International Journal of Innovative Social Sciences & Humanities Research 10(3):99-108, July-Sept., 2022

© SEAHI PUBLICATIONS, 2022 **www.seahipaj.org** **ISSN: 2354-2926**

Management of Workforce Diversity for Effective Human Resource Utilization in Public Secondary Schools in Rivers State

Ajala Mirian Chinyere

Department of Business Education, Faculty of Education,
Rivers State University, Port Harcourt

ABSTRACT
The study investigated management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State. Two research question and objectives guided the study with two hypotheses formulated for the study. The study adopted descriptive survey research design. The population of the study was 7690 which comprises 270 principals and 7425 teachers in senior secondary schools in Rivers State. The sample size of the study will be 650 which represent 270 principals and 380 teachers, the 380 for teachers was determine using Taro Yamen model. The census sample technique was used for principals while the simple random technique was used to select the teachers from the various schools in Rivers State and was used for the study. The instrument for data collection is Questionnaire on Management of Workforce Diversity for Effective Human Resource Utilization (QMWDEHRU). The four point likerts scale was used for the study. The instrument was validated by expert in Business Education and Measurement and Evaluation and the reliability index of 0.73 was obtained using Cronbach Alpha method. The research questions were answered using mean and standard deviation and hypotheses tested with the t-test at 0.05 level of significance. The findings revealed that principals and teachers agreed that the ways of managing workforce diversity in public secondary is an encompassing that will result to minimizing the impact of the diversity in schools. Both two groups agreed that there are challenges affecting managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State but these challenges differs from one area to another area. Based on the finding it was recommended that all forms of cultural and language diversity considerations and discrimination in the recruitment and promotion processes, and the day to day activities of employees should be eliminated. The school authority and the teachers should be directed towards the creation and maintenance of a positive work environment where the similarities and differences of workers will nurture creativity and innovation. Moreso, non-governmental organizations and civil society groups should organize sensitization programmes that will promote national consciousness and national unity in diversity amongst secondary school workers.
Keywords: Workforce, Workforce Diversity, Managing Workforce Diversity, Challenges

INTRODUCION

Every human being is a unique person. The uniqueness of each individual is what makes them unique and perhaps relevant to their society. If two people are the same (without any difference) then one of them is useless to society. In every group of two or more persons, there exist several forms of diversity. Diversity is therefore a universal phenomenon. Every social organization if made up of workers that possess individual uniqueness and diversity. Workplace diversity or organizational diversity is the difference and similarity existing among employees in terms of age, gender, ethnicity, culture, religion, nationalities etc. It also encompasses the differences existing in firm's departments, divisions and subsidiaries domiciled in different regions or nations. According to Dike (2013), workplace diversity can be defined as recognizing,

understanding and accepting the individual differences irrespective of their race, gender, age, class, ethnicity, physical ability, sexual orientation, spiritual practice etc. Literature has shown that there are two streams of diversity at work; the first stream or dimension include age, gender, sexual orientation etc, while the second stream or dimension includes religion, education, geographical location, income etc (Dike, 2013; Cletus, Mahmood, Umar and Ibrahim, 2018). It is important to note that workplace diversity is a holistic construct which denotes the differences that exist between people working within an organization. It explains the complex physical, sociological or psychological attributes such as gender, ethnicity, sexual orientation, religion and political beliefs that define an individual or group at work (Cletus *et al.,* 2018).

Workforce diversity refers to the differences which exist amongst a group of employees. Lambert (2016) workforce diversity refers to the different skill-set, experience, behaviour and needs which each member of a workforce brings to the organization. Workforce diversity in public secondary schools can exist in various forms such as religion, qualification, ethnicity, culture, gender, age, experience, talent, area of specialization, rank, marital status, etc. Workforce diversity also means that the understanding of individuals' uniqueness and likewise recognizing our individual differences, and their importance's. Furthermore, it is a set of conscious acceptance of different individuals and having mutual respects for them at which different qualities and personality are as similar as our own (Harold and Vincent, 2012). Workforce diversity is the heart of human resource management where it identifies the human attributes such as race, gender, and age to a much broader definition that includes the entire spectrum of human characteristics. Those attributes like the similarities, and the differences that are among them regarding age, cultural background, physical abilities and disabilities, race, religion, sex, and sexual orientation (Jayne and Dipboye, 2004).

