies in companies questions the capability and compassion of the HR Managers and organisations due to the current trends in HRM.

Additionally, Saxena (2014) found that if diversity is managed well in organisations can increase the performance of employees. According to Gacheri (2012), workforce diversity influences the performance of employees at Equity Bank. Additionally, Podsiadlowski, Gröschke, Kogler, Springer and Van Der Zee (2013) conclude that an increase diversity increases productivity of employees. In disparity, Durga (2017) contends the findings of this study by maintain that there is no link between workforce diversity and organisational effectiveness. Diversity fosters the use of knowledge and the availability of diverse information by escalating cognitive conflicts in groups, thus making employees more creative (Antoniou, Cooper, Chrousos, Spielberger and Eysenck, 2009). In addition, Mercy (2012) affirms that workforce diversity impacts performance of employees in the banking sector in Kenya.

Furthermore, a study by Al-Ahmad and Al-Khawlani (2017) concluded that workforce diversity may cause lack of communication as well as quarrels among employees if employers fail to manage it, and hence affect employee's performance. Additionally, Stazyk, Davis and Jiaqi (2012) indicates that workforce diversity can be a benefit to companies by increasing employee and organisational performance. Barakat (2018) maintains that diversity at the workplace is significant since it helps employees to be very productivity, develop creative ideas and the promotes teamwork. Also, Saltson and Özgür (2015) support the notion that diversity has an influence on employee performance.

5.3.3 Relationship between gender diversity and employee performance

This study indicates that there is no significant relationship between gender diversity and employee performance at SASSA. Similarly, Klarsfeld, Booysen, Ng, Roper and Tatli (2014) concur with the outcome of this study that gender diversity does not certainly bring positive results. Additionally, a study by Adams and Ferreira (2009) corroborates the outcome of this study that there no link between gender diversity and performance. We live in a world that is dominated by males, with majority of the workforce diversity adhering to that concept. Furthermore, Rondøy, Thomsen and Oxelheim (2006) found no significant connection amid gender diversity and performance in all Scandinavian countries.

In addition, Engelen, Van den Berg and Van der Laan (2012) affirm that there is no connection between gender diversity and employee performance in the Netherlands. A study in Spain by Rodríguez-Domínguez, García-Sánchez and Gallego-Alvarez (2012) also concluded that there is no link between gender diversity and employee performance. Majority of the cultures across the globe still hold the belief that the world is conquered by men (Nishii, 2013). Moreover, the corporate world still has a similar belief organization and along these lines like to employ men compared to women since men are seen to have better performance and capacity to deal with their jobs and women are stereotyped against in those attributes (Kirton and Green, 2015).

On the contrary, Kyalo (2013) argues that there was a significant link between gender diversity and employee performance in the banking sector in Kenya. Additionally, Ngao and Mwangi (2013) also contends that there is an impact of gender diversity on employee performance. According to Selvaraj (2015), gender diversity significantly influences the performance of employees at the workplace. Despite the findings of this study, Joecks, Pull and Vetter (2013)

is of the view that an increase in gender diversity can provide an organisation with better competitive advantage through enhanced performance of employees.

Additionally, Weiliang, Mun, Fong and Yuan (2011) observed a relationship between gender diversity and employee performance. The authors further states that all workers regardless of their gender must meet the yearly target set by the company. In addition, Terjesen, Couto and Francisco (2016) found a positive connection between gender diversity and employee performance. Julizaerma and Sori (2012) are also of the view that there is no significant relationship between gender diversity and employee performance. Roberge and Van Dick (2010) maintain that gender diversity in an organisation has positive consequences like problem solving, creativity and innovation. Additionally, Gupta (2013) contends that there is relationship between gender diversity and employee performance.

5.3.4 Relationship between age diversity and employee performance

This study revealed that there is a significant relationship between age diversity and employee performance of employees of SASSA. Workers in the organisation perform extremely well when they take part in decision making regardless of the age difference. An adverse influence of age diversity on the performance of employees might be because of the postulation that older workers may be less effective and efficient due to deteriorating strength because of age. The conceivable clarification to this was the less recognizable quantitative distinctiveness between old and young employees when compared to quantitative distinctiveness between different employees from both genders. However, young employees are usually confronted with the challenge of integrating the increasing number of older workers, which leads to an age-diverse workforce. On the other hand, older workers are also considered to show high performance since they have more experience and knowledge gained throughout their years of service. Furthermore, Robbins and Judge (2013) corroborate the findings of this study that age diversity and performance are not connected.

