WORKFORCE DIVERSITY MANAGEMENT AND EMPLOYEE PERFORMANCE IN THE CIVIL SERVICE IN KENYA

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Workforce Diversity Management and Employee Performance in the Civil Service in Kenya

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DECLARATION

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

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DEDICATION

This study is dedicated to my immediate family for their sacrifices, understanding, and tireless support. Additionally, this study is dedicated to my dear and departed parents; Morris Mwangi Warui and Alice Nyambura Mwangi. Finally, I dedicate my study to all those who have supported and encouraged me in the course of my study.

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ABBREVIATIONS AND ACRONYMS

AA   Affirmative Action

ANOVA   Analysis of Variance

BEE   Black Economic Empowerment

CIPD   Chartered Institute of Personnel and Development

CoV   Coefficient of Variance

CS   Civil Service

DMP   Diversity Management Practices

DPM   Directorate of Personnel Management

EEO   Equal Employment Opportunity

EO   Equal Opportunity

EU   European Union

GoK   Government of Kenya

HR   Human Resource

HRM   Human Resource Management

IHRM   International Human Resource Management

IMF   International Monetary Fund

IR   Industrial Relations

MNCs	Multinational Corporations
NCIC	National Cohesion and Integration Commission
SHRM	Society for Human Resource Management
SIT	Social Identity Theory
SPSS	Statistical Package for Social Sciences
UNDP	United Nations Development Program
USA	United States of America
VIE	Valence Instrumentality Expectancy

OPERATIONAL DEFINITION OF TERMS

Affirmative Action refers to actions taken to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity (Cascio, 2013)

Commitment Levels: refers to the extent to which employees are in a state of being dedicated to their place of work.

Civil Service: Refers to the body of government officials who are employed in civil occupations that are neither political nor judicial. In most countries the term refers to employees selected and promoted on the basis of a merit and seniority system, which may include examinations (Bridges, Page & Chapman, 1999).

Diversity: Is the sum total of the differences which make individuals who they are, and their collective ability to contribute to the goals of an organization (McCombs, 2008).

Diversity Management: Is a conscious choice and commitment by an organization to value these differences by using diversity as a source of strength to achieve organizational goals (McCombs, 2008)

Diversity Training: Refers to a distinct set of programs that aim to facilitate positive interactions, reducing bias and discrimination, and promote the skills, knowledge and motivation of individuals to interact with diverse others (Pendry, Driscoll, & Field, 2007).

Employees' Performance: Refers to the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently

utilizing available resource within a changing environment (Le Tran & Chiou-shu, 2015).

Employees' Training: Employees' Training on diversity refers to a special training designed to educate employees about the importance of diversity, make people aware of their biases, and teach them skills for communicating and working in a diverse workplace (Daft, 2010).

Government: Refers to the political system by which a country or community is administered and regulated.

Diversity Policies: Are a written source of guidance on how a wide range of issues should be handled within an employing organization, incorporating a definition of principles, rights and responsibilities for managers and employees (CIPD 2015).

Performance: Refers to the alignment of organizational, team and individual efforts towards achievement of business goals and organizational success. It includes establishing exceptions, skill demonstration, assessment, feedback and continuous improvement (Armstrong, 2010).

Public Service: it is service rendered in the public interest (Merriam-Webster, n.d). It consists of ministries and departments of Government.

Satisfaction Levels: is the perceived level of pleasure and contentment derived from individual performance (Netigate, 2020).

Use of Resources: refers to the utilization of organizational resources in the design and implementation diversity training among employees (Davidson, 2009).

Work Committees (Diversity committee) serves as an advisory body to help senior leadership understand the complexities and nuances associated with

diversity success. The benefits accrued through diversity committees include enhanced collaboration, training, advocacy and improved results among the committee members (Prime & Foust-Cummings, 2010).

Work Team: Refers to a group of people that is organized to work together interdependently and cooperatively so as to meet the needs of their customers through accomplishing a purpose and objectives (Susan, 2014).

ABSTRACT

The main purpose of this study was to investigate the influence of workforce diversity management on employees' performance in the civil service in Kenya. This study further sought to assess how diversity policies, work teams, affirmative action, and diversity committees influence employees' performance in the civil service in Kenya. A descriptive research design was used in the study. A self-administered semi structured questionnaire was used to collect primary data. Secondary data was gathered by reviewing both theoretical and empirical literatures. The target population was the civil service in Kenya, numbering 256,651. The sample size consisted of three hundred and eighty four (384) respondents drawn from 26000 civil servants working in the eighteen (18) government ministries' Headquarters based at Nairobi City. Pilot testing was conducted to assess questions validity and reliability of the data. Quantitative and qualitative approaches were used to analyze the data. Open-ended questions were qualitatively analyzed thematically and presented in narration form as well as verbatim. The quantitative data was analyzed with the help of Statistical Package for Social Sciences (SPSS) window version 21 to generate both descriptive and inferential data. The findings were summarized into frequencies and percentages and presented using Tables, pie charts, bar charts. Multiple regression analysis and inferential analysis was carried out. This was useful in the interpretation of the study results. It was found that there is a positive significant relationship between Diversity Policies (r=.300, p=.000), diversity training (r=.136, p=.012), work teams (r=.258, p=.000), affirmative action (r=.322, p=.000), work committees (r=.314, p=.000) and employee performance. The following recommendations were provided: there is need for more awareness to be created in the government ministries on the workforce diversity management and the role that is playing in empowering the performance of employees. There is also need for an extensive training to be carried out among the managers not only in the human resource department but across the ministries. The study concludes that workforce diversity management had an influence on employee performance in the civil service. Therefore, necessary resources need to be provided to promote workforce diversity management process. The study contributes to the

CHAPTER ONE

INTRODUCTION

This chapter presents an introduction, background to the study, an overview of workforce diversity management, statement of the problem, research objectives, research hypotheses and also significance. Finally, the chapter provides an analysis of the limitations and the scope of the study.

1.1 Background to the Study

The globalization of business and the changing demographics of labor markets around the world have driven much interest in the areas of diversity and diversity management (DM) among management scholars and practitioners (Olsen & Luis, 2012). As an important part of promoting justice and fairness in the workplace, workforce diversity has therefore emerged as a core strategic value that many organizations believe they have obligation to pursue (Mor Barak, 2015; Ng & Sears, 2012). According to Munjuri (2012), failure to manage diversity in terms of race, gender, level of education, profession, and ethnic affiliation, religious affiliation often leads to differences in promotions, pay, training, turnover, mutual acceptance, job satisfaction and other forms of inequality.

 It's for this reason that this research seeks to establish the influence of workforce diversity management on employees' performance. According to Pitts (2009), diversity management has been characterized as a component of human resource management and the policies and programs that make up the diversity management function vary significantly between organizations, involving training programs, family-friendly policies, mentoring opportunities, and advocacy groups.

In addition, organizational efforts to embrace and promote diversity have been encouraged in order to establish and improve positive perceptions in business environments, recruit highly competent workers and generate innovative ideas (Mor Barak *et al*., 2016). In agreement, Scott (2012) argues that diversity management as a reality in the workforce requires adequate examining of one's own personal beliefs and values as well as learning suiTable skills that will enable one to deal appropriately with difference in beliefs and values of other people. Central to the concept is the belief that organizations stand to benefit from having a diverse workforce and that it is therefore in their interest to recognize and cater to the needs of individual employees (Strachan, Pye & Kannan, 2009). In fact management of diversity has become a top priority for top executives of organizations around the world (Wikina, 2011).

According to Gomez-Mejia *et al*. (2010), Diversity management refers to the set of initiatives involved in integrating nontraditional employees (women and minorities) into the workforce and using their diversity to the firm's competitive advantage. It is also a strategy to promote the perception, acknowledgement and implementation of diversity in organization. An enormous amount of research on diversity related issues has been conducted in recent years with the number of publications doubling every five years. Firms must deal with it on a day-to-day basis, given the demographic trends of the workforce in modern organizations. As such, this issue will continue to grow in importance (Gomez- Mejia *et al*., 201.

Further, Preeti bedi *et al*., (2014), indicated that organizations are getting into realization that diversity is not just something to deal with, but a reality to build onto in order to make a stronger more competitive enterprise. Concomitantly, managing increased diversity deserves greater concern in public, private, and non-profit organizations. Choi and Rainey (2010), in addition observe that, understanding the impacts of diversity on organizational outcomes such as employees' performance, employee satisfaction and turnover has become essential. No wonder, diversity scholars in recent years have reached consensus that the perspective on diversity management has broadened from

pursuing affirmative action programs to taking advantage of differences to improve organizational effectiveness.

As we enter in to the 21st century, workforce diversity has become an essential business concern. Gomez-Mejia *et al*. (2010), contends that, most firms purposely establish heterogeneous work groups to create a marketplace of ideas, recognizing that a multiplicity of points of view need to be brought to bear on a problem. Diversity management has therefore become an integral component part of many firms' overall strategy. No wonder, successful organizations recognize the need for immediate action and are ready and willing to spend resources on managing diversity in the workplace. In fact, one of the major principles of diversity says that a company that has diverse employees has a greater understanding of the global market place, improves the bottom line, become an employer of choice, avoid lawsuits, and do the right thing (Preeti bedi *et al*., 2014). Finally, the elements of diversity such as race, ethnicity and sex tend to have a profound impact on how people relate to one another.

1.1.1 Workforce Diversity Management

Successful management of our increasingly diverse workforce is one of the most important challenges facing organizations today (Mor Barak, 2012). According to Wambui *et al*., (2013), by managing diversity, companies interact with different cultures and clients. However, recent studies have indicated that on a global scenario, most of the countries organizations' have not actually considered workforce diversity in their daily operations, for most studies in diversity management have taken place in America, in Europe and also in South Africa (Kamenou, 2007; Wambui, 2013). For instance, the study of diversity management, a concept which originated in the USA before travelling to Europe and now finally to Africa, clearly shows that the institutional environment, culture, governing regulations and social norms all greatly influence the form which diversity management and accompanying measures assume in a certain context (Mensi-klarbach *et al*., 2013).

A research by Wambari (2013) indicates that diversity management developed after several decades of US minority policies of affirmative action (AA) and equal employment opportunity (EEO) whose main aim was to rectify past discrimination and to prevent future discrimination in employment. Regarding the European Union the situation is even more complex, as diverse societies and cultures are located within the EU's borders (Mensi-klarbach, 2014). Thus, although they share similar pillars regarding antidiscrimination, European countries are culturally diverse, and therefore tackle the issue of diversity rather differently. In Pakistan, Khan, Sohail, Uddin and Sufyan (2019) indicated that age, gender, education background and ethnic diversity had a significant influence on the performance of employees in various organizations including the educational sector.

In Africa, ethnicity and tribes seem to be the main factors within the regulative system (Fitzgerald, 2010). In spite of this, with the changing demographic composition of the workforce, managing diversity in organizations has become an important organizational function (Olsen & Luis, 2012). Organizations have employed varying approaches to diversity management, resulting in varying organizational outcomes (Olsen & Luis, 2012).

In Africa for example, ethnic discrimination and prejudice lead to talent wastage when organizations refuse to hire applicants because of the unfavorable hold of people from such ethnic groups. On the contrary, Chinese firms operating in Africa could be more successful when they integrate Chinese and African cultures in managing HR activities like hiring, promoting, rewarding, and dismissal in order to influence employee job satisfaction in host country in Africa (Nyambegera, Kamoche, Siebers, 2016). Nyambegera (2002) therefore argues that African organizations need to move away from approaches of 'exclusion' and embrace the 'inclusion' of those qualified regardless of ethnic affiliation in order to utilize effectively the resource behind organizational effectiveness in its workforce. In Ghana, Benuwa, Okogun-Odompley, Ghansah, and Andoh (2019) indicated that different aspects of workforce diversity affected employee performance in the organizations. Some of the aspects include educational and age

diversity. However, issues such as gender and ethnicity diversity did not affect employee performance. In Nigeria, Akpakip (2017) observed that aspects such as gender, age and educational diversity had a strong influence on employee performance in various organizations.

In South Africa for instance, diversity communication and training have since become the recent phenomena owing to the historical lack of workforce diversity in most of the workplaces. According to Madera and Kapoor (2011) however, since 1994 there have been new laws introduced around the areas of employment equity, affirmative action and Black Economic Empowerment (BEE).

According to Parboteeah, Seriki and Hoegl (2014), Ethnicity is a sensitive political issue in sub-Saharan Africa. It lies at the heart of African diversity and has been found to impinge heavily on the workplace. In Kenya for example, workforce diversity management has not been clearly observed in most of the organizations around the country. This could be due to Kenya's long and troubled history as a crown colony, including the fight for independence and violent conflict to gain equal opportunities; issues of diversity are fundamentally linked with antidiscrimination and equal rights (Hanappi-Edger & Ukur, 2011). However, with its rich cultural difference, the nation is struggling to live up to high democratic ideals within the context of this diversity (Frances, Hino, Lonsdale & Ranis, 2013).

Unfortunately, regarding representation in the civil service, it has been observed that some departments in Kenyan organizations are exclusively staffed by one particular ethnic group, and that frequently, individuals can only secure a position if they are supported by another person who could either bring their case to the relevant authority or make the decision himself or herself (Nyambegera, 2002). According to Maingi (2015), workforce diversity is a major challenge that has turned into a losing situation for all involved, leading to demoralization of employees thus affecting employees' performance in many organizations. In tandem with the above, a study done by the Public Service Commission indicated that of the 236 231 employees in the public sector

as at June 30, 2013, Kenyan three ethnic communities accounted for 49 percent which literally translated to 115 633 of the total workforce. This shows therefore that the remaining 120,598 (representing 51 percent) employees are from the remaining 39 communities.

In light of this, a survey done by LEFTIE (2011) indicated that Kenya is facing a crisis of tribalism. This is whereby after the first ethnic audit of the civil service, it was revealed that there are five big communities within the country which occupy nearly 70 percent of all jobs in the public sector. Further, in a similar study by the National Cohesion and Integration Commission (NCIC), it was found that, of all government employees 22.3% are Kikuyu, 16.7% are Kalenjin, 11.3% are Luyha, 9.7% are Kamba, 9.0% are Luo and 5.8% are Kisii with over 20 remaining tribes having less than 1% representation.

Evidently from the report, the problem of diversity management in the workforce is not properly addressed in the Kenya civil service. For this reason, the civil service (CS), as the principle instrument of the state has inevitably attracted renewed attention (Olowu, 2014). Efforts are underway, for example, in order to address the problems of institutionalized ethnic discrimination, Kenya enacted a new constitution in 2010 to replace the independence constitution of 1963. In addition, the Kenyan public sector is undergoing a drastic transformation to present itself as an equal and fair employer in line with the constitutional requirements, similarly the human resource management of the public service aims to address and eliminate imbalances (Tshikwatamwa, 2013).