Diversity management is a process intended by workplace leaders to create and maintain a positive working environment where the similarities and differences of employees are valued (Ozbilgin and Tatli, 2014). As stated by Dike, (2013), managing diversity at work by top echelon management is still a challenge, management tend to learn the managerial competences needed in a multicultural working space and prepares themselves to teach others within their organizations to value differences in cultures and treat all workers with respect and dignity. Managing diversity is laudable as it assists organizations to tap the creative, cultural and communicative potentials of a variety of workers and to use these skills to improve organization policies, products and customer experiences. Management of workforce diversity is important in public secondary school administration. Workforce diversity management in public secondary school is simply done to give recognition, voice and protection to every member of the school. It is done to promote respect and regard for individual differences. It promotes the ideals of unity in diversity. The management should encourage employees to learn languages and cultural differences encourage inclusive work environment and encouraging workers to accept overseas assignment etc (Cletus *et al.,* 2018).

The school leadership should learn to value and respect fundamental differences at work, admitting to one's own biases and prejudices and resolving to reduce them, building relationships with diverse others, treating diverse others as invited guests by showing interest in them rather than treating them as stranger. When employees perceive that their uniqueness is recognized, respected and taking into due consideration in the administration of the school, they tend to become motivated and committed to the goals of the school (Abraham, 2003). Managing workforce diversity may have implications for effective human resource management in public secondary schools. Human resource management is concerned with getting the best from each employee. Effective human resource management is achieved when the morale and commitment of employees are high (Egbo and Okeke, 2006). Management of human resource like the management of other educational resource is concerned with the avoidance of wastages of resources. Human resources refer to the abilities, education, experience and personal attributes which employees possess and which enables them to work productively in an organization.

The human resource manager of a public secondary school is the principal. His function as human resource manager is to ensure that harnesses fully the productive potential of his staff. There are several activities that constitute human resource management. One of such activities is human resource

utilization. The utilization of human resources refers to the process of working with and through employees to achieve desired educational goals. Human resource utilization refers to engaging employees into the production process or process of service delivery of the school. To engage employees, responsibilities are assigned to them and also an enabling environment is created to ensure that they carry-out their responsibilities effectively (Abraham, 2003). Assigning responsibilities to employees cannot be done haphazardly. In assigning responsibilities for human resource utilization, care must be taken to ensure that human resource utilization is effective. Effectiveness means getting the right thing done. Effective human resource utilization therefore refers to the process of using available human resource optimally to achieve predetermined goals of the school. When workers contribute optimally towards goal achievement and human resource is not wasted, human resources management is said to be effective. Workforce diversity offers a wide range of human resource mix that can enhance effective human resource utilization.

Managing and improving workforce diversity would help to yield the organization's productivity and its performance. If the organization do not manage well the workforce diversity in the workplace, then it would become an obstacles or a problem for them to achieve their goals effectively and efficiently (Anantha, 2013). Management of workforce diversity therefore refers to the systematic process of managing the diversity existing amongst workforce as a productive asset or competitive advantage (Lambert 2006). Managing workforce diversity is more than acknowledging differences in people and includes recognizing the value of differences, combating discrimination and promoting inclusiveness (Ogunjimi, 2015), is about ensuring that all people maximize their potential and their contribution to the organization because organizational success and competitiveness depends on the ability to manage diversity effectively in the workplace (Kerby and Burns, 2012) and the changes in our world indicate that a diverse workforce is beneficial to any organization. When differences are handled at an organisational level, employee differences may help the emergence of new and creative ideas in the direction of different perspectives and opinions. Thus, this may help the productivity of the organisation. Hence, it can be asserted that when individual and socio-cultural differences such as age, gender, religious, language, race, ethnicity, cultural background and level of education are managed effectively, this may be a facilitating effect for achieving organisational goals (Showers, 2016).

To manage workforce diversity Duppe, (2015) observed that hosting a day to inspire a certain culture will enhance the corporate image of inclusiveness and it will encourage communication among the workforce to discuss the differences. Also Marking Partners (2012) stated that, for managers to manage diversity effectively, they have to come up with a diversity plan. That plan will involve mapping out a way to create an appreciation for diversity in all employees in the workplace. And also, consider identifying critical task, arrange in a logical order, establish priority systems and order to achieve the expected results. For organization to successfully run smoothly without diversity, they have to create a successful diversity management programme that would set and utilize essential key components of handling diversity in the organization (Algahtani, 2013). Managers must have fair ideas or be aware of certain skills on how to necessarily organize the right tools to create, and manage diverse in workplace (Kelli, Mayra, Allen, and Karl, 2015).