Selveraj (2015) expressed that the conceivable clarification to this was the less recognisable quantitative distinctiveness among old and young employees when compared to quantitative distinctiveness among different employees from both genders. Mahadeo, Soobaroyen and Hanuman (2012) also found no link between age diversity and performance. Furthermore, Kyalo (2013) also conducted a study in a banking sector in Kenya and concluded that there was no significant relationship between age diversity and employee performance.

Conversely, Odhiambo (2014) contends to the findings of this study that there is a relationship between age diversity and employee performance in the education sector of Kenya. The author also stated that schools that pay attention on innovative mission do profit from age diversity unlike those who pay attention on routine tasks. Likewise, Akpakip (2017) concludes that there is a connection between age diversity and employee performance in a bank in Nigeria. The author reveals that workers in the bank performs extremely well when they take part in decision making regardless of the age difference. Wegge, Roth, Kanfer, Neubach and Schmidt (2008) argues that there is a relationship between age diversity and employee performance. Furthermore, older workers are also considered to show high performance since they have more experience and knowledge gained throughout their years of service (Akpakip, 2017). Additionally, Engelen et al. (2012) argued that there is a link between age diversity and performance.

5.3.5 Relationship between ethnic diversity and employee performance

This study indicates that there is no significant relationship between ethnic diversity and employee performance at SASSA. This implies that ethnic diversity does not influence the performance of employees at SASSA. It is the researcher's considered view that in a case where ethnic diversity is poorly managed, poor communication and social conflicts might arise. The conflict that may arise as result of ethnicity might negatively affect the reputation, performance and productivity of the organisation. Ethnic diversity is one of the most significant and prominent dimensions of workforce heterogeneity. Furthermore, ethnic diversity gives creativity and innovation to the firm and employees, hence, leading to an enhanced performance. Furthermore, this suggested that individuals from various ethnic groups to take part in problem solving and decision making bringing about in an expanded team cohesiveness and employee performance. This suggests that firms need to develop effective diversity management techniques so that they can take advantage of benefits and decrease negative impacts of ethnic diversity.

Weiliang, Mun, Fong and Yuan (2011) on the other hand found that there is a relationship between ethnic diversity and employee performance. Odhiambo (2014) maintains that ethnic diversity had a direct relationship with employee performance from the education sector in Kenya. The author added that in many homogeneous schools, ethnic diverse groups performed unsatisfactory unlike in school with heterogeneous groups which they performed better. According to Ngao and Mwangi (2013), an enhanced ethnic diversity leads to an increased

employee performance in the Port Authority of Kenya. Additionally, Kyalo (2013) revealed the same results that ethnic diversity had significant relationship with employee performance in a banking sector in Kenya. Van Knippenberg, Van Ginkel and Homan (2013) are of the view that ethnic diversity gives creativity and innovation to the firm and employees, hence, leading to an enhanced performance. Conversely, Ehimare and Ogaga-Oghene (2011) discovered significant relationship between ethnic diversity and workers performance.

5.3.6 Relationship between educational diversity and employee performance

The study concludes that there is a significant relationship between education diversity and employee performance at SASSA. There is no doubt that the educational diversity of a workforce in a firm increases problem solving skills and decision making between the employees, hence leading to better employee performance. Furthermore, companies and managers often refuse to employ individuals they believe are less educated, skilled, and experienced to occupy positions within companies. This indicates that both employers and employees find education vital. The researcher is also of the view that without proper education, people cannot be hired or even perform better if a company hires them. This is so because knowledge diversity, like education and functional points, were associated to the actual work and team performance.