In spite of these efforts, Jones and George (2011) state that managers face many challenges in effectively managing diversity. They further argue that each kind of diversity present managers with particular issues they need to appreciate. Conclusively, Munjuri (2012) suggests that some diversity management strategies such as emphasis on team work fosters better relationships within a department and can promote identity within the department or organization that moves beyond service level differences. Other strategies considered to influence employees' performance in this research

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include, Diversity policies, Diversity training programs, Work teams, Affirmative action, and Diversity committees.

1.1.2 Employee Performance

According Shafloot (2012), employee performance is considered critical in assessing a firm's capacity to confer sustainable competitive advantage globally. The contribution of employee performance to institutional productivity is recognized as fundamental aspect of growth and sustainability of firms (Armstrong, 2012). The firms which invest in employees' performance have a competitive edge over others and individual input in an organization leads to achievement of organizational goals (Najabat, 2015).

In defining performance, the third requirement is assessment. It is at this point that performance appraisal comes in. Cascio, (2010), further argues that, to define performance properly, one must do three things well: set goals, decide how to measure accomplishment, and provide regular assessment of progress. According to Le Tran and Chiou-Shu (2015), employee performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resource within a changing environment.

1.1.3 Civil Service in Kenya

The term civil service refers to the body of government officials who are employed in civil occupations that are neither political nor judicial. In most countries the term refers to employees selected and promoted on the basis of a merit and seniority system, which may include examinations (Bridges, Page & Chapman, 1999). A civil servant then is a person in the public sector employed in government department. In the Kenyan constitution (2010), article 233 clause 1, there is an established public service commission mandated to appoint persons to hold or act in those offices and to confirm appointment among other duties. The Public Service Commission (PSC) is the human

resource management agency responsible for the maintenance of the civil service system. It operates in accordance with procedures for the conduct of human resource transactions such as selection, promotion, performance appraisal, section and compensation (Edmans, Gabaix, & Landier, 2008). Civil servants are classified according to job groups varying from job group A to T.

1.2 Statement of the Problem

Employee performance is important in an organization. This is because successful employees are able to achieve organizational goals, meet deadlines, make sales and contribute to the development of the organizational brand through positive customer relations. Poor employee performance may lead to customers feeling that the company is apathetic to their needs hence seeking for help in other companies (Kimberlee, 2019). On the other hand, workforce diversity management is considered to be important in organizations as well. No wonder, according to a research done worldwide, three million employees indicated that diversity management brings about satisfaction and employees' performance (Wambui, 2013). Further, the employees feel valued, rewarded and motivated while working in an organization that manage diversity (Wambui, 2013).

According to Kempe (2012), public sector reform remains necessary and an on-going policy objective for many developing countries. In Kenya, this is being done to overhaul its administrative system to better serve the needs of both government and citizenry with improved delivery of public services to reduce poverty, improve livelihoods, and sustain good governance. Like other African countries, these efforts in Kenya have been driven primarily by the fact that the state bureaucracy in the country has been underperforming and public service delivery has not been serving the public interest within its most optimal capacity (Kempe, 2012). In an effort to improve performance, the 1990s witnessed the liberalization of economies and Structural Adjustment policies brought about by the International Monetary Fund (IMF) and World Bank Institutions (UNDP, 2013). This resulted in the retrenchment of more than 100,000 civil servants between 1993 and 2002 but this had only negligible impact on the effectiveness or efficiency of

the civil service. While there was a reduction in the size of the core civil service of about 30% through the retrenchment process, it was noted that productivity and performance in the public services did not improve (Rwingo, 2012). Other efforts in the UNDP report include Government shift of policy on performance management towards a holistic Results-Based Management system between 2006 and 2008 (UNDP, 2013). Those interventions did not effectively solve poor performance problem in the civil service in Kenya.

According to Munjuri (2012), managing diversity in the workplace should be the concern of every organization, for diversity management practices enhance productivity, effectiveness and sustained competitiveness. However, although available studies acknowledge the role of workforce diversity management on employees' performance, (Kamenou, 2007; Wambari, 2013 & Munjuri, 2012), none of them has addressed the influence of workforce diversity management on employees' performance in the civil service in Kenya. According to The National Ethnic and Race Relations Bill (2008), (Galgalo and Guyo, 2013), Kenya seeks to provide long term remedy to the ethnic imbalance and perceived marginalization of some communities from the development process, this is an indication of lack of effective strategies to manage and appreciate diversity in a way that delivers the best results to the nation. This study therefore was set to establish the "Influence of workforce diversity management on the employees' performance in the civil service in Kenya".

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The main objective of this study was to establish the influence of workforce diversity management on employee performance in the civil service in Kenya.

1.3.2 Specific Objectives

1. To assess the influence of Diversity policies on employee performance in the civil service in Kenya.
2. To establish the influence of Diversity training on employee performance in the civil service in Kenya.
3. To determine the influence of Work teams on employee performance in the civil service in Kenya.
4. To evaluate the influence of Affirmative action on employee performance in the civil service in Kenya.
5. To assess the influence of Diversity committees on employee performance in the civil service in Kenya.

1.4 Research Hypotheses

This study was guided by the following null hypotheses

1. **H_{o1}:** Diversity policies have no positive influence on employee performance in the civil service in Kenya.
2. **H_{o2}:** Diversity training has no positive influence on employee performance in the civil service in Kenya.
3. **H_{o3}:** Work teams have no positive influence on employee performance in the civil in Kenya.
4. **H_{o4}:** Affirmative action has no positive influence on employee performance in the civil service in Kenya.
5. **H_{o5}:** Diversity committees have no positive influence on employee performance in the civil service in Kenya.

1.5 Justification of the Study

On the basis of the importance of workforce diversity management in the determination of public institutions' prospects for progressing to higher levels, competency in the global market and consideration of equality issues in organizations, this study is expected to be of significance to the management in public sector, policy makers, researchers and also service users, that is, the general public.

1.5.1 Managers in public sector

The findings of this study provide insights to the managers on workforce diversity attributes affecting employees' performance in the public sector in Kenya. The study also enlightens all stakeholders in public institutions about the effects of workforce diversity management on the performance of organizations. This would then lead to the identification of ways of improving work force diversity management with the aim of doing better in public sector.

1.5.2 Policy makers and technocrats

The study provides insights to the government in order to support workforce diversity management policy design and implementation for enhancement of performance in public sector.

1.5.3 Researchers and scholars

The study contributes to the body of knowledge in the field of workforce diversity management and its influence on employees' performance in public sector in Kenya. Researchers and scholars are expected to make use of the findings of this study to enrich their knowledge. The study also forms the basis for researchers and scholars to undertake further studies on the workforce diversity management on public sector as well as in private sector.

1.5.4 Service users

The findings of the study are deemed to be useful to service users as well. For example, the study of diversity management in the public sector will make them understand the basis upon which policies and practices are premised.

1.5.5 HR practitioners

The findings of the study help HR practitioners to incorporate diversity concerns in the specific HR functions. This will also make them objective and eliminate bias and prejudices in their operations.

1.6 Scope of the Study

This study focused on the influence of workforce diversity management on employees' performance in the civil service in Kenya. The study only focused on influence of diversity policies, diversity training, work teams, and affirmative action and diversity committees on employees' performance. Mainly, it did not deal with other factors that influence employees' performance and also did not consider private sector.

Geographically, the study was limited to all the eighteen (18) government Ministries' headquarters based in Nairobi. These ministries form the unit of analysis whereas the HR managers and HR staff (respondents) form the unit of observation. The choice for Nairobi is due to its proximity, convenience, and less time in reaching all the ministries headquarters, as they are based in Nairobi and are more representative. In terms of the sample, all the HR managers and HR staffs in HR departments in different ministries were targeted by the study.

1.7 Limitations of the Study

There are a number of limitations which were encountered in this study. In the case of this study, lack of cooperation is one of the major challenges which were encountered.

This is whereby some of the respondents feared to participate in the provision of data in the area under study. Specifically, some of the respondents did not want to expose their ministries' failure to fully incorporate and appreciate work force diversity in their management.

However, to overcome this challenge, the researcher informed the respondents that the study was intended for academic purpose only. Moreover, the researcher also ensured that the respondents' names would not appear anywhere in the project and thus they would remain anonymous all through. Secondly, there were few respondents who did not return the questionnaires on time.

This was overcome by hiring research assistants to go to different ministries under study as instructed by the researcher. In terms of the methodology used, the study only used questionnaires as instruments to collect data. The data collected had both qualitative and quantitative factors.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study is based on the concept that workforce diversity management in public institutions depends upon various independent factors. The independent variables conceptualized in this study are; HR policies, employees' training, work teams, affirmative action and work committees. The chapter reviews the literature related to the study and it is comprised of the review of theories related to the study, conceptual framework, and empirical review, critique of the reviewed literature, research gaps and a chapter summary.

2.2 Theoretical Review

The organization theories have been in practice for quite a number of years now. Basically, these theories address on how diverse populations work together. They describe the benefits and challenges that organizations may face as they employ an increasingly diverse workforce in terms of Diversity policies, employees' training programs, work teams, and affirmative action and diversity committees employed. In this section, some organizational theories are reviewed in their relationship with employee performance. These theories include Institutional theory, expectancy theory, social identity theory, equity and goal setting theory.

2.2.1 Institutional Theory

Institutional theory refers to a line of organizational research that takes an open systems perspective to understanding organizations; that is, the theory looks at how an organization's environment affects and interacts with the organization. This theory is attributed to Philip Selznick. He wrote the foundational work on old institutional theory in 1948, in which he conceived organizations as organisms that adapted to

environmental threats. In addition, according to Donsbach (2008), Institutional theory is a theoretical framework for analyzing social (particularly organizational) phenomena, which views the social world as significantly comprised of institutions – enduring rules, practices and structures that set conditions on actions. Its roots can however be traced back to the 19th century (Najeeb, 2014). It was first linked to Industrial Relations (IR) literature from scholars such as Commons (1913) and Webb (1894) (Waring & Cooper, 2009). The literature explores the genesis of trade unionism, employees' role in the workplace and the development of collective bargaining.

The theory has ever since been applied to a plethora of HRM studies in areas such as International Human Resource Management (IHRM), Diversity Management Practices (DPM), analysis of Multinational Corporations (MNCs) and Strategic Human Resource Management (SHRM). Human Resource Management scholars started to recognize the applicability of Institutional theory to HRM in early 1990s. Paauwe and Boselie (2003) were the first to apply new Institutionalism systematically in HRM, and developed an initial proposition for HRM and Institutional research.

According to Najeeb (2014), Institutional research in the 1950s is often referred to as 'Old Institutionalism' while the work on Institutional theory in the late 1970s and early 1980s is often referred to as 'New Institutionalism'. 'Old Institutionalism' is concerned with how concrete social processes regulate social behavior, focusing on how power coalitions and Informal Structures influence organizational behavior (Greenwood & Hinings, 1996).

On the contrast, the focus of 'New Institutionalism' is on the cognitive processes that create the taken-for granted structures that establish legitimacy around certain areas. Najeeb (2014) defines Institutional legitimacy as a generalized perception or assumption that the actions of an entity are desirable, proper or appropriate within some socially constructed system of norms, values, beliefs and definitions. Thus, an organization's response to institutional pressure is crucial for its success and survival for as Najeeb, (2014) argue, organizations are increasingly becoming similar as rational actors try to

change them. The terminology that best explains this process of homogenization is isomorphism (Paauwe & Boselie, 2013), which is a 'constraining process that forces one unit in a population to resemble other units that face the same set of institutional conditions. Isomorphism is an outcome of both competitive and institutional pressures.

Institutional theory explains best about Diversity policies on HRM. According to Parboteeah *et al*., (2013), the HRM function can effectively design policies and practices to ensure that ethnic diversity is managed to the company's benefit and to ensure fairness. According to Groeneveld and Verbeek (2011), however, Diversity policies are used as an umbrella term for related concepts such as Affirmative action (AA), Equal opportunity policies (EO), and managing diversity. Groeneveld and Verbeek (2011), further argue that Diversity policies encompass several dimensions of difference or heterogeneity, such as gender and age. However, Equal opportunity and Affirmative action approaches are based on moral and legal arguments that were more or less independent of an organization's economic goals (Verbeek, 2011).

Diversity policies are as a result of both competitive and institutional pressures. There are three types of (pressures) 'isomorphism' that affect organizations, that is, Coercive, Normative and Mimetic isomorphism. An example of Coercive isomorphism results from both formal and informal pressures exerted on organization by other organizations. Coercive mechanisms related to HRM include the influence of social partners like trade unions, employment legislations and government policies. This is in response to changes in government legislations like the Equal Opportunity Act that takes place in organizations (Dessler *et al.*, 2007). Equally, minimum wage legislation has influenced employees' performance. If such guidelines on HR policies were ignored, this would affect employees' performance, wage and reputation. By use of such Acts, organizations are improving the imbalances which have been there over the years concerning workforce diversity and are working to remedy the past as well as manage diversity for future success of their organizations.

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Normative isomorphism refers to relations between the management policies and the background of employees in terms of educational level, job experience and network of associations (Paauwe, 2009). For example, if organizations in the same industry employ HR professionals with the same background, those organizations adopt similar HRM practices. That is, if it is a government requirement that a percentage of either gender be employed in both, public and private sector, the diversity management through such a policy would be easier.

The current debate on institutional theory negates/refutes the claims of many researchers, who stated that the institutional theory is rich in concepts and has advanced to, "warrant more formal models and codification" (Mohamed, 2017). This is whereby institutionalism is considered to be complex and it covers many fields like economics, sociology, political science, history and ecology. Moreover, it is complex because institutionalism is itself divided in two schools: 'old' and 'new' institutionalism as earlier discussed.

Mimetic isomorphism results when organizations model themselves in line with other organizations in the same field which are perceived to be successful and legitimate. For instance, HR managers may imitate the HRM policies of a competitor as a result of uncertainty in the field of management. According to Paauwe (2009), organizations may adopt the HR scorecard and some practices of high- performance work systems due to uncertainty or cope with competition.

2.2.2 Expectancy Theory

The expectancy theory developed by Tolman in the 1930s argued that high levels of motivation can only be achieved if productive work is seen as a path to valued goals (Bachanen & Huzynski, 2004). However, Victor Vroom was the first to propose expectancy theory aimed specifically at work motivation. His model is based on three key variables: Valence, Instrumentality and Expectancy (VIE theory or expectancy / valence theory) (Mullins, 2008). The theory is founded on the idea that people prefer

certain outcomes from their behavior over others. They anticipate feelings of satisfaction, should the preferred outcome be achieved.

Vroom suggests that, employees weigh up their inputs against their outputs and will be motivated accordingly (Murton *et al*., 2010). He says that, a person's motivation to exert some level of effort depends on three things: the person's expectancy (in terms of probability) that his or her effort will lead to performance; Instrumentality, or the perceived connection (if any) between successful performance and actually obtaining the rewards; and valence, which represents the perceived value the person attaches to the reward. If E or I or V is zero or inconsequential, there will be no motivation (Dessler, 2008).