The challenges in workforce diversity have become the major obstacles for all organization both local and international. It is the duty of these organization to technically scrutinize, precisely dealt with and endure in an appropriate way to ensure no harm is cause to others in the workplace. Greenberg (2004) concurred that three major challenges affecting effective workforce diversity in the organization are communication challenges which include perceptual, cultural and language barriers, resistance to change which refers to employees' refusal to accept the fact that the social and cultural makeup of their workplace is changing and challenges related to implementation of diversity in workplace policies. Anwar, Muneera and Abdulmuhsen (2015) stated that inactive communication has hindered training and management practices that will help to implement diversity at the workplace, when an employee from a different ethnic group, background, language and culture is posted to an area, he will experience difficulties communicating with him the people and may not comprehend well the instructions which would lead to mistakes/failures to complete the particular task assigned.

Workforce discrimination has been a serious concern, there are subtle and unsubtle forms of discrimination intact in the workplace. It will take a courageous leader to take good initiatives to contribute more positively to the working environment that would free employee from discrimination. And also, it would create awareness and mutual understanding between employees (Dupper, 2015). Another challenges to workforce diversity is resistance to change in the workforce, this is as a result of fear of losing jobs or fear of unknown. The management has to give precise reasons and make it understandable for employees in the organization so that it reduces the increasing fear of the employees who have losing their jobs, anxiety, and uncertainty of what would happen to their work. When racism, prejudice, and lack of respecting others are infused into the workplace, without mutual respect for one individual differences, also when two or more people have different view about a topic. Such activities can explode into a violent moving force in the workplace if the employees are not train well to coup with diversity to reduce such occurrences it will have negative consequences on performance of the organization (Shenita and Jamie, 2016).

Ikechukwu (2015) lamented that most citizens are most conscious of their ethnic affiliation than their nationality. When employees fail to imbibe national consciousness, they find in difficult to work collegially with colleagues from different ethnicity. They segregate colleagues whose cultural orientations differ from theirs. Okorie (2009) explained that informal groups that are existing in formal organizations poses a challenge in the management of human resources in formal organizations like the school. Although informal groups cannot be eliminated from formal organizations and they also have some advantages for administration of formal organizations, most informal groups distract employees from organizations goals and also create a perception of division and segregation amongst employees. To manage a diverse workforce where diversity is respected and harnessed, school administrators needs formulate policies that will ensure that acts of discrimination and segregation are penalized. Such policies protect individualism and uniqueness. There are challenges associated with the management of a diverse workforce for effective human resource utilization. Lambert (2016) argued that most organizations find it difficult to manage a diverse workforce. Consequently, such organizations witness human resource wastages.

The management of diverse workforce requires provision incentives to meet the different needs of employees. The problem of inadequate funding that has plagued public secondary school delivery in Nigeria poses a challenge for management of diverse workforce. Edem (2006) is of the view that poor funding of education negatively affects every aspect of school administration. Okendu (2012) assert that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary. All staff, teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system. This is possible through harnessing the available resources allocated to the schools to realize the goals of education.

Statement of the Problem

In any organization like the secondary school, there are bound to be conflict of interest amongst the employees as well as management. In a society of cultural, religious and other diversities there since to be conflict of interest among the employees. Conflicts such as cultural differences, organizational politics, nepotism, refusal to place talented employees in appropriate position as a result of ethnicity and religious sentiment becomes inevitable. The secondary school have large employees from different cultural, political, religious background and as such faced with the challenges that goes with workplace diversity. Workplace diversity can become an obstacle to good working relationships, lead to conflict and chaos in the workplace, create difficulties on team spirit, dysfunction and lead to wasted man-hours. It can also be a source of controversial, counterproductive and conflict-prone workforce such as the school.