Workers cannot find a well-suited job and perform better without an adequate educational background. Many organisations introduce diversity initiatives to encourage and inspire employees to perform their duties effectively with others in order for organisational objectives to be accomplished. Diversity in education appears to positively influence group performance since it cultivates a more extensive scope of intellectual skill. Knight *et al.* (2009) asserted that workers may have diverse knowledge and experience needed for making decisions, the diversity in education can enable dispute and distress when workers are incapable of making unanimous decisions, hence, reducing the cohesion at the workplace. One may support the argument that employees are very productive depending on their level of education.

5.4 FACTORS INFLUENCING EMPLOYEE PERFORMANCE

This current study found that workforce diversity and its sub-dimensions (gender, age, ethnic and educational diversity) account for 22% of the variance in employee performance (Adjusted $R^2 = 0.220$). Additionally, it is important to note that the remaining 78% could possibly be accredited to factors that were not encompassed in the study. Additionally, the study indicates

that one sub-dimension of workforce diversity significantly accounts for the variance at the 1% level of significance, that is, gender diversity. Hence, it is inferred that the gender diversity had an influence on employee performance. Discrimination of employees based on their gender reduces their morale, decreasing their motivation, and self-esteem, making it hard for the employee to work effectively. Poor gender diversity management or stereotypical views at workplaces causes' illegal practice of passing over someone for promotion, with the inherent belief that women cannot lead, or perform better than men.

5.5 CONCLUSION

The chapter presented a discussion on the findings of the research questions and hypotheses as outlined in Chapter 1. The discussion of these findings was compared with the outcomes of prior studies relating to workforce diversity and employee performance. The findings depicted that there is a significant relationship between workforce diversity and employee performance. The succeeding chapter will offer summary, recommendations and conclusions on the link between workforce diversity and employee performance based on the results of the study. The results of this study contribute to the extension of knowledge in the field of management. The subsequent chapter presents a summary of the findings, recommendations and a conclusion.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The preceding chapter gave the discussions of the results that were presented in Chapter 4. This chapter gives the summary, conclusion and recommendations. It is important to emphasise that the main aim of this research was to evaluate the influence of workforce diversity on employee performance focusing at SASSA KZN Regional Office in Pietermaritzburg. It is anticipated that this study has just made a significant input in the area of diversity and performance through its findings and recommendations offered in the current chapter.

6.2 STUDY SUMMARY

The study mainly focused on the influence of workforce diversity on employee performance at SASSA KZN Regional Office. The researcher collected data from individuals employed at SASSA Pietermaritzburg in the regional office irrespective of social class, gender, age, ethnicity, disability status, education, position held and race, however, the researcher only focused on those who are working permanently and left those serving as contractors and interns. The research instrument that was used in this study was a self-administered questionnaire, written in English because all employees from SASSA understand the language since it is used as a medium of communication. The research instrument was set on a 4-point Likert scale. The population of the study was 142 employees and sample of 103 was drawn based on the guidelines provided by Sekaran and Bongie (2016).

However, the researcher managed to get 102 participants scoring a response rate of 99%. Drawing from the research findings, it was seen that SASSA views diversity as a significant aspect that can be overseen. In ensuring the commitment to diversity, management made sure to obey the policies and procedures of diversity in its working environment that verify that it gets employees from different backgrounds. This was witnessed from its workforce features, for example, gender, age, ethnicity and education. Drawing from the study, for an organisation to be successful, it is significant to have a clear idea on how it can benefit from the diverse workforce, inspiring diversity by uniting various people of various demographics and various backgrounds and creating policies and applying practices to successfully oversee diversity. At a point when a comprehensive workplace is developed, it may prompt more development and

inventiveness, capacity development, profitability, proficiency and viability between groups or team members.

6.3 DESCRIPTIVE ANALYSIS

Drawing from the findings presented in Chapter 4, 53 (52%) of the research respondents were males and 49 (48%) were females. This clearly shows that the majority of the research participants were males. These results are in line with Blose (2018) results who concluded that the majority of workforce 54.5% are males and 45.5% are females. Concerning age diversity, the research findings show that participants between the age of 18 – 30 years form 52.0% of the sample, followed by those between the ages of 31 – 40 years forming 25.5% of the sample. The other category were employees aged between 41 – 50 years with 14.7% and last category were participants that were close to retirement age, from 51 years and above they were 7.8% of the sample. Drawing from the findings above, it shows that the organisation consists of a diverse age workforce, investing more in millennials or generation Y. This corresponds with Grubb (2016) who stated that the diversity in age has developed to be a significant aspect in the working environment.