Mullins (2008) further argues that, expectancy theory attempts to identify the relationship among dynamic variables that make up motivation and the actions required to influence behavior and actions. Vroom's theory has three implications on how managers design reward plans. First, if employees don't expect that effort produce performance, no motivation will occur. So mangers must ensure that their employees have the skills to do the job, and believe they can do the job. This includes diversity and confidence building trainings among employees (Dessler, 2008). Second, Vroom's theory suggests that employees must see the instrumentality of their efforts – they must believe that successful performance will in fact lead to reward. Third, the reward itself must be of value to the employee. So ideally, the manager should take individual employee preferences into account. (That is, use both extrinsic and intrinsic rewards that make sense in terms of the specific behaviors you want to encourage (Dessler, 2008).

According to an article in the Business Balls (2020), expectancy theory separates effort, performance and outcomes, while Maslow and Herzberg focus on the relationship between internal needs and the resulting effort expended to fulfil them. In this article, it is argued that expectancy theory assumes that behaviour results from conscious choices among alternatives whose purpose it is to maximise pleasure and to minimise pain.

Despite its criticism, the expectancy theory links well with diversity training in the sense that the training is geared towards better performance of the organization. According to Kempe (2012), the issue of diversity is prompting many organizations to find a training response and it is the one which needs to be considered strategically. Employees' training on diversity aims to create better cross-cultural sensitivity, with the goal of fostering more harmonious working relationships among a firm's employees. Such training typically includes improving interpersonal skills, understanding and valuing cultural differences, improving technical skills, socializing employees into the corporate culture among others (Dessler, 2008). Training improves employees' skills, attitudes and knowledge. Although it remains to be seen whether employees' training on diversity will bring about real changes in attitudes and behaviors, Wood *et al*., (2004) argue that a critical confrontation of deeply embedded prejudices is required if the aspirations of the diversity agenda are to be seriously considered.

2.2.3 Social Identity Theory

According to Trepte (2006), social identity theory (SIT) focuses on "the group in the individual" and assumes that one part of self-conception is defined by our belonging to social groups. That is, social identity is a person's sense of who they are based on their group membership(s). Being the greatest contribution on psychology by Henri Tajfel in 1979, he proposed that the groups (for example, social class, family, and football team) which people belong to were an important source of pride and esteem. Groups give us a sense of social identity: a sense of belonging to the social world (McLeod, 2008).

McLeod, (2008) further observes that, in order to increase our self-image, we enhance the status of the group to which we belong. This can also be done by discriminating and holding prejudice views against the out-group (the group we don't belong to). Therefore, we divide the world into "them" and "us" based on the process of social categorization (that is, we put people into social groups). This is known as in-groups (us) and out-group (them) according to McLeod (2008).

According to Hogg (2016), Henri Tajfel developed this theory at the start of the 1970s in Britain out of his scientific and personal interests in social categorization, and social comparison and prejudice, discrimination and intergroup conflict. However, over the past thirty years, social identity theory has developed and matured conceptually, and continues to motivate a prodigious quantity of research. Hogg (2016) further observes that, although initially it was a European analysis of intergroup relations, since the early 1990s it has become accepted around the world as one of mainstream social psychology's most significant general theories of the relationship between self and group.

Social identity theory, applies to work teams so well in the sense that, teams are formed deliberately and carefully to meet work needs that an individual or a group of individuals cannot meet effectively. A team's performance is measured primarily by the products produced or the services rendered collectively. Teams share certain characteristics like, clearly defined purpose and goals. A team is defined by a shared commitment both to the team's process and its products. This commitment to the team process is demonstrated through use of team norms and rules, willingness to pay-attention to a group process and a sense of mutual accountability both to the members of the team and the team as a whole.

Current debates on social identity theory show that it is easy to see why the important task of examining the tripartite relationship between identity, change and action has generally been neglected by social psychologists. Core debates in the field have focused on questions about the "correct" unit of analysis (psychological or sociological); competition between the quantitative and qualitative paradigms. These divides have, to a large extent, impeded theoretical integration. Identity Process Theory (IPT) sits within this matrix of debate because of its integrative focus on the interpersonal and intergroup levels, and its methodological diversity. The debates indicate that the theory constitutes a valuable explanatory tool for addressing pressing social psychological problems of the twenty-first century and aspires to acquire predictive power as it is refined and developed in empirical work (Jaspal, 2012).

For example, members in high performing teams have a sense that the team can overcome obstacles and realize its goals. In such teams, communication is open and members state their opinions which are valued irrespective of their differences. Conclusively, work teams acknowledge the differences among members and their varied contributions in the affairs of the team. They have goals to achieve, rules and regulations, each make a unique contribution depending on their competences, and the success and failure of the group depends on every ones contribution and commitment.

2.2.4 Equity Theory

Equity theory proposes that a person's motivation is based on what he or she considers fair when compared to others (Redmond, 2010). According to Gogia (2010), when applied to the workplace, Equity theory focuses on an employee's work-compensation relationship or "exchange relationship" as well as employee's attempt to minimize any sense of unfairness that might result. As such, the theory deals with social relationships and fairness/unfairness, and it is also known as the social comparisons theory or inequity theory (Gogia, 2010). Equity theory of motivation, developed in the early 1960s by J. Stacey Adams, recognizes that motivation can be affected through an individual's perception of fair treatment in social exchanges. When compared to other people, individuals want to be compensated fairly for their contributions (the outcomes they experience match their inputs). Persons' beliefs in regards to what is fair and what is not fair can affect their motivation, attitude and behaviors.

Equity theory for instance, helps explain why highly paid union workers go on strike when no one else but the members understand why and why millionaire athletes feel that they are underpaid and don't feel they make enough money. However, the equity theory goes on to evaluate the outcome-to-input ratio comparison process and the cognitive and behavioral mechanisms to restore perceptions of equity (Stecher & Rosse, 2007). It also looks at ways to reduce inequity by such means as employees changing their inputs to a level that matches their outputs. In addition, according to Stecher and Rosse (2007),

there is evidence that supports the theory's prediction, that people respond to inequity by reducing work effort or increase effort to match the outcome.

As Mullins (2008), puts it, there needs to be a balance between the inputs and outputs received. Further, if an employee's perceived input is greater than their perceived outcomes, they can become de-motivated and engage in disruptive behaviors (Mullins, 2008). If managers can help prevent perceptions of inequality, they can help prevent their employees from becoming de-motivated as well as from disruptive behaviors. Disruptive behaviors include decreasing productivity, theft, increased breaks and absenteeism. Adam (1963), the founder of this theory concludes by saying that, although the management can do a lot to prevent perceptions of inequality, the assessment of inputs and outcomes will remain based on individual's subjective perception. This theory explains and compares motivated and de-motivated employees and how their behaviors can be interpreted. For instance, during the 1970s, active federal enforcement of Equal Employment Opportunity (EEO) and Affirmative action (AA) law, coupled with ambiguity about the terms of compliance stimulated employers to hire antidiscrimination specialists to fashion EEO/AA programs.

According to Businessballs (2020), Equity Theory extends beyond the individual self and incorporates influence and comparison of other people's situations. A good example may include colleagues and friends. This forms a comparative view and awareness of Equity. This manifests as a sense of what is fair. Additionally, Hatfield, Salmon, and Rapson (2011) also pointed out that in equity theory, people feel most comfortable when their relationships are maximally profitable and they are giving and getting exactly what they deserve from their relationships – no more and certainly no less.

According to Dessler (2008), affirmative action refers to the extra effort made to hire and promote those in protected groups. Whenever people feel discriminated, they tend to fight for their rights or express their dissatisfaction in different ways. Affirmative action has been used over the years in fighting for people's rights. Equity theory helps to lower

inequality and the feeling of dissatisfaction and therefore relates well with Affirmative action.

2.2.5 Goal Setting Theory

According to Kotlar, De Massis, Wright and Fratini (2018), the existence of definite organizational goals is a central premise in organization and management research. Given the importance of goal-setting for predicting organizational behaviors and outcomes, it is essential to develop a more detailed and comprehensive understanding of the factors affecting firms' decision to pursue a specific set of goals (Kotlar *et al*; 2018). The basic premise of goal theory is that people's goals or intentions play an important part in determining behavior (Mullins, 2004). Mullins observes that, people strive to achieve goals in order to satisfy their emotions and desires and the same goals guide their responses and actions. Goal- Setting theory is mainly based on the work of Locke, who pointed out that, goal - setting is appropriately viewed as a motivational technique rather than as a formal theory of motivation.

According to Mullins (2008), people with specific quantitative goals, such as defined level of performance, or a given deadline for completion of a task, will perform better than people with no set goals or only a vague goal such as 'do the best you can'. People who have difficult goals can be better than people with easier goals. According to Latham (2004), Goal-Setting instills purpose, challenge, and gives meaning into what had been perceived previously as a tedious and physically tiresome task. It reduces absenteeism, because the psychological outcomes of setting and attaining high goals include enhanced task interest, pride in performance, a heightened sense of personal effectiveness and many practical benefits like better jobs and higher pay.

Mullins (2008) concludes by observing that, most research studies on the relationship between goal-setting and performance suggests strong support for the theory and its effects on motivation. The theory provides a useful approach to work, motivation and performance. Such performance may be for the individual, the department, division or

organizational wide. Latham (2004) concludes by saying that, goal-setting theory allows for a wide range of performance levels that are acceptable to different people. Setting a specific goal makes explicit what needs to be done.

According to van Der Hoek, Groeneveld, and Kuipers (2016), both goal clarity and self-management positively affect team performance. However, the effect of goal clarity on team performance is not affected by teamwork though, indicated by insignificant moderation effects of self-management and information elaboration. A focus on results, on output, and consequently on goals, has become more common in the public sector since the 1980s with the rise of performance management (Pollit & Bouckaert, 2011). Moreover, Rainey (2014) argues that steering on results, rather than on input or processes, requires determining what good results are through setting clear goals. Despite ongoing debate over the question whether public and private organizations are really different in terms of goals, values, and environments, for instance (Andersen, 2010; Kuipers & Vermeeren, 2013), conducting a study in a public context could add to the generic body of knowledge on the relation between goal setting and performance in teams. Goal setting theory relates well with the diversity committees in the sense that, those committees set the amount of work to be done, the number of employees to do that work as well as set time limits within which that work ought to be accomplished.

2.2.6 Criticisms of the Theories

Institutional theory focuses on the roles of social, political and economic systems in which companies operate and gain their legitimacy. However, the theory has been criticized based on its assumptions of organizational passivity. Additionally, the theory fails to address strategic behavior and the exercise of influence in its conceptions of institutionalization.

The expectancy theory of motivation has been the target of many critics. It has been criticized based on its simplicity. This is in the sense that it doesn't explain the different levels of efforts acted out by an individual. There is also the assumption that a reward

will entice an employee to expand greater efforts in order to obtain the reward, but neglect the fact that the reward in question could have a negative effect for the individual. For example, a pay increase might push him or her into a higher tax bracket.

It has been posited that social identity theory suggests that similar groups should have an increased motivation to differentiate themselves from each other. However, the theory has been criticized for having far greater explanatory power than predictive power. That is, while the relationship between independent variables and the resulting intergroup behaviour may be consistent with the theory in retrospect, that particular outcome is often not that which was predicted at the outset.

Equity theory has been criticized in terms of its assumptions and practical application. Scholars have questioned the simplicity of the model, arguing that a number of demographic and psychological variables affect people's perceptions of fairness and interactions with others. Furthermore, much of the research supporting the basic propositions of equity theory has been conducted in laboratory settings, and thus has questionable applicability to real-world situations. Critics have also argued that people might perceive equity/inequity not only in terms of the specific inputs and outcomes of a relationship, but also in terms of the overarching system that determines those inputs and outputs.

Goal setting theory is considered to have some limitations and weaknesses. For instance, Latham (2004) noted that when two separate goals are set at the same time, exerting too much focus on one may make it difficult to achieve the other. However, this can be fixed by prioritizing separate goals or finding a balance between goals directly dealing with each other. It is more important to have well thought out goals than to have too many and not be able to follow through on any one goal. Another limitation of the theory is on the aspect of tunnel vision. This is whereby employees in an organization may focus so intently on their goals that they will ignore other aspects of their job.

2.3 Conceptual Framework

According to Jabareen (2009), a conceptual framework is an analytical tool with several variations and contexts. It is a network of interlinked concepts that together provide a comprehensive understanding of a phenomenon. It is used in research to present a preferred approach to an idea or thought (Mehta, 2013). For our study, it shows the relationship between dependent variable (employees' performance) and the independent variables (diversity policies, diversity training, diversity work teams, affirmative action, and diversity committees).

Independent Variables   **Dependent Variable**

Diversity Policies
- Opportunities availability
- Motivation levels
- Commitment level

Diversity Training
- Levels of Employees cohesiveness
- Use of resources
- Levels of discrimination

Work Teams
- Inherent synergies
- Employee satisfaction levels
- Turnover rate

Employees' performance
-Efficiency
-Responsiveness
-Customer Satisfaction

Affirmative Action
- Recruitment Process
- Training opportunities availability
- Advancement opportunities

Diversity Committees
-Collaboration levels
- Type of Results
- Enhanced advocacy

Figure 2.1: Conceptual Framework

2.3.1 Diversity Policies

According to Nishi, Jasmien and Shemba (2017), a significant amount of research has been conducted on diversity 'best practices' to understand whether they help reduce

discrimination, increase managerial diversity, and enhance performance. It is for this reason that Parboteeah *et al*., (2013), calls for the HRM function to effectively design policies and practices so as to ensure that ethnic diversity is managed to the company's benefit and to ensure fairness. Most organizations have therefore turned to specific policies to enable the inclusion of employees of diverse backgrounds.

The concept of diversity policies is more practical in the practice of organizations than sometimes assumed in the theory. For instance, Squires (2008) distinguishes between two narratives of diversity policies in organizations. The first distinction shows that diversity policies in organizations are presented as a politics of difference that reflects the claims of sidelined cultural groups as well as different theories in recognition of differences, the recognition of situated knowledge, and the acceptance of inter-sectionality. The other distinction of diversity policies on diversity in organizations is based on managerial strategy modality of governance. In this case, diversity policies are used in organizations as way of pursuing economic productivity with efficiency, and focuses on better returns on their investment in human capital, a way to benefit from new markets, creativity, and secure economic gain (Squires, 2008).

Tencer (2011) observes that diversity policies are a major force that is driving innovation amongst top organizations. In addition, some of the key concepts addressed in motivation theories suggest how diversity policies and practice can influence motivation and potential performance (Torrington, Laura & Stephen, 2008).

The existence of diversity and inclusion policies in organizations has actually led to increased representation of diverse individuals throughout the organizational hierarchy, attend to social processes that emerge once diversity is present, and foster an organizational climate that supports the full inclusion of diverse individuals (Bond & Haynes, 2014). Moreover, to increase their relevance and productivity in this increasing competition, organizations have been able to incorporate global policies that allows for different strategies and programs in order to address regional needs or cultural differences among the workforce.