Nwokocha (2014) observes that the seeming diverse populations teaching in secondary schools appears to create an ideal breeding ground for conflict and misunderstanding which usually result in feelings of alienation among the teachers and between teachers and management. This in turn appears to undermine

employee productivity and therefore needs investigation. Furthermore, it is observed that the general work environment and especially that of the secondary schools seems to be a source of stress and frustration for the teachers as they find themselves at the mercy of language barriers, different cultural values and beliefs and which are completely different from what they are used to. The differences as observed above may have negative effects on the productivity of the teachers and the management. Thus the management of the school must position the school to take optimum advantage of its workplace diversity and what best practices they should apply to management these workplace diversity for effective human resource utilization in public secondary schools.

Purpose of the Study

The purpose of the study was to examine management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State. Specifically, the
study sought to:

1. Identify ways of managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State.
2. Determine the challenges affecting management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State.

Research Questions

The following research questions would guide the study:

1. What are the ways of managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State?
2. What are the challenges affecting management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State?

Hypotheses

The following hypotheses formulated would guide the study:

1. There is no significant difference in the mean ratings of principals and teachers on managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State.
2. There is no significant difference in the mean ratings of principals and teachers on challenges affecting management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State.

METHODOLOGY

Research Design

The study adopted a descriptive survey research design which sought to examine management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State, without the researcher manipulating the independent variables. The population of the study was 7690 which comprises 270 principals and 7425 teachers in senior secondary schools in Rivers State. The sample size of the study will be 650 which represent 270 principals and 380 teachers, the 380 for teachers was determine using Taro Yamene model. The census sample technique was used for principals while the simple random technique was used to select the teachers from the various schools in Rivers State and was used for the study.

The instrument for data collection is Questionnaire on Management of Workforce Diversity for Effective Human Resource Utilization (QMWDEHRU). The Questionnaire on Management of Workforce Diversity for Effective Human Resource Utilization (QMWDEHRU) were determined by expert in Business Education and Measurement and Evaluation. The experts scrutinized the instruments in terms of quality, relevance and appropriateness of the items. The internal consistency reliability coefficients of the instruments used for data collection for the study were estimated using the Cronbach Alpha method. The reliability index was 0.73. The instrument was therefore adjudged reliable and suitable enough for the study. A total of 650 instrument was distributed and all the copies were retrieved in good condition and used for the analysis. The data collected for the study were analysis using descriptive statistics (mean and

standard deviation) at the acceptable mean score bench mark of 2.50 and above, as well as t-test at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1

What are the ways of managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State?

Table 1: Mean Ratings of Principals and Teachers on the Ways of Managing Workforce Diversity for Effective Human Resource Utilization in Public Secondary Schools in Rivers State

	Statement: Ways of Managing Diversity	Principals (n = 270)		Teachers (n=380)		Aggte	RKS
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	
1	Ensuring that decision making in school is done in a democratic manner so that each worker will have a voice	2.77	1.02	2.83	1.12	2.80	A
2	Formulating policies that encourage the application of interdisciplinary approach to problem solving	2.81	1.09	2.86	1.09	2.84	A
3	Reward employees for harnessing and using their uniqueness to contribute towards the achievement of goals of the school	2.87	1.07	2.95	1.05	2.91	A
4	Allowing each worker to choose and plan his/her tasks	2.90	1.06	2.92	1.02	2.91	A
5	Creating an atmosphere of unity, fair, equal opportunity and not discriminating	2.84	1.03	2.96	1.00	2.90	A
6	Paying attention to distribution of tasks given to employees	2.79	1.01	3.01	1.00	2.90	A
7	Creating a peaceful school environment with respect, support and appreciating staff	2.85	1.04	2.99	0.99	2.92	A
8	Hosting a day to inspire a certain culture will enhance the corporate image of inclusiveness and it will encourage communication among the workforce to discuss the differences	2.73	1.04	2.98	0.97	2.86	A
	Grand mean	**2.82**	**1.05**	**2.94**	**1.03**	**2.88**	**A**

Field study 2022: Acceptable mean score (mean cut-off point) is 2.50 and above

Table 1 shows item by item analyses of mean scores and standard deviation of the respondents (Principals and Teachers) on ways of managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State. From the result it can be observed that the mean scores and standard deviation of the respondents (Principals and Teachers) on all the items are above the decision mean of 2.50. With the grand mean of 2.82 and 2.94 for principals and teachers are higher than the acceptable mean score (mean cut-off point) of 2.50 and above. Since the mean scores of the respondents are above the acceptable mean of 2.50 set by the researcher, it can therefore be concluded that the ways of managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State is strategy and effective.