In terms of ethnicity at SASSA, the African ethnic group formed 53.1% being the most ethnic group in the sample, followed by Indian ethnicity made up 20.3% of the sample. The third ethnic group were coloured participants with 14.4% of the sample and lastly, white people were the minority with the percentage of 12.2%. Drawing from the research findings, it is clear that the workforce is diverse in terms of age, even though African employees are a majority. These findings concur Akpakip (2017) who contended that the workforce diversity in most of the organisations is fast becoming a clear aspect in terms of ethnicity. With regards to education, the majority were employees with Bachelor's degree making up 48.0% of the sample, followed by employees with Diplomas with 34.4%. Those with postgraduate qualifications were the third group making up 9.8% of the sample and the last group were those with Certificates making 7.8% of the sample.

Looking from the results, one can conclude that employees with certificates were the minority. This is in line with the study findings conducted by Hoff (2014) which found that many organisations are not interested in employing people with inadequate educational qualifications. Hence, this might be one of the reasons why participants with certificates were the minority.

In terms of work experience at SASSA, 63.8% of the participants have worked there for a period of 0 – 9 years being the majority from the sample, followed by those employees who have served for a period of more than 15 years making up 18.6 % and the last groups of the sample were those who have worked there for a period of 10 - 15 years making up 17.6% being the minority. These results are in lines with Schlick *et al.* (2013) and Anjiri (2018) who explained that age diversity does affect employee performance and the authors further hold that an influence of age diversity on the performance of employees might be a result of the postulation that is older workers may be less effective and efficient due to deteriorating strength as a result of age.

6.4 INFERENTIAL RESULTS

Applying quantitative analysis techniques, the study established hypotheses. A summary of the research hypotheses results is given below and conclusions from them.

H₁: There is a significant relationship between workforce diversity and employee performance.

From the finding in Chapter 4, the hypothesis shows that there is a significant relationship between workforce diversity and employee performance. Therefore, the hypothesis is accepted. This indicates that workforce diversity does influence the employee performance at SASSA.

H₁: There is a significant relationship between gender diversity and employee performance.

The results in Chapter 4 highlight that there was no significant relationship between gender and employee performance. Hence, the hypothesis is rejected. This indicates gender diversity has no influence on employee performance at SASSA.

H₁: There is a significant relationship between age diversity and employee performance.

According to statistical findings from Chapter 4, there was significant relationship between age diversity and workforce diversity. Therefore, the hypothesis is accepted and conclude that age diversity does influence the performance of the employees at SASSA.

H₁: There is a significant relationship between ethnic diversity and employee performance.

According to the statistical finding from Chapter 4, there was no significant relationship between ethnicity and employee performance. Hence, the hypothesis is rejected and conclude that ethnicity does not influence the performance of the employees at SASSA.

H₁: There is a significant relationship between educational diversity and employee performance.

The study findings as shown in Chapter 4, education has a significant relationship with employee performance. Thus, the hypothesis is being accepted and conclude that the educational diversity has an influence on employee performance as SASSA.

H₁: The sub-dimensions of workforce diversity (gender, age, ethnic, educational) significantly account for the variance in employee performance.

The study findings as presented in Chapter 4 indicated that workforce dimensions (gender, age, ethnic, education) significantly account for the variance in employee performance. Hence, the hypothesis is accepted and conclude that workforce dimensions have influence on employee performance at SASSA.

6.5 CONCLUSIONS OF THE RESEARCH FINDINGS

Drawing from the literature review, it is clear that workforce diversity does have an influence on employee performance. The research objectives have been accomplished and the research questions and hypotheses have been fully addressed. Prescripts such as LRA and AA have assisted in addressing the research questions. Hence, it is clear now that workforce diversity has influence (age and education) on employee performance with the exception of gender and ethnicity. Hence, this clearly means that workforce diversity is a contributor in the performance of the employees at SASSA. For example, as far as diversity in education, the manner in which an individual does her or his work might reflect the skills s/he has acquired from education and/or training. Moreover, diversity in age has a noticeable influence on the performance of the employees at SASSA, for example, an individual might execute her or his duties well just because s/he is still young and has energy to do that. Then again, a grown-up employee might

execute her or his duties well just because of his or her experience and knowledge acquired from years of employment.