The concept of 'diversity policies' is a social construct, meaning that the precise form and use of diversity policy shall depend on the specific perspective of its activists, set amongst the limits and enablers of factors of all contexts, and encouraged or discouraged through political activity, and the activities of grass root activists. Liff (2007) distinguishes two more approaches on the basis of commitment to social group equality as an organizational objective and the supposed relevance of social group difference for policy-making: accommodating differences and utilizing difference. According to an observation made by Liff (2007), diversity policies enhance operations within on organization and tend to dissolve and value differences among its employees. Based on the dissolving differences approach, social group equality is not given any specific importance as an object of organizational policies, and diversity involves a range of modes of diversity not only ethnicity and gender. On the other hand, the valuing differences approach acknowledges socially-based ways of differentiation, and allows policies which recognize gender or ethnicity as well as their importance for the perpetuation of inequality (Liff, 2007).

Diversity policies may also help in shaping the arrangement and distribution of team members in an organization. This ensures equity in the distribution of staffs either in terms of gender, experience, culture or level of education which in turn help to create a more conducive work environment hence promoting performance. As such, based on these findings, the researcher will also examine how diversity policies address on the issue of gender balance in public institutions and how it affects the performance in the organization.

2.3.2 Diversity Training

According to Kaya *et al*, (2010), training programs help employees to obtain necessary knowledge, skills and abilities to work effectively in sustaining and improving current work activities. On the other hand, employees' training on diversity refers to a distinct set of programs that aim to facilitate positive interactions, reducing bias and discrimination, and promote the skills, knowledge, and motivation of individuals to

interact with diverse others (Phillips, Deiches, & Morrison, 2015). The training aims to promote a positive diversity environment through influencing actual and intended relations of employees with diverse coworkers and clients (Wentling & Palma-Rivas, 2000). Employees' training challenges one's opinions of the world and deals with issues that may seem emotional or subjective (Hanover & Cellar, 2008).

Further, employees' training on diversity benefits a workplace by laying their guards down and building healthy business relationships, and decreasing bullying and discrimination at work (Paluck, 2006). However, due to the complex modern workforce, employees' training programs have advanced from a primary focus on legal and regulatory obedience to recognition of the performance influence and the bottom line (Richard, 2014). Organizations should employ diversity education programs to improve both domestic and global employee relations (Combs *et al.*, 2005). In spite of this, the effectiveness of diversity training programs can be challenging to determine and remains a major challenge (Davidson, 2009).

As such, the effectiveness of training depends in the participants' ability to transfer diversity training back to the job. Organizational diversity issues have had a great influence on strategies and practices that affect the acquisition and deployment of human resources and the changes of operational processes (Thomas & Proudford, 2008). However, high-profile discrimination global issues question about the place of diversity training in removing discriminatory practices and actions (Hemphill & Haines, 2007). The concern is whether the results of diversity training validate the organizational resources spent on design and implementation (Davidson, 2009).

Reactions to diversity training are a mixture, with some suggesting its elimination and others suggesting integration of diversity training (Wentling & Palma-Rivas, 2000). Cox (2000) stresses the need to refocus diversity training to deal with the cognitive processes that enhance the skill to operate effectively in diverse settings. For by attending to diversity training, skills to effectively handle challenging diversity settings may be attained.

Secondly, such training can improve trainees' beliefs and values in their own capabilities to implement existing skills effectively and influence the number of performance initiatives that trainees can attempt (Stajkovic & Luthans, 2009). Conclusively, employees training can improve performance or can be detrimental to performance depending on different individuals, groups and organizations (Richard, 2014). For diversity training can only improve performance if group members and leaders are trained to deal with group process concerns, specifically those involved in communicating and problem solving in diverse teams.

2.3.3 Work Teams

Work team is any group of people that is organized to work together interdependently and cooperatively so as to meet the needs of their customers through accomplishing a purpose and objectives (Susan, 2014). Work teams are organizational units of at least 3 and seldom more than 50 employees with responsibilities that require them to work interdependently (Jackson, Susan & Joshi; 2011). They are most useful where job content changes frequently and employees with limited skills and a specific set of duties are unable to cope. Examples of work teams that have been studied include, top management teams, customer service teams, sales teams, and research and development teams. Many businesses rely on successful teamwork to reach company goals and objectives. In this context, Crystal (2014) highlights that teamwork plays a fundamental role in organizational effectiveness, which determines how effective a company, can be in its many facets such as communication with investors or shareholders, internal communication, new product launches and customer service provision.

Work teams in an organization based on cultural backgrounds may for example, also have an influence on how the members work. This is whereby work teams from different backgrounds may tend to share more on the related as compared to those who come from the same cultural background. In addition, Work team poses individuals with varying educational level, strategies, skill sets, and past work experiences. Through these factors a team can bring more shared knowledge to the Table in terms of

innovation, ideas and solutions to various objectives (Crystal, 2014). Actually, organizations benefit from diversity due to greater creativity and quality decision making (Langner, 2018).

In an organization, a work team is always formulated to achieve a common purpose. In regards to this it can be proven that the strength of many teams is the coming together for a common purpose. This recognition of common purpose and the daily striving of working together for the greater good of the organization plays a critical role in the health, vitality and agility of a well-functioning company (Crystal, 2014).

Economic globalization and increased reliance on teams in the workplace has led to a remarkable increase in diverse work performance in global business corporations (Kenji, 2014). In support of this, Ainsworth *et al* (2008) states that team work helps in fulfillment of good work performance in a company or business. In addition, with regards to diversity of work teams and their effect on employees' performance, Bell *et al*. (2011) observe that differences in people's efficiency and educational environment could lead to different work values, because education and past experience shape people's attitudes, viewpoints and principles. The two variables bring about differences in people's experience and diversities in peoples background knowledge that could influence the performance of a group in an office. It is for this reason that, the current study examines how work teams as an element of workforce diversity management affect employees' performance in the civil service in Kenya.

2.3.4 Affirmative Action

According to Girard (2018), discrimination prevents equality of opportunity, and evidence abounds on the persistence of discrimination. In this context, affirmative action is frequently used to fight discrimination and ultimately target equal opportunities (Girard, 2018). Work performance on the other hand is greatly influenced by affirmative action, as it is used as a tool to promote earnings and reallocate jobs to improve their effectiveness (Jonathan, 2012). This shows that affirmative action can either pursue

fairness of work outcomes and equal opportunity among all staff members. Affirmative action in support of underrepresented minorities has been discussed for many years by media houses, public and scholars (Douglas & Margarita, 2007). Further, numerous studies have examined how affirmative action programs influence various measures of organizational effectiveness.

Catarina, Jorg & Pedro (2012) have stated that Affirmative Action on policies takes always proactive steps to give equal opportunities to discriminated groups that have a probable disadvantage. Affirmative action programs however, differ widely in the extent to which they attempt to overturn discrimination. Madeline, Caryn and Peter (2017) for instance, examined affirmative action on work programs. They stated that some programs might simply institute reviews of the hiring process for women, minorities, and other affected groups. All these programs might require affirmative action that might explicitly prefer members of affected groups. Conversely in such programs, minimum job requirements are needed to create a pool of competent applicants from which members of affected factions are provided with such preference.

According to Kwon (2018), affirmative action is one of the most widely used programs that aim to correct past instances of discrimination. It gives preferences to historically disadvantaged groups to increase their upward mobility, thereby creating a more inclusive society. On the contrary, it is argued that affirmative action policies mostly benefit more affluent members of disadvantaged groups and thus do little to foster equal opportunity (Bertrand, Hanna, & Mullainathan; 2010). For example, Jonathan (2006) examined the impact of affirmative action among black Americans at work place. He found that, in America affirmative action has been thriving in promoting incorporation of blacks into American work places in the past. Affirmative action of the ancient times proofs should be of some use in the current generation as the current generation is filled with euphemism. This shows that affirmative action policies that were implemented in the past are key and influential to our current generation on performance effectiveness.

2.3.5 Work Committees

According to Mehta (2017), 'Works committee' denotes a committee comprised of representatives from both the parties (for example, employers and their employees). The main purpose of creating the works committee is to develop a sense of partnership between the employer and his workmen. Works committee promote measures for securing and preserving unity and good relations between the employer and workmen, and to that end, to comment upon matters of their common interests or concern and endeavor to compose any material difference of opinion in respect of such matters (Mehta, 2017). Works committee has been considered as a factor of workforce diversity management.

Strong diversity management can provide organizations with a competitive advantage in the market. According to Gomez-Mejia *et al*., (2010), for organizations to survive and prosper in an increasingly heterogeneous society, they must capitalize on employee diversity as a source of competitive advantage. Hence, in order to attract and retain these highly desired employees, organizations need to work diligently to incorporate an effective diversity program into the workplace (Jennifer, Gallivan & Boyd, 2013). Within the institutions, diversity committees play different roles in promoting diversity. These roles may include developing diversity statements which is consistent with the organization strategic goals, developing programmes that support diversity, facilitating diversity workshops, creating work place affinity and employee resource groups.

A study was carried out by Theresa and Linda (2008), to examine the effectiveness of a standing committee on diversity in addressing issues of diversity in a predominately white school of social work in the Midwest. The work of this committee is viewed through the lens of a transformational model of diversity. A transformational model of diversity refers to moving organizations from an ethnocentric paradigm to the infusion of diversity at every level of the organization. This moves beyond an affirmative action approach, in which success is measured by representation alone, to one of full incorporation, in which the roots of the organization are grounded in a laboratory world

views. This qualitative study is based, in part, on a survey of faculty and staff perceptions of the mission, vision, and actions of the committee on diversity over its 30-year history.

It was discovered that while diversity committee did have a role to play in the journey toward inclusion, its work and to some extent, its leadership were marginalized. Participation in the committee was alternately a source of fulfillment and great stress for its members. Themes associated with membership and leadership, ownership, operationalizing the mission, and the demise of the committee are highlighted. The authors offer suggestions for moving academic organizations beyond illusion toward infusion and full incorporation from African-centered, alternative, and liberators paradigms. Carter, D'Souza, Simkins and Simpson (2007) examined the relationship between the gender and ethnic minority diversity of the board of directors and the financial performance of the firm, i.e. the economic case for a diverse board of directors. The research is unique because the researchers analyzed both the diversity of the board and the diversity of important board committees to gain greater insight into the way diversity affects board functions and, ultimately, shareholder value.

The sample consisted of all firms listed on the Fortune 500 over the period 1998-2002 yielding a panel of data with approximately 2,000 firm years. The study found that, some functions of the board may benefit from diverse directors while other functions may actually suffer. Furthermore, the type of diversity appears to matter. As it has been discussed in this section, the diversity committees indeed have a certain influence on the overall workforce diversity in the organization. Selecting the right team for diversity committee may be essential in promoting workforce diversity. This study thus examined the current situation in the Kenyan contexts on the role or influence that diversity committees have on workforce diversity and performance at the civil service sector.

2.3.6 Workforce Diversity on Employee Performance

According to Ramya (2016), employee performance is a product of employee competence and training. It is also a result of setting goals and targets to be achieved. For example, a manager who defines performance ensures that individual employees or teams know what is expected of them, and that they stay focused on effective performance (Cascio, 2010). This is done by paying attention to three key elements: goals, measures, and assessment. Cascio, (2010) argues that goal setting improves performance; in that, they direct attention to the specific performance in question, mobilize effort to accomplish higher levels of performance, and they foster persistence for higher levels of performance.

The mere presence of goals is not enough. Managers must be able to measure the extent to which goals have been accomplished. For example, these goals can be represented by financial outcomes (for example, profits and the concrete goal of a net profit increase of ten percent within the next year) and a non-financial outcome (for example, service quality and the concrete goal of ninety percent of trains arriving and departing on time in the specific case of railway company (Boselie, 2010).

According to Aguinis (2009) however, performance is about behavior or what employees do, not about what employees produce or the outcomes of their work. In addition, Aguinis (2009) argues that perceived employee performance represents the general belief of the employee, about his behavior and contributions in the success of organization. Human resource management practices have direct or indirect effects on employees' performance. However, the most popular organizational outcome in HR measurement is productivity (Boselie, 2010). For this reason, this study sets out to examine the influence of workforce diversity management as a measurement of employees' performance in the Civil Service in Kenya.

2.4 Empirical Review

There are several studies that have been undertaken both locally and globally on the Influence of workforce diversity on employees' performance. In an empirical study by Ewoh (2013), titled "Managing and Valuing Diversity: Challenges to Public Managers in the 21st Century", it was found that, managing a diverse organization is a complex issue that requires a multifaceted approach. Ewoh (2013) observes that, over the past three decades, the need for private and public organizations to embrace diversity has been echoed. The rationale for this need is that a number of desirable positive outcomes occur when groups or work teams include diverse perspectives and value that diversity. The analysis concludes that, every diversity initiative must be in consonance with organizational mission to be successful.

HR policies on diversity embrace both individual and group dimensions (Wrench, 2008). For instance, a study was carried out by Sandfort, Selden and Sowa (2008) to explore whether the multiple tools used by government to implement social policy influence employees' performance. Through analysis of a field-based study of 22 organizations, the authors explored qualitative evidence and examined the relative consequences of each tool using multivariate modeling. The authors conceptualized employees' performance along four dimensions—management capacity, management out-comes, program capacity, and program outcomes. According to the findings, the different tools of social policies by the government enhanced the general performance of the organization to some extent. This study contributes a lot in the current study by showing the influence of social policies in employee performance.

In another empirical study, Munjuri (2012), embarked on establishing the relationship between Workforce Diversity management and Employee Performance in the banking sector in Kenya. Munjuri used descriptive survey research design and the target population included 4000 employees of the bank, Nairobi region. The respondents were selected using stratified random sampling technique from three branches in Nairobi. The study revealed that the bank had strategies such as balanced recruitment, support to

minority groups, diversity training and equal employment opportunities. Workforce diversity was found to affect employee performance at varying degrees considering both managers and non-managerial employees of the bank. The various tests of hypotheses showed a significant level of association between employee performance and the mean productivity levels of the bank workforce when categorized by gender, age and education level.

In yet another study by Galgalo and Wario (2013), titled 'Investigation of the Diversity Management Practices in the Civil Service in Kenya'. The study used descriptive research design to investigate the way in which diversity practices are exploited in the management of civil service in Kenya. The population under study comprised of all the public ministries in Kenya where the study targets human resource managers or any other officers in the HRM departments. The data was collected by use of questionnaire, and the analysis of it indicated that civil service in Kenya kept diversity inventories; civil service had few policies and programs on diversity; and that civil service management does not link workplace diversity issues with human resource decision making.

Finally, another study was conducted by Mudanya (2014), on the effect of Diversity Management on Performance at Technical University of Mombasa. The research design was a case study of the mentioned university. The primary data was collected from fifteen heads of departments and the analysis was finally done. Findings showed that, a diverse workforce helps to obtain diverse ideas and views, thus leading one to appreciate other people's culture in the work environment. The study concluded that, there is a positive relationship between diversity management practices and performance.