Research Question 2: *What are the challenges affecting management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State?*

Table 2: The Mean Rating of Principals and Teachers on the Challenges Affecting Management Workforce Diversity for Effective Human Resource Utilization in Public Secondary Schools in Rivers State

	Statement: Challenges Affecting Management of Workforce Diversity	Principals (n = 270)		Teachers (n=380)		Aggte	RKS
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	
9	Communication among employees is a problem due to cultural differences	2.76	1.05	2.91	1.00	2.84	A
10	There is resistance to changes by some employees who have their own way of doing things	2.80	1.05	2.82	1.03	2.81	A
11	Workers lack the values of collaboration and working in harmony	2.66	1.08	2.78	1.03	2.72	A
12	Inadequacy of funds for providing monetary reward to workers who harness their uniqueness towards goal achievement	2.85	1.09	2.85	1.04	2.85	A
13	Workers have low morale towards service delivery	2.81	1.06	2.86	1.03	2.84	A
14	Workers' affiliate to informal groups in public secondary schools	2.73	1.06	2.89	1.03	2.81	A
15	Workers lack the values of national consciousness	2.71	1.06	2.77	1.07	2.74	A
16	Losses in personnel and productivity due to prejudice, discrimination and complaints.	2.68	1.06	2.79	1.07	2.74	A
17	Working styles and social integration is influenced sometimes by small groups who value themselves as superior to others	2.65	1.05	2.81	1.06	2.73	A
18	Integration across multicultural systems sometimes is difficult because everyone values his own culture.	2.63	1.06	2.84	1.06	2.74	A
	Grand mean	**2.73**	**1.06**	**2.83**	**1.04**	**2.78**	**A**

Field study 2022: Acceptable mean score (mean cut-off point) is 2.50 and above

Table 2 shows item by item analyses of mean scores and standard deviation of the respondents (Principals and Teachers) on challenges affecting management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State. From the result it can be observed that the mean scores and standard deviation of the respondents (Principals and Teachers) on all items are above the decision mean of 2.50. It was observed from the table that all the items mean scores are above the decision mean of 2.50 for principals and teachers, this shows that the communication among employees is a problem due to cultural differences with a mean score of 2.76, 2.91, there is resistance to changes by some employees who have their own way of doing things with the mean score of 2.80, 2.82, inadequacy of funds for providing monetary reward to workers who harness their uniqueness towards goal achievement with a mean score of 2.85, 2.85, workers' affiliate to informal groups in public secondary schools with a mean score of 2.73, 2.89, losses in personnel and productivity due to prejudice, discrimination and complaints with a mean score of 2.68, 2.79, working styles and social integration is influenced sometimes by small groups who value themselves as superior to others with a mean score of 2.65, 2.8 and integration across multicultural systems sometimes is difficult because everyone values his own culture with a mean score of 2.63, 2.84. On the whole the aggregate mean of 2.78 and grand mean of 2.73 and 2.83 for principals and teachers, it could therefore, be concluded that there are challenges affecting management of workforce diversity for effective human resource utilization in public secondary schools in Rivers State.

Hypothesis 1

There is no significant difference in the mean ratings of principals and teachers on managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State.

Table 3: T-test Analysis of Principals and Teachers on Managing Workforce Diversity for Effective Human Resource Utilization in Public Secondary Schools in Rivers State.

Variables	N	Mean	SD	Std Error	Df	t-calc	t-crit	α	Remarks
Principals	270	2.82	1.05						
				0.07	648	1.88	1.96	0.05	Accept
Teachers	380	2.94	1.03						

The result of the t-test analysis above shows that the calculated value of t is less than the table value that is {t calc (1.29) > t cri (1.96)}. Since the calculated t-value is less than tabulated value, it implies that the computed value is not significant at the 0.05 level. Therefore, the null hypothesis of no significant difference between the mean ratings of principals and teachers on managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State is accepted**.** The implication is that there is no significant difference between principals and teachers on managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State. This suggest that principals and teachers agreed that the ways of managing workforce diversity in public secondary is an encompassing that will result to minimizing the impact of the diversity in schools.

Hypothesis 2

There is no significant difference in the mean ratings of principals and teachers on challenges affecting managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State.