6.6 RECOMMENDATIONS

Following the presentation and discussion of research findings, the following recommendations were made for SASSA executives and future researchers:

6.6.1 Recommendations for SASSA Executive

Recommendations based on gender diversity: SASSA executive ought to keep on promoting fair employment and prospects for career development irrespective of one's gender. In order to promote diversity in terms of gender the executive should make adaptable working arrangements in order to assist all employees, especially the females, to deal with their work and family lives without jeopardizing either employment or family life. The executives ought to make sure that they occasionally check the balance between females and males in terms of the percentage, the balance in promotion between the two genders and the average remuneration for females and males in each task grade at SASSA. In doing this, they can make sure to see whether their policies and procedures are in line with diversity with regards to employing both females and males, promoting and retaining.

Recommendations based on age diversity: SASSA executive needs to initiate or continue developing groups comprised of employees of various age groups. It is clear from the study that young employees, especially the millennials or generation Y, are more talented with regards to taking care of high organisational innovation or technology, for example, social networking. Whenever these innovations are shared, they can support the task execution of all employees and SASSA as whole in light of the fact that it will be easier for the organisation to serve its clients or pensioners with such innovation. Generation X, Baby Boomers and the Veterans or Traditionalist are familiar with their exceptional inter-relation skills, in the event that their strengths are shared, SASSA can be able to develop a good communication and client bond and develop client loyalty. SASSA executives ought to implement the training programs with regards to diversity for all workers that will make employees to acknowledge their differences and enjoy similarities. This initiative will come with awareness to all workers with respect to unconscious conducts or behaviours they demonstrate in the working environment and it will help them to change such practices.

Recommendations based on ethnic diversity: drawing from the study findings in Chapter 4, ethnicity has no significant influence of performance of the employees at SASSA. Nevertheless, ethnicity has its advantages that assist in improving the employee performance. Thus, SASSA executive ought to support interaction of employees from different ethnic backgrounds. With that being said, other employees can find out about the ways of living with their colleagues from different cultural backgrounds. Diversity in ethnicity can assist the organisation, more specifically when dealing with pensioners of different ethnic background, hence, having such diversity might enhance the performance. Subsequently SASSA executive ought to enhance cultural consciousness of the workers. A simple technique to enhance cultural awareness is to develop the work calendar that is culturally accommodative. This can create a friendly working environment between the employees and the executives and can also assist in limiting false impression and improve performance.

Recommendations based on educational diversity: The study findings from Chapter 4 showed that there is a relationship between diversity in education and employee performance, those employees with adequate education execute their duties more productive than those with inadequate education. Hence, it is recommended that SASSA executive should assist with training aids to workers who do not have adequate skills to execute their duties. Executives should motivate the workers by assisting them with leaves, more specifically study leaves, for those who are willing to study. Lastly, it is also recommended that executive should provide employees with financial assistance by supporting excellent performance to attain certificates and that would assist in their performance. This might as well motivate other workers.

6.6.2 Recommendations for future studies

Drawing from the findings of the study, numerous recommendations may be made for future studies. The current study was conducted at one public institution, which is a provincial office in Pietermaritzburg KwaZulu-Natal. It is recommended that, to make findings more generalizable, the studies of the same nature should be conducted, not only in one public institution but also in several institutions in KwaZulu-Natal and across South Africa. Furthermore, the studies of the same nature should be conducted in Fast Moving Consumer Good (FMCG) or Manufacturing industries. The current study employed only questionnaire as a research instrument. It therefore recommended for future studies to use other research instruments, for example, interviews and surveys simultaneously or exclusively. This study selected a sample of 103 participants and data was obtained at a single public institution, which

makes it difficult to generalise the findings to various public institutions. Moreover, the findings of this study only focused on the correlation of the employee performance of individuals and not focused on the teams or groups performance. Thus, it is recommended that upcoming studies pay more focus on the influence of employee performance as groups or teams. Moreover, the current study used only quantitative technique. It is therefore recommended that upcoming studies use qualitative or mixed-method technique in order to have better comprehension of the influence of workforce diversity on employee performance.