2.5 Critique of the existing literature

According to Von Bergen *et al*, (2002), diversity management has grown out of the need for organizations, agencies, and departments to address a changing workforce and other pervasive social pressures. It has now, therefore, become the main avenue for addressing

equal opportunities issues in employing organizations. In addition, whereas diversity refers to differences among members of a group, most diversity management efforts are focused on diversity in demographic characteristics such as race, ethnicity, gender and age (Olsen & Luis, 2012). Further, it is recognized that "people from different backgrounds bring fresh ideas and perceptions which make the way work is done efficient and products and service better" (CIPD, 2015). In the HRM literature however, diversity is generally conceived as diverse capabilities to be utilized as a resource, whereas in the foregoing diversity management literature, HRM is seen as a means to manage it. According to Mutuku (2012), however, proper management of workforce diversity can lead to positive organizational outcomes such as increased morale, higher satisfaction, greater commitment and improved performance.

Therefore, the importance of HRM is said to emerge when striving to increase effectiveness but its ability to promote diversity or equality is questioned (Kirton & Greene, 2015). This study was therefore set to establish the link between workforce diversity management and employees' performance. Various parameters were considered as important in ensuring adequate diversity management in the workforce for the realization of employees' performance. For example, a critical review of the parameters used in this study indicates that Diversity HR policies, diversity trainings, diverse work teams, affirmative action and diversity committees at workplace are essential in ensuring management of diversity in the workforce.

According to Rasul and Daniel (2015), an established literature documents the potentially beneficial impacts of workforce diversity on employees' performance. In line with this, a study by Skaggs and DiTomaso (2004), on the effects of workforce diversity on employment outcomes, the two researchers highlighted the need for solutions to the challenges posed by workforce diversity. Their study did not however consider how workforce diversity management could affect employees' performance. On the contrary, literature review indicates that, managing workforce diversity in an organization is critical especially in harmonizing the differences and similarities of workers so as to translate their differences to one whole organizational success.

Consequently, there is need for organization to establish diversity policies as a way of ensuring that diversity workforce is adequately managed. This ensures that every input parameter regarding the diversity in the workplace in terms of equal employability is kept in check. The employees must also be trained on the diversity management among themselves.

This shows the appreciation and acknowledgement of every party's role in the overall performance of the organization. Work teams must also be properly manned and reflect the diversity within the workplace as this would give equal opportunity for all to participate and contribute for the whole. Provision of equal opportunity in the public sector entails recognition of the diverse abilities and talents that comes with diverse demographical background. Notably, personal differences of employees in the workplace in terms of experience, skills, abilities and talents are essential in determining organizational productivity.

2.6 Research Gaps

From the review of literature and empirical studies, it is evident that the studies reviewed have provided a good basis for information. However, the studies are very subjective and therefore generalized conclusions cannot be drawn based on some of the studies. For instance, in terms policies, researchers such as Groeneveld and Verbeek (2011) and indicated that diversity policies were primarily aimed at enhancing equal opportunities or equal outcomes for all. These policies were based around the idea that people should have access to jobs regardless of the socio demographic group to which they belong. Similarly, Parboteeah *et al*. (2013), calls for the HRM function to effectively design policies and practices so as to ensure that ethnic diversity is managed to the company's benefit and to ensure fairness. Such studies however failed to contextualize on how the integration of such policies would influence the performance of employees in organizations from a workforce diversity management perspective.

With regard to training, various researchers (Phillips *et al*., 2015; Richard, 2014; Kaya *et al*., 2010) have been able to show the significance of diversity training in equipping employees with skills and knowledge. However, these studies and research articles were broader and lacked specific direction in terms of influence. Hence, they were not able to bring out how providing the training that is diverse influenced employee performance. This study tried to cover this gap by examining how the diverse training opportunities influenced the performance of employees in civil service.

Work committees serves as advisory body to help senior leadership understand the complexities and nuances associated with diversity success. The benefits accrued through Work committees include enhanced collaboration, training advocacy and improved results among committee members (Kokemullar, 2014). However, the influence of work committees in the Kenyan perspective on employees' performance has not been discussed. On the contrary, some researchers (Kamenou, 2007; & Wambari, 2013) observe that, in general, most studies on diversity management have taken place in America, in Europe and also in South Africa. However, there are specific issues non-western countries may face in terms of their demographics, religion, politics and economic position and these issues need to be brought to the fore front of equality and diversity debates if we are to gain a broader understanding of how diversity concerns affect different populations and locations. This study therefore aimed to fill those gaps raised from conceptual and empirical literature review, as well as by different scholars.

Locally, studies done on workforce diversity management have focused on different sectors such as the banking sector (Munjuri, 2012) and higher learning institutions (Mudanya, 2014). Only a few studies such as that done by Galgalo and Wario (2013) managed to assess diversity management practices in the civil services in Kenya. Hence, leaving some empirical gap that needed to be filled. To sum it all, Wambari (2013) observes that only scanty studies on diversity are available in Kenyan organization set up. She further observes that very little has been undertaken to explore diversity issues related to government institutions, the reason as to she calls for further studies to be undertaken. This study therefore, filled this gap by assessing the influence of workforce

diversity management on the performance of employees in the civil service sector in Kenya.

2.7 Summary

The study aimed at finding out the influence of workforce diversity management on employees' performance in the civil service in Kenya. For as Mfene (2010) argues, diversity management is an appropriate approach that can be employed by public managers (supervisors) to maximize the benefits of a diverse workforce in the public service, in which people with a variety of skills, languages, ages, physical abilities, cultures and gender are employed. This chapter reviewed the relevant literature on workforce diversity management, various elements of diversity management and the links between these elements. This led to suggestions that there is way that proper management of workforce may lead to a better performance especially in public service.

The independent variables discussed in this chapter includes, Diversity policies, employees' training, work teams, affirmative action and work committees. The five variables together and independently influence performance in the civil service in Kenya. The theoretical review presented some motivational theories that formed a foundational basis for understanding the different variables of the study and linking them to employee performance. The theories reviewed included institutional theory, expectancy theory, social identity theory, equity theory and goal theory respectively.

The empirical studies reviewed in this chapter however, point to the need of more research on influence of workforce diversity management especially in Africa and more so in Kenya. Various scholars have identified the gaps and have also called for more research on workforce diversity management with the aim of performance improvement. Conclusively, HR managers and supervisors have a major role in formulating and implementing workforce diversity management programs for them to get better and effective performance in organizations. It's however good to note that performance may be influenced by other factors not considered in the current research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The third chapter of this study comprised of research design and philosophy, target population, sample and sampling technique, data collection method, data collection procedure, pilot study, reliability and validity of research instruments, as well as data analysis and presentation. The chapter also presents various diagnostic tests used in the study and they include; Normality, multicollinearity, and heteroscedasticity tests. Conclusively, hypotheses testing procedure is also presented.

3.2 Research Philosophy

According to Creswell (2014), a research philosophy refers to a set of beliefs and assumptions about how a researcher views the world. According to Saunders, Thornhill and Lewis (2009), however, research philosophy can be defined as the development of the research background, research knowledge and its nature. In social sciences, there are two main research philosophies, namely positivism and phenomenology. Phenomenology is an approach to qualitative research that focuses on the commonality of lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of a particular phenomenon (Creswell, 2014). Our study adopts positivism which is scientific and objective.

According to Engel and Shutt (2013), there is an objective reality that can explain the cause and effect relationships. This reality is external to the perceptions of those who observe it and it can be carefully observed and measured. This position presumes that knowledge is valid only if it is based on observations of external reality and that universal laws or theoretical models can be developed that are generalizable and which can explain cause and effect relationships. As a philosophy, positivism focus purely on facts, gathered through direct observation of people behavior and experience and

measured empirically using quantitative methods (Saunders, Lewis and Thornhill, 2008). Such quantitative methods include surveys and experiments as well as statistical analysis. This study adopted positivism as it uses quantitative tools and techniques that emphasize measuring and counting, use of questionnaires to establish probable relationships that exist among the identified variables.

3.3 Research Design

A research design is defined as a blueprint for the collection, measurement and analysis of data that will be used to answer the research questions (Sekaran & Bougie, 2016). A research design is also a plan, a structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research (Kumar, 2014). It is a roadmap followed during a research journey so as to find answers to research questions as validly, objectively, accurately and as economically as possible. Creswell (2012) is of the opinion that a research design encompasses the methodology and procedures employed to conduct scientific research. Small (2011) defines the research design as the study type, research questions, hypotheses, independent and dependent variables, and if applicable, data collection methods and a statistical analysis plan.

In order for all these to happen, it will depend on the research purpose. Research purposes can be grouped into four categories, that is, exploration, description, diagnosis and experimentation. This study employed a descriptive survey research design. According to Flick (2015), for studies on cause-and-effect relationships, descriptive survey research design provides best results. According to Kothari (2014), descriptive survey research studies are those studies which are concerned with describing the characteristics of a particular individual or of a group. Kothari (2014), further show the close relationship between descriptive and diagnostic research designs. He argues that, diagnostic research design determines the frequency with which something occurs or its relationship with something else. The studies concerning whether certain variables are associated fall under diagnostic research studies. On the contrary, studies concerned with

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specific predictions, with narration of facts and characteristics concerning individual, group or situation are all examples of descriptive research studies.

Most of the social research comes under this category (Kothari, 2014). This design was used mainly because of the following reasons: The design is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis. The design allows use of various methods of data collection like questionnaire and interview methods. It also makes use of standardized questions where reliability of the items is determined (Orodho, 2004). Additionally, some of the studies done using this research design such as Galgalo and Wario (2013) and Munjuri (2012) justify the use of this research design hence it was adopted by this research.

3.4 Target Population

A population is a complete set of individuals, group of people, cases or objects with some common observable characteristics from which we can draw conclusions (Orodho 2004; Mugenda, 2008). It is recommended that the researcher should identify and define the target population, sample population and the unit of observation (Mugenda & Mugenda, 2003). The target population of this study comprises of all the staff working in the eighteen (18) Government Ministries in Kenya. In total, the number of the targeted civil servants is estimated at two hundred and twenty-five thousand, five hundred and sixty-one (225,561) (DPM, 2014). However, the study population will be employees based in the ministry headquarters at Nairobi and are comprised of 26000 (DPM, 2014).

According to Mugenda and Mugenda (2003), unit of analysis refers to those units that are initially described for the purpose of aggregating their characteristics in order to describe some larger group or abstract phenomenon. Units of analysis are therefore the individual units about which or whom descriptive, or statement is to be made. In this

study, the units of analysis are the Government Ministries in Kenya. Information that was given by the respondents related to the whole ministry. The unit of observation is the subject, object or entity from which we measure the characteristics or obtain the data required in the research study (Mugenda & Mugenda, 2003). In this study, the units of observation were the HR managers and HR staff in HR departments in the government ministries.

Table 3.1: Target Population

Ministries	Population
Agriculture	841
Defense	706
Interior	12878
Devolution and planning	783
East Africa and Commerce Tourism	563
Education, Science and Technology	1634
Energy and Petroleum	598
Water and Environment	684
Foreign Affairs and international Trade	449
Industrialization	585
Information and technology	599
Labor	820
Health	606
Mining	692
Sports	991
Treasury	817
Transport	887
Lands, Housing and Urban Development	867
Total	**26000**

3.5 Sampling Frame

A sampling frame is a list of all the items in the population. It is a complete list of everyone or everything that is to be studies in the study. In the case of this study, the sampling frame included all the ministries in the country. Moreover, the respondents involved included all the current civil servants working in the various ministries targeted in the study.

3.6 Sample and Sampling Technique

A sample is a group of units selected from a large group (Cooper & Schindler, 2008). According to Kumar (2014), a sample is a subgroup of the population which is the focus of a research enquiry and is selected in such a way that it represents the study population. A sample is composed of a few individuals from whom you collect the required information. It is done to save time, money and other resources. Sampling on the other hand refers to the process of selecting a few respondents (a sample) from a bigger group (the sampling population) to become the basis for estimating the prevalence of information of interest to you (Kamar, 2014).

The researcher used both purposive and simple random sampling technique in selecting the sample since the population is homogeneous. Purposive sampling was used to select the staff at the human resource department of various ministries. In addition, simple random sampling was used to arrive at the specific sample size. This sampling technique is supported by Mugenda and Mugenda, (2003) who indicated that a simple random sampling allows generalizability to a larger population with statistically determinable margin of error and allows use of inferential statistics. Similarly various research studies such as that done by Ngari (2016), Galgalo (2015), Kangure (2014) used simple random sampling techniques in arriving at the sample size hence they justified that the technique was good in arriving at the sample size. According to Saunders, Lewis and Thornhill (2009), a sample is a part of the entire population that is studied to obtain information on the whole. Mugenda (2011) suggests the following formula for estimating sample size as earlier formulated by Yamane (1967);

$$n_0 = \frac{Z^2 pq}{d^2} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots equation 1$$

Where,

n_0 is the desired sample size when target population is large, mostly a population of more than 10,000; for our case, 26000 civil servants.

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Z^2 ... is the standard normal deviation of the required confidence level (=1.96) for a confidence level of 95%; and

p... is the proportion in the target population estimated to have the characteristics being measured when not sure where the middle ground is taken (=0.5).

Statistically, q=1-p (0.5)

d... is the level of statistical significance (=0.05)

Therefore,

$$n_0 = \frac{1.96^2 \ x \ 0.5 \ x 0.5}{0.05^2} = 384$$

This gives a sample size of 384 which can be adjusted when the population is less than 10,000. For this study, it was not adjusted for the study population is larger than 10,000. To arrive at the sample size for each ministry the following formula was used;

(Ministry population/total population) X Total Sample Size

Table 3.2: A Summary of the Sample Size

Ministries	Population	Sample
Agriculture	841	12
Defense	706	10
Interior	12878	190
Devolution and planning	783	12
East Africa and Commerce Tourism	563	8
Education, Science and Technology	1634	24
Energy and Petroleum	598	9
Water and Environment	684	10
Foreign Affairs and international Trade	449	7
Industrialization	585	9
Information and technology	599	9
Labor	820	12
Health	606	9
Mining	692	10
Sports	991	15
Treasury	817	12
Transport	887	13
Lands, Housing and Urban Development	867	13
Total	**26000**	**384**

3.7 Data Collection Instruments

In this study, primary data was collected. According to Kothari (2014), primary data are those which are collected afresh and for the first time, and thus happen to be original in character. It is obtained through observation or through direct communication with the respondents in one form or another or through personal interviews. This study therefore, used survey method to collect data, and hence questionnaires were used. According to Krishnaswamy *et al*. (2006), a questionnaire is good because of its standardized and impersonal format which has uniformity making it possible to obtain data objectively; information on facts, attitudes, motivation and knowledge can be obtained easily. The preference for the questionnaire is based on the premise that it gives respondents freedom to express their views or opinions more objectively (Cooper & Schindler, 2006).

According to Kothari (2014), survey refers to the method of securing information concerning a phenomenon under study from all or selected respondents of the concerned universe. The questionnaires are considered appropriate for this study because of the following advantages. a) It is less expensive in terms of time, financial and human resources. The use of a questionnaire is therefore comparatively convenient and inexpensive; especially it is administered collectively to a study population. b) It offers greater anonymity as there is no face-to-face interaction between respondents and interviewer, this method provides greater anonymity. In some situations where sensitive questions are asked it helps to increase the likelihood of obtaining accurate information (Kamar, 2014).