Table 4: T-test Analysis of Principals and Teachers on Challenges Affecting Managing Workforce Diversity for Effective Human Resource Utilization in Public Secondary Schools in Rivers State.

Variables	N	Mean	SD	Std Error	Df	t-calc	t-crit	α	Remarks
Principals	270	2.73	1.06						
				0.07	648	1.55	1.96	0.05	Accept
Teachers	380	2.83	1.04						

The t-test analysis above shows a mean difference of -0.1 a standard error of 0.07 and a computed t-value of 1.55 at 0.05 significance level. Comparing the calculated and critical values of t (1.55 and 1.96 respectively), it could be noticed that the t-calculated is less than the tabulated value. This suggests that the t-calculated value is not significant at the 0.05 level of significance as to be attributed to chance. Accordingly, the null hypothesis of no significant in the mean ratings of principals and teachers on challenges affecting managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State is accepted and the alternative rejected. This implies that there is no significant difference in the mean rating of the two groups and it can be concluded that the challenges affecting managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State differs from one area to another area.

DISCUSSION OF FINDINGS

The finding of this study revealed that principals and teachers agreed that the ways of managing workforce diversity in public secondary is an encompassing that will result to minimizing the impact of the diversity in schools. The finding of this study is in agreement with the finding of Duppe, (2015) who observed that hosting a day to inspire a certain culture will enhance the corporate image of inclusiveness and it will encourage communication among the workforce to discuss the differences. Also supporting the

view Marking Partners (2012) stated that, for managers to manage diversity effectively, they have to come up with a diversity plan. That plan will involve mapping out a way to create an appreciation for diversity in all employees in the workplace. And also, consider identifying critical task, arrange in a logical order, establish priority systems and order to achieve the expected results. This view was also upheld by Algahtani (2013) who opined that for organization to successfully run smoothly without diversity, they have to create a successful diversity management programme that would set and utilize essential key components of handling diversity in the organization. This view was collaborated by Kelli, Mayra, Allen, and Karl (2015) who asserted that managers must have fair ideas or be aware of certain skills on how to necessarily organize the right tools to create, and manage diverse in workplace.

The finding of this study shows that both two groups agreed that there are challenges affecting managing workforce diversity for effective human resource utilization in public secondary schools in Rivers State but these challenges differs from one area to another area. The finding of this study is in line with the finding Anwar, Muneera and Abdulmuhsen (2015) they stated that inactive communication has hindered training and management practices that will help to implement diversity at the workplace, when an employee from a different ethnic group, background, language and culture is posted to an area, he will experience difficulties communicating with him the people and may not comprehend well the instructions which would lead to mistakes/failures to complete the particular task assigned. In support of this view Shenita and Jamie (2016) opined that when racism, prejudice, and lack of respecting others are infused into the workplace, without mutual respect for one individual differences, also when two or more people have different view about a topic. Such activities can explode into a violent moving force in the workplace if the employees are not train well to coup with diversity to reduce such occurrences it will have negative consequences on performance of the organization.

In line with finding Ikechukwu (2015) lamented that most citizens are most conscious of their ethnic affiliation than their nationality. When employees fail to imbibe national consciousness, they find in difficult to work collegially with colleagues from different ethnicity. Workforce discrimination has been a serious concern, there are subtle and unsubtle forms of discrimination intact in the workplace. It will take a courageous leader to take good initiatives to contribute more positively to the working environment that would free employee from discrimination. The management has to give precise reasons and make it understandable for employees in the organization so that it reduces the increasing fear of the employees who have losing their jobs, anxiety, and uncertainty of what would happen to their work. Also Okorie (2009) observed that informal groups that are existing in formal organizations poses a challenge in the management of human resources in formal organizations like the school. Although informal groups cannot be eliminated from formal organizations and they also have some advantages for administration of formal organizations, most informal groups distract employees from organizations goals and also create a perception of division and segregation amongst employees. There are challenges associated with the management of a diverse workforce for effective human resource utilization.

CONCLUSION

Based on the findings of the study, the researcher concluded that secondary school administrators can effectively manage human resources in schools if they can manage workforce diversity by rewarding employees for harnessing and using their uniqueness to contribute towards the achievement of goals of the school, ensuring that there; is diversity in the composition of school committees, decision making in school is done in a democratic manner so that each worker will have a voice, each worker is allowed to choose and plan his/her tasks and also that policies that encourage the application of interdisciplinary approach to problem solving are formulated.