6.7 CONCLUSION

The main purpose of the current chapter was to give summary of the entire work. It firstly discussed the summary, the research findings and the recommendations to SASSA executive and of the future studies. It has highlighted that the executive from SASSA should continue ensuring the enhancement of workforce diversity as it has influence on the overall performance of the employees.

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APPENDIX A: GATE-KEEPER'S LETTER



Regional Executive Manager

SASSA KZN

1 Bank Street

Pietermaritzburg

3201

School of Management Information technology and Governance

University of KwaZulu-Natal

Westville

4000

Dear Mr Sinobuhle Luvuno,

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY WITHIN THE SOUTH AFRICAN SOCIAL SECURITY AGENCY (SASSA)

I acknowledge receipt of your letter requesting permission to conduct research at SASSA KwaZulu-Natal on *"The Perceptions on the Influence of workforce diversity on employee performance: The case of SASSA KZN Regional Office"*. SASSA is a progressive Agency which promotes research that enhances knowledge and development. Please be advised that permission is granted for you to undertake this study in the offices of SASSA in KZN. Please present this letter when you access SASSA offices or engage with staff.

Of important note for you as you embark on this project is that SASSA cannot decree to its officials, customers, beneficiaries and stakeholders whether or not to participate in your research study. However, information that you will obtain from SASSA officials and beneficiaries should be treated with confidentiality whether in terms of the storage of data, analysis or during the publication process. It is advisable to remove identifiers such as names, vernacular terms and geographical hints when writing up your dissertation. Furthermore, SASSA cannot guarantee your safety as you go around its premises and does not promise you funding of your research study at any given stage.

The monitoring and evaluation department at SASSA Head Office will provide you with statistical information and approved reports on your subject matter of study if requested, and if information is available. I wish to thank you for choosing SASSA to collect data for your study and will request that you provide the Agency with two copies of the final approved dissertation. Please also ensure that you provide an electronic copy of the report on pdf for it to be uploaded to the research repository of the Agency. You will also be expected to present your findings and recommendations to the regional management committee (REMANCO) at a date that will be communicated to you once your final dissertation has been submitted.

[Redacted Signature]
Mr Zandiso Mqeta
(A) Regional Executive Manager
SASSA KZN
Date 7th / 06 / 2019

APPENDIX B: ETHICAL CLEARANCE



18 June 2021

Mr Sinobuhle Luvuno (214531511)
School Of Man Info Tech & Gov
Pietermaritzburg Campus

Dear Mr Luvuno,

Protocol reference number: HSSREC/00000623/2019

Project title: Perceptions of the Influence of Workforce Diversity on Employee Performance: A Case Study of South African Social Security Agency in KwaZulu-Natal Regional Office

Amended title: The influence of workforce diversity on employee performance at the South African Social Security Agency in KwaZulu-Natal

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 31 May 2021 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

Best wishes for the successful completion of your research protocol.






Yours faithfully



.....
Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

INFORMED CONSENT.

Information Sheet and Consent to Participate in Research

Date:

Dear SASSA Employee,

My name is Sinobuhle Luvuno (214531511), a student from the University of KwaZulu-Natal from the School of Management Information Technology and Governance registered for Masters in Commerce. I am reachable on 214531511@stu.ukzn.ac.za or 0761614407.

You are being invited to consider participating in a study that involves research on the influence of workforce diversity. The main aim of this study is to get perceptions of the influence of workforce diversity on employee performance at SASSA KZN Regional Office. This study is expected to enroll 103 participants in a self-administered questionnaire from regional office. The duration of your participation if you choose to enroll and remain in the study is expected to be not more than 60 minutes to fill-up the questionnaire. Unfortunately, the study is not funded in any way.

At this present time, we do not see any risk of harm from your participation. However, if any adversity of the study is identified, you will be notified, and appropriate majors will take place. We hope that the study will create the following benefits; understanding of workforce diversity and its benefits and opportunity to reflect on your experiences in answering a questionnaire.