Orodho (2009) posited that data collected using semi structured questionnaire is easier to administer and analyze. For the closed questions, 5-point likert scale was used starting from the highest 5 to the lowest 1. Moreover, using the likert scale, the answers were easier to code and to analyze statistically (Pham, 2008). In addition, some open-ended questions were used in the questionnaire to obtain personal information. This type of questions gave the respondents free space to give their own feedback regarding the phenomenon under investigation. The questionnaire was divided into seven sections. Section A which is the first covered background information. Sections B to G contained questions focusing on collecting information associated with each variable as outlined in the conceptual framework model.

3.8 Data Collection Procedure

Data collection is a process of gathering information from respondents or interviewee. This is done through the use of research instruments (Creswell, 2002). Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the University.

Audience with the respective Management in the Ministries was also sought to clarify the purpose of the study. Upon getting clearance, I distributed the questionnaires to the

HR managers and HR representatives. Assistance from the heads of departments among other key contact persons in the Ministries was sought. Use of questionnaires is expected to ease the process of data collection as all the selected respondents were reached in time.

During the distribution of the instruments, the purpose of the research was explained. After distribution of the data collection instruments, I personally along with the help of research assistants made some follow up on the progress. Questionnaires were picked back based on the progress made in filling them by various respondents. The process took a period of about three weeks.

3.9 Pilot Study

According to Zikmund *et al*., (2010), pilot study is an aid to improve the rigor and the validity of the research. It is a test of the data gathering instruments designed for the research. Zikmund *et al*., (2010) further point out, that pilot study is a small-scale research project that collects data from respondents similar to those that were used in the full-scale study. It serves as a guide for a larger study or examines specific aspects of the research to see if the selected procedures will actually work as intended. Pilot studies are critical in refining survey questions and reducing the risks that full study will be fatally flawed. The responses of these pre-tests with participants were however not included in the final study.

According to Teijlingen and Vanora (2002), pilot study pretests particular research instruments such as questionnaire and interview schedule. In the current research, 10 percent of the intended 384 respondents were used from all government ministries in Kenya. The size of the study may range from 25 to 100 subjects (Cooper & Schindler, 2008). Our study comprised of 20 respondents from different ministries.

Pre-testing helped the researcher asses the clarity of the instruments and refine (re-work) on those instruments if need be. The information gathered during pre-testing was

analyzed quantitatively using SPSS version 21 where with multiple regression analysis, factor analysis, t-tests and ANOVA tests were used to revise the instruments (Saunders, Lewis & Thornhill, 2009). This helped in anticipating the findings of the actual study. Finally, Teijlingen and Vanora (2002) concluded with an opinion that, conducting a pilot study does not guarantee success in the main study, but it does increase the likelihood of success.

3.9.1 Reliability of Research Instruments

Reliability is the degree to which the indicator or test is a consistent measure over time, or simply whether the respondent will give the same response at a different time (David & Carole, 2011). The term points to the level of internal consistency (at 0.2 confidence level) or stability over time of a research instrument. Therefore, for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples drawn randomly from the same population (Mugenda and Mugenda, 2003).

The reliability of a measure is judged by consistency in response and the limitation of the error measure (David & Carole, 2011). Hence to establish the reliability of the research instruments, a pilot test of the instruments was carried out using another similar group with the same characteristics as the one targeted in the study. The reliability of the respondents' questionnaire was computed using a Cronbach Alpha method with the help of SPSS.

According to Leech *et al*. (2005), Cronbach's coefficient alpha is the most commonly used measure of internal consistency reliability. Cronbach's Coefficient alpha has been consistently used to assess the reliability of a multi-item measurement scale (Nachmias & Nachmias, 2008). Pham (2008) used Cronbach's alpha reliability coefficient to determine the internal consistency of the research instrument. George and Mallery (2003) provided the rule of thumb to determine the level of acceptability of a

Cronbach's alpha value as indicated in Table 3.3. The value obtained fell within the accepted levels (0.7). The questionnaires were held reliable and thus accepted.

Table 3.3: Rule of Thumb

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: George and Mallery, 2003

3.9.2 Validity of Research Instruments

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (2009), validity is the accuracy and meaningfulness of inferences, which are based on the research results.

It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. According to Cooper and Schindler (2014), many forms of validity are mentioned in the research literature, and the number grows as we expand the concern for more scientific measurements. Validity refers to the question of how far your measurements are able to distinguish the construct in your study from other constructs (Flick, 2015).

According to Helen and Smith (2015), validity also explains the integrity in which a study is conducted and ensures the credibility of findings in relation to a given research. Concepts such as reliability, validity and generalizability are typically associated with quantitative research. We have two forms of validity, that is, external and internal

validity which also apply to a research design. Internal validity of research design is achieved if the changes in the dependent variables can be unambiguously traced back to the influence of the independent variable, that is, if there are no better alternative explanations beyond the study hypothesis (Bortz & Doring, 2006).

Internal validity is best achieved in the laboratory and in experimental research. External validity of a research design answers a general question, that is, how far can we transfer results beyond the situations and persons for which they were produced, to situations and persons outside the research (Flick, 2015). Flick (2015), argues that, external validity is achieved when the result found in studying a sample can be generalized to other people, situations or points in time. Bortz and Doring (2006), conclude by showing the difficult of meeting both criteria in a one research design. Here, we face a dilemma of empirical research, which is difficult to solve in a research design. On his side, Flick (2015), further argues that, although internal and external validity are assessed for research designs, validity is however assessed also for measurement instruments.

The researcher validated the research instrument in terms of content and face validity. The content related technique was used to measure the degree to which the question items reflect the specific areas covered. Kimutai (2014) indicates that a variable is considered to have content validity if there is general agreement from literature that the independent variable has measurement items that covers all its aspects. The validation of the questionnaires was done through the following ways: the researcher requested research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study. They were asked to read, judge, make recommendations and give feed back to the researcher.

Face validity concerns the extent to which the researcher judges whether the instruments are appropriate. The researcher consulted research experts to verify whether the instruments were valid. After the construction of the questionnaires, the researcher

reviewed the items with the help of supervisors, lecturers and scrutiny of peers. The suggestions given were incorporated to validate the instruments.

3.10 Data Analysis and Presentation

3.10.1 Data Analysis

The study was expected to generate both quantitative and qualitative data by use of questionnaires. The data collected was therefore analyzed using both quantitatively and qualitatively. First, the raw data was cleaned and edited to facilitate quantitative analysis. Secondly, the data collected by use of closed-ended questions were then coded. This process helps the researcher to get significant variables and detect any anomalies that may be present (Kombo and Tromp, 2009). Additionally, Kimutai (2014) observes that data analysis transforms data into knowledge through proper interpretations and ascribing meaning.

The collected data was organized and prepared for analysis by coding with the help of the Statistical Package for Social Sciences (SPSS) version 21. The use of SPSS has been widely used various researchers such as Guyo (2012) and Pham (2008) in the process of data analysis and with successful results. Both descriptive and inferential statistics were used in the analysis. Descriptive analysis involved frequencies and percentage commonly used in reporting categorical data. On the other hand, inferential analysis was used for making conclusions on the relationships between the independent (workforce diversity management) and dependent (Employee performance) variables.

In particular, multiple linear regression models were used. According to Kothari (2014), in simple linear regression analysis, we fit linear relation between one explanatory variable (X) and one response variable (Y). In some situations, the response variable (Y) may depend on more than one explanatory variables as it is the case with our study, the reason as to why multiple regression model will be used. Previous studies (Jawaharrani

& Susi, 2010; Baral & Bhargava, 2011) advocated for the use of multiple regression models.

The analysis was used to test the relationship between various workforce diversity management elements and employees' performance. In this study, the explanatory factors (explaining response factor) include diversity policies (X1), diversity training (X2), work teams (X3), affirmative action (X4) and Diversity committees (X5). The response variable is Performance (Y').

A multiple regression equation for predicting Y can be expressed a follows:

$$Y' = A + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where:

Y is the dependent variable (employees' performance)

A: This is constant (value of Y' when others are constant)

β, coefficients,

X, denotes independent variables and

ε, is residual (error term).

The research adopted multiple regression models in order to examine what explanatory variables significantly predict to the response factor, namely employees' performance. SPSS was used to do the analysis. The model is practical when there are more than one explanatory variables and it is more realistic as there are many explanations why things happen the way they do (Nachmias & Nachmias, 2008). Kimutai (2014) argued that multiple regression model provides a rich and flexible framework that suits the needs of many analysts.

SPSS has been chosen as a powerful tool which provides many ways to rapidly analyze data and test scientific hunches. In addition, it can produce basic descriptive statistics such as averages and frequencies as well as advanced tests such as time-series analysis and multivariate analysis. The program also is capable of producing high quality graphs and Tables. In line with this, the analysis was conducted appropriately for each variable in order to summarize the demographic profile of the respondents so as to obtain information.

3.10.2 Diagnostic Tests

Normality Test

Normality test was then conducted and important summary statistics were thereafter computed. The concept of normality is central to statistics and so the test examines whether the data is normal or non-normal. For data to be normal, they must have the form of a bell curve, or Gaussian distribution with values dropping off in a particular fashion as they increase or decrease from the mean. Associations was examined using multiple regression analysis, based on a significance level of 0.05 (that is, $P<0.05$) as recommended by Cooper and Schindler (2011).

A critical requirement in the classical linear regression is that the residuals must be normally distributed with zero mean and constant variance. Hence normality and other SPSS assumptions should be taken seriously, for when these assumptions do not hold, it is impossible to draw accurate and reliable conclusions about reality. Deviations from normality, called non-normality, render statistical tests inaccurate, so it is important to know if the data are normal or non-normal. In addition to normality test, tests for multicollinearity and heteroscedasticity were also performed at the pilot stage of our study.

Multicollinearity Test

Multicollinearity is a statistical phenomenon in which two or more predictor variables in a multiple regression model are highly correlated. It affects calculations regarding individual predictors. That is, a multiple regression model with correlated predictors can indicate how well the entire set of predictors predicts the outcome variable, but it may not give valid results about any individual predictor. Multicollinearity affects calculations regarding individual predictors. As such, a multiple regression model with correlated predictors can indicate how well the entire bundle of predictors predicts the outcome, but it may not give valid results about any individual predictor, or about which predictors are redundant with respect to others (Daoud, 2017).

Heteroscedasticity test

In addition to multicollineality, heteroscedasticity test was conducted. For parametric statistics to work optimally, the variance of the data must be the same throughout the data set (Hayes, 2020). This is known as homogeneity of variance, and the opposite condition is known as heteroscedasticity. Heteroscedasticity occurs when the variance of the subpopulations of the response variable are not constant, that is, they diverge or converge. The presence of heteroscedasticity can invalidate statistical tests of significance that assume that the modeling errors are uncorrelated and normally distributed and that their variances do not vary with the effects being modeled.

3.11 Hypotheses Testing

The hypotheses used in this study were tested by use of t-tests and ANOVA at the significance level of 95% confidence. Based on the findings, various null hypotheses found non-significant were rejected and respective alternative hypotheses accepted. If the statistical analysis indicate that the significance level is below the cut-off value set (that is, between 0.05 and 0.01), we reject the null hypothesis and accept the alternative hypothesis. Alternatively, if the significance level is above the cut-off value (that is,

0.06), we fail to reject the null hypothesis and therefore cannot accept the alternative hypothesis (Cooper and Schindler, 2011).

3.12 Operationalization of the Study Variables

After the conceptualization, the study variables were operationalized. Conceptualization is a process of taking a construct or concept and refines it by giving it a conceptual or theoretical definition (Sekaran & Bougie, 2015). Operationalization is the process of taking a conceptual definition and makes it more precise by linking it to one or more specific concrete indicators or operational definition (Kothari & Garg, 2015). The operationalization was done by identifying the sub-constructs (variables) from the mains construct namely workforce diversity management and employee performance. Then the indicators of each variable were determined and measured using a five-point likert scale (see Table 3.4).

Table 3.4: Operationalization of Research Variables

Variable	Indicators	Measurement
Diversity Policies	- Opportunities availability - Motivation levels - Commitment level	- Use of questionnaires (likert type of questions, and Open-ended questions)
Diversity Training	- Levels of Employees cohesiveness - Use of resources - Levels of discrimination	- Use of questionnaires (likert type of questions, and Open-ended questions)
Work Teams	- Inherent synergies - Employee satisfaction levels - Turnover rate	- Use of questionnaires (likert type of questions, and Open-ended questions)
Affirmative action	- Recruitment Process - Training opportunities availability - Advancement opportunities	- Use of questionnaires (likert type of questions, and Open-ended questions)
Diversity committees	-Collaboration levels - Type of Results - Enhanced advocacy	- Use of questionnaires (likert questions, and Open- ended questions)
Employee Performance	- Efficiency - Responsiveness - Customer satisfaction	- Use of questionnaires (likert questions, and Open- ended questions)

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the primary data which was collected through the use of open ended and closed ended questionnaires. Both descriptive and inferential statistics were used in analyzing the data. The chapter covers the results on response rate, pilot study, background information, diversity policies, diversity training, work teams, affirmative, work committees and employees' performance, which is the dependent variable. Factor analysis was also conducted in order to identify the patterns in the data. Correlation analyses were conducted to show the strength of the relationship between employees' performance and diversity policies, diversity training, work teams, affirmative action and work committees. Regression analysis was run to show the nature of the relationship between the employees' performance and the independent variables, and finally the optimal model gave the combined influence of the independent variables to the respondent variable**.**

4.2 Response Rate

The primary data was collected from the Human resource management departments at the headquarters of the government ministries in Kenya. In total the sample size of the respondents issued with the questionnaires were 384. Out of the 384 questionnaires issued, 340 questionnaires were fully filled and returned back for analysis. This formed a response rate of 88.5%. This is in line with Kothari (2007) who observes that, the response rate of 70% and above is good for analysis.

Additionally, Cooper and Schindler (2003) also indicated that a response rate which exceeds 30% of the total sample is appropriate for analysis and provides enough data

that can be used to generalize the characteristics of the study problem to the target population. Table 4.1 presents a summary of the response rate.

Table 4.1: Response Rate

Category	Number	Percentage (%)
Returned Questionnaires	340	88.5
Not Returned	44	11.5
Total	**384**	**100**

4.3 Results of Pilot Study

4.3.1 Validity Test

According to Zikmund *et al*., (2010), pilot study is an aid to improve the rigour and the validity of the research. It is a test of the data gathering instruments designed for the research. According to Cooper and Schindler (2014), validity refers to the extent to which a test measures what it was meant to measure. In addition, Cooper and Schindler (2014) argue that, the content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study. In this study, content validity was achieved by subjecting the data to some five human resource experts. The five were required to indicate relevance or irrelevance of the items in the data collection tool.

Their responses were analyzed by the use of content validity index. The content validity formula by Amin (2005) was used. The formula is; content validity index= (number of judges declaring item valid) divide by (total number of items). The results as presented in Table 4.2 shows that the test yielded an average index score of 90.6%. This implies that, the instrument was valid as explained by Amin (2005).