RECOMMENDATIONS

Based on the findings of the study, the researcher recommended that:

1. All forms of cultural and language diversity considerations and discrimination in the recruitment and promotion processes, and the day to day activities of employees should be eliminated.

2. The school authority and the teachers should be directed towards the creation and maintenance of a positive work environment where the similarities and differences of workers will nurture creativity and innovation.
3. Non-governmental organizations and civil society groups should organize sensitization programmes that will promote national consciousness and national unity in diversity amongst secondary school workers.

REFERENCES

Abraham, N.M. (2003). *Educational administration in Nigeria.* Port Harcourt: PM Unique.

Algahtani , A. (2013). Diversity in the Corporate Setting. *International Journal of Business and Social Science* 53-54.

Anantha , A. R. (2013). Employee Performance and Organizational Goals. *Journal of Arts, Science & Commerce*, 2 (3) 65-71

Anwar, A. A., Muneera, A. A., & Abdulmuhsen , A. A. (2015). Cultural Diversity and Effective Organizational Communication. *Journal of Business and Economics, ISSN 2155-7950, USA, 6*, 1136-1140.

Cletus, H. E., Mahmood, N. A., Umar, A., & Ibrahim, A. D. (2018). Prospect and challenges of workplace diversity in modern day organization: A critical review. *Holistica*, 9 (2), 35-52.

Dike, P. (2013). *The impact of workplace diversity on organizations*. Ph.D Thesis, Arcada University of Applied Sciences, Finland.

Dupper, S. (2015). Managing Workplace Diversity: Challenges and Strategies. *International Journal of research (IJR), 2*, 347.

Edem, D.A. (2006). *Introduction to educational administration in Nigeria.* Ibadan: Spectrum Books.

Egbo, E.A., & Okeke, I.M. (2009). *Foundations of personal management in Nigeria.* Enugu: Bismark Publications.

Greenberg, J. (2004). *Diversity in the Workplace: Benefits, Challenges and Solutions*. Retrieved fromhttp://www.multiculturaladvantage.com/recruit/diversity/diversity-in-the-workplace-benefits-challengessolutions.asp

Harold, A. P., & Vincent, R. K. (2012). Managing Workplace diversity. *@SAGE*, 2

Ikechukwu, M.O. (2015). *People, diversity and national development.* Benin: Pablo.

Jayne, M., & Dipboye, R. (2004). *Leveraging diversity to improve business performance; & Research findings & recommendation for organization.*

Kelli, G., Mayra , L., Allen , W., & Karl , K. (2015). Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools1 *Journal of IFAS research*, 2.

Kerby, S., & Burns, C. (2012). *The state of diversity in today's workforce: As our nation becomes more diverse so too does our workforce*. Retrieved from http://www.americanprogress.org/issues/labor/report/2012/07/12/11938/the-state-of diversity-in-todays-workforce/

Lambert, K. (2016). *Management in global perspective.* Enugu: OilPen Press.

Nwokocha, I. (2014). *Sustainable Managerial Strategies for Employee Retention in Two Private Sector Organizations in Port Harcourt, Rivers State, Nigeria*. An Unpublished Doctoral Thesis, Ebonyi State University, Abakaliki, Nigeria

Ogunjimi, A. (2015). *The Legal Aspects of EEO & Diversity in the Workplace*. Retrieved fromhttp://www.ehow.com/about_6721006_legal-aspects-eeo-diversity-workplace. html

Okendu, J.N.(2012). The Impact of School Administrative Structure and Adequate Supervision on the improvement of instructional processes. *Academic Research International Journal* 2(3).497-500.

Okorie, N.C. (2009). *Organizational setting of leadership: theory into practice in educational organizations* (Revised ed.). Port Harcourt: Gieebon & Sons Press.

Ozbilgin, M., & Tatli, A. (2011). *Global Diversity Management: An evidence based approach.* London: Palgrave.

Shenita, B., & Jamie, O. (2016). Strategies for Managing Workplace Diversity. *Journal of turning challenge into change*, 2-6.

Showers, R. (2016). A brief history of diversity in the workplace. Blog posting, 17 February. http://www.brazen.com/blog/recruiting-hr/a-brief-history-of-diversity-inthe-workplace-infographic/