In the event of any problems or you may contact the researcher at [0761614407/214531511@stu.ukzn.ac.za](tel:0761614407) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follow

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

PrivateBagX54001

Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

Sinobuhle Luvuno
School of Management, I.T. & Governance College of Law and Management
Cell: 0761614407
Email: 214531511@stu.ukzn.ac.za

CONSENT TO PARTICIPATE

I have been informed about the study entitled The Influence of Workforce Diversity on Employee Performance at the South African Social Agency in KwaZulu-Natal Regional Office by Sinobuhle Luvuno.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 0761614407 or 214531511@stu.ukzn.ac.za.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

APPENDIX D: QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

Please read the questions very careful and answer them honestly.

Please cross (X) where applicable

1. Gender: Male ☐ Female ☐

2. Age group: 18-30 ☐ 31-40 ☐ 41-50 ☐ 50 and above ☐

3. Marital Status: Single ☐ Married ☐ Other ☐

4. Educational Level: Certificate ☐ Diploma ☐ Degree ☐
 Postgraduate ☐ other (specify) _____

5. Work Experience: 0-9 years ☐ 10-15 years ☐ more than 15 years ☐

6. Ethnic group: African ☐ White ☐ Coloured ☐ Indian ☐
 other (specify)_____

SECTION B: WORKFORCE DIVERSITY ON EMPLOYEE PERFORMANCE

GENDER	Strongly Agree	Agree	Strongly Disagree	Disagree
Employees have not been discriminated based on gender during hiring process.				
There is equal opportunity for career growth for women in the organisation.				
Fair treatment is given to all employees, whether they are male or female.				
Performance criteria for success is expected to be higher for men than for women.				
Employees have not been discriminated by employer during promotional opportunities based on gender.				

AGE	Strongly Agree	Agree	Strongl Disagree	Disagree
My team leaders involve all employees from different age groups in problem solving and decision-making.				
I encounter lack of bonding with employees of different age group.				
Employees from different ages are treated equally and fairly by our team leaders.				
I have no problem working with employees of different age.				
I feel comfortable to work with people of the same age group.				

ENTHNICITY	Strongly Agree	Agree	Strongly Disagree	Disagree
Organisation does good in attracting and hiring people from different ethnic groups.				
Working with employees from different ethnic background affects my decision-making ability.				
Organisation concerns about the employee's customs and values.				
The language differences between employees influences group formation.				

EDUCATION	Strongly Agree	Agree	Strongly Disagree	Disagree
The organisation recruit employees based on their educational background				
My educational background/level affects my ability to perform my job.				
I experience lack of confidence due to my educational background.				
Difference in educational background creates conflict between employees.				
My team leaders involve all employees at different educational level in problem solving and decision making.				

EMPLOYEE PERFORMANCE	Strongly Agree	Agree	Strongly Disagree	Disagree
I always add value to my department and my organisation.				
I often meet targets during challenging situations.				
I always meet the target assigned to me and deliver results on time.				
Working in diverse group helps me enhance my creativity.				
Working in diverse group helps me enhance my productivity.				
I always try to explore and learn new techniques to deliver more than my supervisor's expectations.				

THANK YOU SO MUCH FOR YOUR PARTICIPATION.

APPENDIX E: SAMPLE SIZE CALCULATOR

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

APPENDIX F: EDITORIAL LETTER



Dear Sir/madam

Re: Confirmation of editing and proofreading

This letter serves to inform the responsible authorities that the work authored by **Sinobuhle Luvuno (214531511)** has been proofread and edited by our team to the best of its ability. Our editing involves spelling check, punctuation, grammar, sentence construction, word reduction, cross reference citations, reference check, basic formatting, presentation style, and other mechanics of the English language. No technical alterations have been made.

Corrections were made using track changes, which have been clearly outlined for the author's reference.

For more information, please do not hesitate to contact me on the details provided below.

Yours,



B. Mutsvene (Coordinator)

bmutsvene@gmail.com or sowcor@chiefeditors.co.za or 074 610 7416 or 063 022 3162)