Table 4.1: Content Validity Index

RATER	TOTAL ITEMS	VALID ITEMS	FRACTION
1	69	61	0.884057
2	69	65	0.942029
3	69	59	0.855072
4	69	65	0.942029
Average			**0.9057968**

4.3.2 Reliability Test

According to Cooper and Schindler (2014), reliability has to do with the accuracy and precision of a measuring instrument. It is the degree to which the indicator or test is a consistent measure over time, or simply whether the respondent will give the same response at a different time. Cronbach Alpha is the main formula for determining reliability based on internal consistency. In this study, concepts were tested for internal consistency reliability using cronbach alpha coefficient with the aid of SPSS software.

According to George and Mallery (2003), if the value obtained falls within the accepted levels of (0.6-0.9), that value is regarded as satisfactory for reliability assessment. As shown in Table 4.3, Cronbach Alpha for all the variables including employees' performance were greater than 0.7. From the findings, a decision was arrived, that the constructs measured were reliable even for the following stages of analysis for all had a cronbach alpha values greater than 0.7.

Table 4.2: Reliability Analysis

Variable	No. of Items	Croncbah's Alpha	Decision
Diversity policies	11	.890	Reliable
Diversity training	11	.907	Reliable
Work teams	11	.876	Reliable
Affirmative action	11	.922	Reliable
Diversity committees	11	.841	Reliable
Employee Performance	17	.825	Reliable

As shown by the Table, the items under the Diversity policies (σ=.890), diversity training (σ=.907), work teams (σ=.876), affirmative action (σ=.922), work committees (.841) and employee performance (σ=.825) were reliable. According to an observation made by George and Mallery (2003), if the value obtained falls within the accepted levels (0.6-0.9), the questionnaires is held reliable and thus accepted. According to Zinbarg (2005), an alpha coefficient higher than 0.7 is an indication that the gathered data have a relatively high internal consistency and so the same data could be generalized to reflect opinion of the respondents in the target population. From the reliability testing as shown above, it is evident that the values obtained are within the accepted levels. Hence, it can be concluded that there is a sufficient confirmation that the data is reliable.

4.4 Background Information of the Respondents

From the questionnaire, the respondents were required to give their background information. The reason for the background information was to check the general knowledge of the respondents and to ensure that they were better placed in providing adequate and relevant information related to the area under study. The areas that were looked into included the age bracket, gender distribution, working experience, positions of the respondents in their respective ministries, and lastly their educational qualifications.

4.4.1 Age bracket

The age bracket of the respondents was categorized into 18-30 years, 31-43 years, 44-56 years then 57 years and above. Figure 4.1 shows a summary of the age bracket of the respondents.
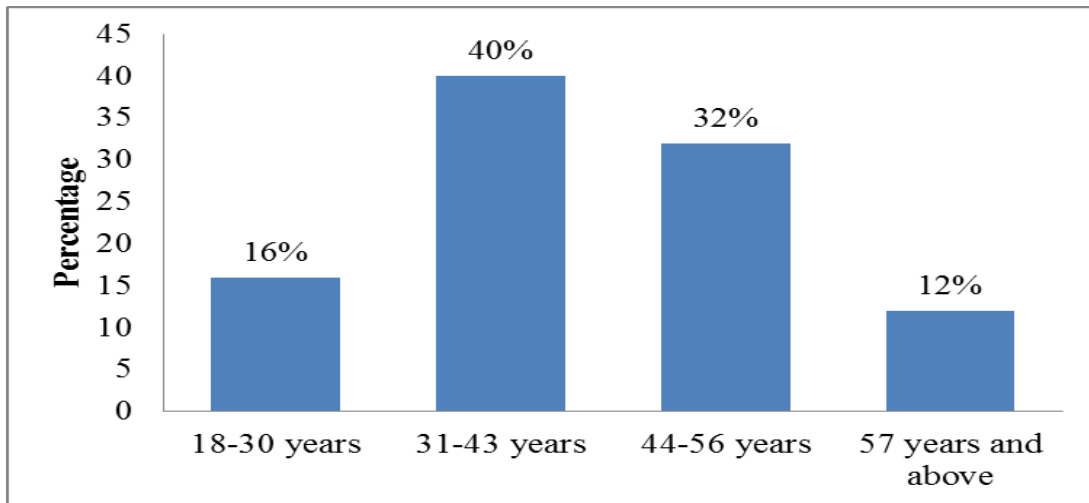
Figure 4.1: Age Bracket

As shown by the figure, 84% of the respondents were 31 years and above. While 16% were between the ages of 18-30 years. This indicates that, they were advanced in age as well as experience in their workplaces and so could give reliable information on workforce diversity and employee performance.

4.4.2 Gender Distribution

The respondents were required to indicate their gender, that is, either male or female. The response provided is shown by the Figure 4.2.
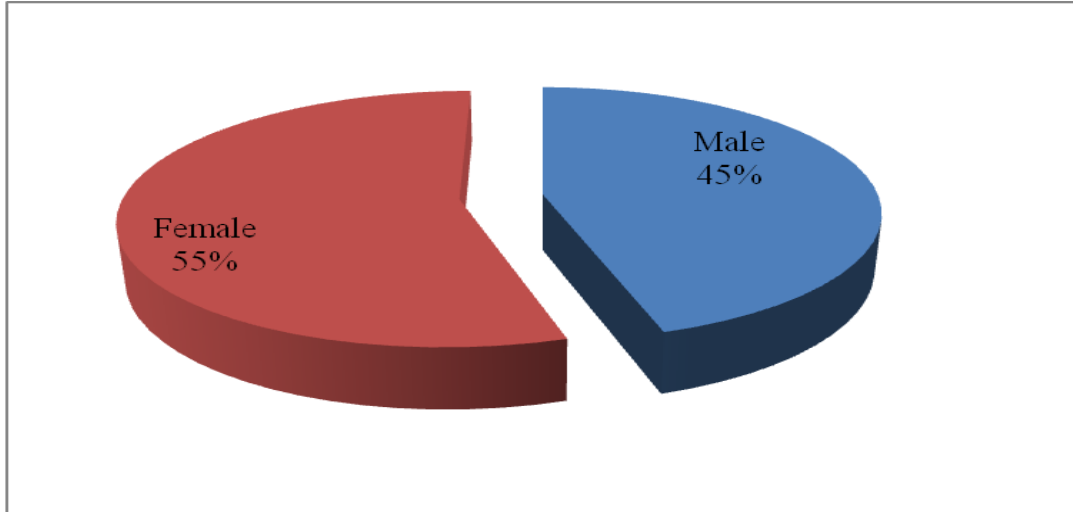
Figure 4.2: Gender of the Respondents

With regards to gender, female respondents happened to be 55% while their male counterparts comprised 45%. This meant that, the female respondents were slightly more by 10% of the respondents as compared to their male colleagues. This possibly was occasioned by the increased women empowerment programs (policies) which have been highly promoted by the government and other local and international agencies of women rights in the country. As a result, there are more women who are getting empowered today as compared to the male and thus obtaining more opportunities in the government offices as compared to their male colleagues. This confirms the presence of diversity policies on gender and employment implemented in public sector.

4.4.3 Working Experience

The respondents were further required to indicate their working experience. The working experience durations were categorized into 0-10 years, 11-20 years, 21-30 years, 31 years and above. In response, (54.7%) indicated that they had a working experience of 10 years and below. Slightly more than a quarter, that is, (25.3%) had a working experience of 11-20 years, whereas (6.5%) indicated that they had worked for 21-30 years.

This shows that the respondents have a good experience working in the government ministries and thus they were able to provide the relevant information required concerning workforce diversity management and its influence on the performance of employees in their respective ministries. Through experience, the employees were better placed to address the issues of affirmative action such advancement opportunities, availability of opportunities in their respective sectors and effectiveness of work teams. The responses on the working experience are as displayed by Figure 4.3 below.
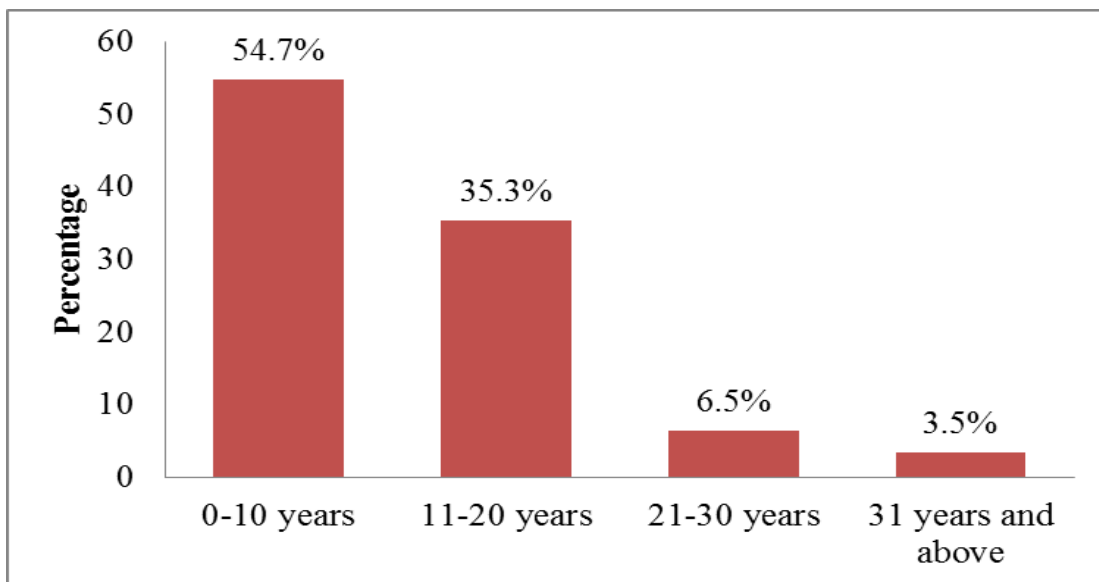
Figure 4.3: Working Experience

4.4.4 Position in the Ministry

Lastly, the respondents gave some information related to the positions they hold in their respective ministries. The information they gave is as summarized by Table 4.3.

Table 4.3: Position in the Ministry

	Frequency	Percentage (%)
Salaries	113	33.2
Compliment Control (S & D)	61	17.9
Agenda (Disciplinary)	56	16.5
Pensions	52	15.3
Appointments	40	11.8
Registry	8	2.4
Training and Development	18	5.4
Total	**340**	**100.0**

As shown by the Table, (33.2%) of the respondents who participated in the study came from the salaries section followed by the complement control section (17.9%). Complement and control section deals with demand and supply of workers in the respective ministry. The third in terms of the number of respondents was the agenda section with (16.5%), followed by pensions with (15.3%) while the other sections follow. The first four sections in terms of the number of respondents were considered to be better placed in providing information relating to workforce diversity management and the performance of the employees. Other sections in HR departments whose respondents were also involved include; the appointments, registry, training and development of the staff.

4.4.5 Educational Qualifications

The educational qualifications of the respondents were also put into considered. The respondents had attained different academic qualifications. The levels attained were; certificate, diploma, degree, masters and above.
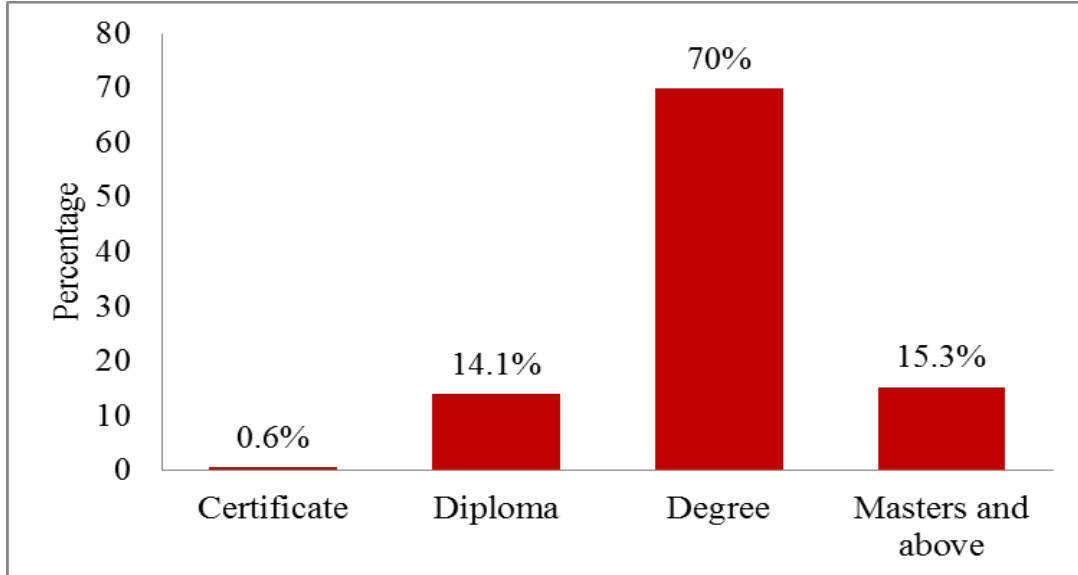
Figure 4.4: Educational Qualifications

Seventy percent (70%) of the respondents had a degree as their highest educational qualification. Fifteen percent (15.3%) had Master Degree and above whereas 14.1% had a diploma, while (0.6%) had attained a certificate in their areas of operation. This shows that the staff members working at the government ministries have the required education levels to carry out their duties effectively. It also shows that they have received some level of training which also touch on diversity training.

4.5 Descriptive Analysis of Variables

Some of the measures which help in understanding the data better include; the measures of central tendency like mean, mode and the median. These measures give the idea of the overall distribution of the observations in the data set. In the same context, descriptive analysis is largely the study of the distributions of one or more variables involved in the study.

In this section, therefore, various measures are worked out that show the size and shape of distributions along with the relationships between two or more variables. In our study,

they include; Diversity policies, diversity training, work teams, affirmative action and work committees and their influence on employees' performance.

4.5.1 Descriptive Analysis for Diversity policies

One of the key objectives of this study was to establish the influence of diversity policies on the performance of employees in the civil service in Kenya. To answer this objective, there are a number of questions that were asked. First, the respondents were asked to indicate their extent of agreement on various statements regarding the influence that diversity policies had on the performance of employees. Various responses were provided as indicated in Table 4.5 below.

Table 4.4: Influence of Diversity Policies on Employees' Performance

Statements	SA	A	UD	D	SD	μ	σ
	%	%	%	%	%		
The diversity policies in your ministry bring about equity in opportunities among employees	71.8	26.5	1.8	0	0	1.3	.49
Diversity policies have been able to enhance the levels of motivation in your ministry	27.8	64.7	8.2	0	0	1.81	.56
The diversity policies have facilitated employees' levels of commitment in your ministry	51.8	38.8	6.5	2.9	0	1.61	.73

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree, μ- Mean, σ-Standard Deviation

From the results of the findings indicated in Table 4.5, 71.8% strongly agreed, 26.5% agreed and 1.8% was undecided that diversity policies brought about equity in opportunities among the employees. The scale mean was 1.3 ($\mu= 1.3$) with a standard deviation of 0.49. This means that the data was close to the mean. From the analysis, 64.7% of the respondents agreed to the statement that diversity policies have been able to enhance the motivation of staff members in their respective ministries. In agreement, 27.8% of the respondents also agreed strongly to the statement whereas 8.2% were

undecided. The scale mean was 1.81 (μ= 1.81) with a standard deviation of 0.56. This means that the data was close to the mean. This implies that most of the respondents agreed that diversity policies enhance the motivation among the employees in their ministry.

From the analysis also, 90.6% of the respondents were positive to the statement that diversity policies have facilitated employees' levels of commitment and thus improved their performance in their respective ministries. On the other hand, (6.5%) were undecided whereas the remaining 2.9% disagreed. Despite the fact that there are some employees who are totally committed, there are still those who feel that the diversity policies need to be re-evaluated so as to promote levels of commitment among all the employees in the government ministries. The scale mean was 1.61 (μ= 1.61) with a standard deviation of 0.73. This implies that diversity policies have been able to facilitate commitment among staff members in the government ministries.

The study required the respondents to indicate the extent to which diversity policies address the issues of employees' equity in opportunities, levels of motivation, and levels of commitment so as to enhance workforce diversity management and performance of employees in their respective ministries.

Table 4.5: Extent to Which Diversity Policies affect various Aspects of Employee Performance

	GrE	GE	UD	LE	LeE	μ	σ
	%	%	%	%	%		
Equity in opportunities	40.6	53.5	4.1	1.8	0	1.67	.640
Levels of motivation	37.6	54.7	5.3	2.4	0	1.72	.669
Levels of commitment	29.4	54.1	13.5	2.9	0	1.90	.733

Key: GrE-Greater Extent, GE-Great Extent, UD-Undecided, LE-Less Extent, LeE- Least Extent, μ- Mean, σ-Standard Deviation

As shown by the Table, most respondents were positive that diversity policies influence the various aspects of employees' performance, such as equity in opportunities (94.1%),

employees' levels of motivation (92.3%) and employees' levels of commitment (83.5%) to a greatest, greater and great extent, with a mean and standard deviation of (1.67), standard deviation of (.64), mean of (1.72) and standard deviation of (0.669), and a mean of (1.90) and standard deviation of (0.733) respectively. In support of these findings, a study by Magoshi and Eunmi (2009), found that diversity management practices like diversity policies influence employees' attitudes at the work place.

Such practices trigger positive effects on employees' organizational commitment and performance in particular. In addition, organizational efforts to embrace and promote diversity have been encouraged in order to establish and improve positive perceptions in business environments, recruit highly competent workers and generate innovative ideas (Mor Barak *et al*., 2016). Lastly on the same, the respondents were required to rate the effectiveness of diversity policies on the performance of employees. The responses provided were summarized in Figure 4.5.
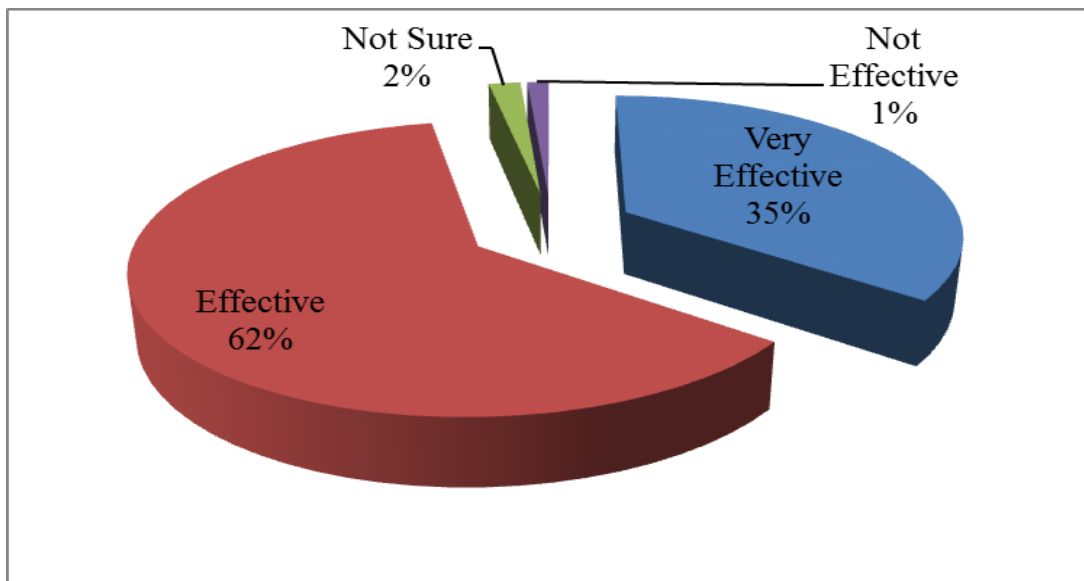
Figure 4.5: Effectiveness of Diversity Policies on the Performance of Employees

In their response, 62% indicated that diversity policies were effective in influencing the performance of employees in the government ministries in Kenya. This was further

supported by 35% who indicated that diversity policies were very effective, 2% of the respondents were however, not sure whereas 1% indicated that diversity policies had no effect whatsoever. From the findings, it was established that diversity policies do play an important role in influencing the overall performance of employees.

However, there are those who have not been able to experience their effectiveness and thus more needs to be done on the diversity policies so as to benefit all the employees in the government ministries in Kenya. As it has been observed in this section, diversity policies influence the performance of the employees in the government ministries. This is in line with a previous study carried out by Sandfort, Selden and Sowa (2008) on the influence of multiple tools used by government to implement social policy influence on employees' performance.

From the open-ended questions, various comments were given by the respondents regarding the availability of guidelines and provisions of the human resource policies on diversity aimed at enhancing employees' performance. They reported that the availability of human resource policies positively influenced diversity in the organization and hence increasing performance to a greater extent. In fact, one of the respondents reported that:

Diversity policies have enabled the ministry to have employees from different cultural backgrounds and profession. Moreover, the policies have enabled the organization to improve on its working environment so as to cater for the needs of all staff members including women (pregnant). This is whereby some are given an opportunity to take a paid leave during their pregnancy period. This gives them moral to work. (Respondent 10, 2018).

According to respondent 20 (2018); Human resource policies on diversity have a significant effect on the performance of employees. This is because through the policies, the ministry has been able to find ways of resolving labour shortages, enhanced product innovation among employees and improve the image of the organization. In addition, the

availability of diversity policies has improved communication process, managerial styles and reduced staff turnover as well as absenteeism.

The study findings showed that the different tools of social policies which are used by government enhance the performance of the organizations to some extent. In support to the findings obtained in this section, the study by Bakari (2015), 'On the effects of organization policies on employee performance', it was established that, implementation of policies within the organization help to shape how the employees react to different changes which are introduced in the organization. Further, organizations that can develop and employ the necessary policies and procedures will maintain a competitive advantage among their counterparts and increase their effectiveness.

An article by Brannon, Carter, Murdock and Higginbotham (2018) 'On diversity policies and motivation' offers theory-based insights for instituting diversity initiatives that can afford inclusion for all-allowing institutions to reap the benefits of diversity efforts while reducing the cost of backlash. The authors suggest that policies add part of initiatives which help the employees adjust according to the situation which in return influence their performance.

Further, supporting the findings of this study is the research done by Sabarwal (2014), which showed that incorporation of various policies within the organization that aimed at addressing the human resource basically improved the performance of employees by 12% as well as that of the overall employees' performance. Moreover, Chelimo (2017) in her study on effects of human resource policies on employee performance concluded that they had a significant influence on how employees worked in their organization and recommended that more awareness on the diversity policies on recruitment and compensation should be made and effectively implemented so as to improve the levels of motivation and performance of the employees.

4.5.2 Descriptive Analysis for Diversity Training

This study also examined the influence of diversity training on the performance of employees in the Civil service of Kenya. The respondents were asked to indicate their extent of agreement or disagreement on various statements regarding influence of diversity training on employee performance.

Table 4.6: Influence of Diversity Training on Employee Performance

Statements	SA	A	UD	D	SD	μ	σ
	%	%	%	%	%		
Employees' training has enhanced their levels of cohesiveness	75.3	17.6	5.9	1.2	0		
Consistent employees' training has improved use of resources	25.3	66.5	6.5	1.8	0	1.85	.60
Exposure to employees' training has shown levels of discrimination among employees and improved performance	51.2	30.6	13.5	4.7	0	1.72	.87

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree, μ- Mean, σ-Standard Deviation

From the analysis, 75.3% of the respondents strongly agreed that the training of employees enhance their levels of cohesiveness in their respective ministries. This was further supported by 17.6% who agreed to the latter. On the other hand, 5.9% were undecided whereas 1.2% disagreed. In terms of resource usage, 66.5% and 25.3% of the respondents agreed and strongly agreed respectively, that the consistent training of employees improved usage of resources respectively. It is however worth to note that 1.8% of the respondents disagreed while 6.5% were undecided. The scale mean was 1.85 (μ= 1.85) with a standard deviation of 0.60. This means that the data was close to the mean.

The study also required respondents to indicate whether exposure to employees' training has shown levels of discrimination among employees and improved performance, 51.1% of the respondents strongly agreed, 30.1% greed, and 13.5% disagreed, while 4.7% were

undecided. The scale mean was 1.72 (μ= 1.72) with a standard deviation of 0.87. This implies that most of the employees in the government ministries believe that the exposure to training among employees has contributed a lot in showing the levels of discrimination amongst themselves and thus contributed to the improvement of performance in general.

In addition, the respondents indicated the extent to which diversity training influence various aspects such as employees' levels of cohesiveness, use of resources and levels of discrimination. The response provided is as shown by the Table 4.8.

Table 4.7: Extent to which Diversity Training has Influenced the aspects of Workforce Diversity Management on Employee Performance

	GrE	GE	UD	LE	LeE	μ	σ
	%	%	%	%	%		
Levels of Employees' Cohesiveness	37.1	55.9	3.5	3.5	0	1.74	.69
Use of resources	35.9	48.2	12.4	3.5	0	1.84	.77
Levels of discrimination	29.4	52.9	10.0	7.6	0	1.96	.84

Key: GrE-Greater Extent, GE-Great Extent, UD-Undecided, LE-Less Extent, LeE- Least Extent, μ- Mean, σ-Standard Deviation

From the Table, it can be noted that most respondents were positive regarding diversity training. This is whereby 37.1% agreed to a greater extent, 55.9% to a great extent, while 3.5% and 3.5% were undecided and agreed to a less extent respectively, that diversity training indicates levels of employees' cohesiveness. The analysis got a mean of 1.74 and a standard deviation of 0.69 (that is, μ= 1.74, σ=0.69). On the influence of diversity training on use of resources, 35.9% agreed to a greater extent, 48.2% agreed to a great extent while 3.5% agreed to a less extent. The analysis resulted into a mean of 1.84 and a standard deviation of 0.77 (that is, μ= 1.84, σ=0.77).

This implies that diversity training enhances employees' cohesiveness. In support of the findings, a study by Gerwen, Buskens and Lippe (2018), on 'Individual training and

employees' cooperative behavior', found that the results of training are to a larger extent dependent on employees' willingness to behave productively in a cooperative manner. Otherwise, employers are constantly seeking to improve employees' performance by means of investing in employees training. The study concluded that, training promotes cooperative behavior, that is, voluntary contributions made to the team effort, in terms of employees working together for short periods of time. Training enhances cooperative behavior the most when provided to the higher skilled subjects.

On the use of organizational resources, diversity training is often thought to be one facet of diversity management programs and is typically conceptualized in terms of addressing diversity relationships, improve employees' performance and improve business (O'Brien & McGuire, 2016). Employees' performance may be calculated on input / output ratio, that is, amount invested on the employees versus the output, that is, what is generated from their work. Diversity training leads to cohesiveness, while cohesiveness make employees make better use of resources.

On levels of discrimination, 29.4% agreed that diversity training show to a greater extent, 52.9% to a great extent, while 10.1% were undecided and 7.6% agreed to a less extent. The analysis got a mean of 1.96 and a standard deviation of 0.86 (that is, $\mu= 1.96$, $\sigma=0.84$). In agreement with the findings of this study, Paluck (2012) observes that providing training to the employees on diversity helps in decreasing bullying and discrimination at work. Paluck further argues that, such training improves employees' cohesiveness and encourages them to work as a team.

A study by Israel, Bettergarcia *et al* (2017), holds that, diversity training increases awareness among employees on their differences and how such difference can be harmonized for better results. No wonder, training to increase awareness and skills related to diversity is proliferating throughout educational institutions, businesses and community settings (O'Brien & McGuire, 2016). Lastly, the responses were provided regarding the effectiveness of diversity training on the performance of employees (See Figure 4.6).
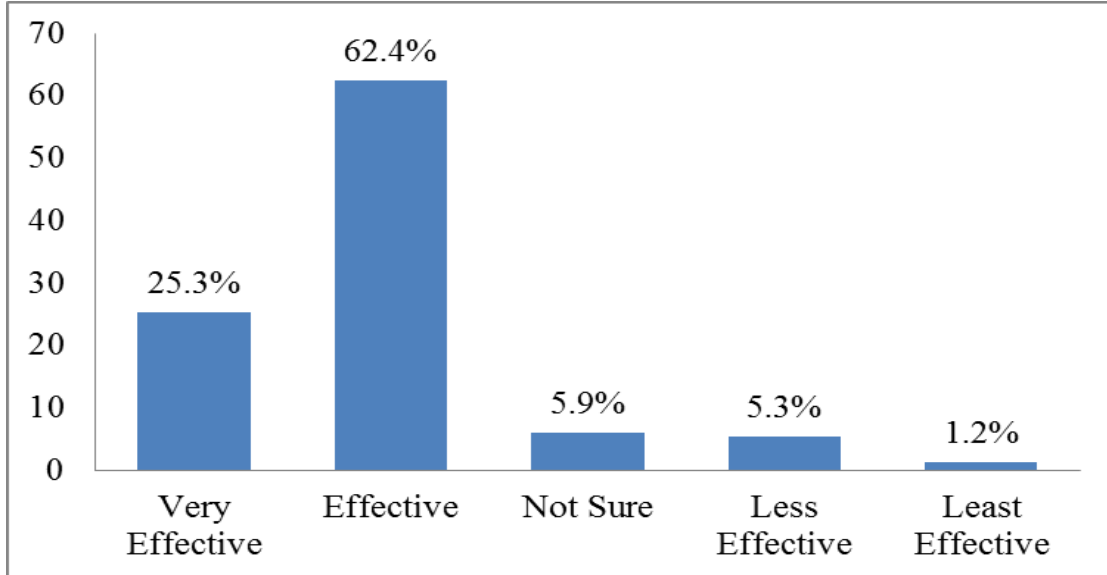
Figure 4.6: Effectiveness of Diversity Training on Employee Performance

According to the figure above, 62.4% rated diversity training as being effective in influencing employee performance. This was further supported by 25.3% who rated it as very effective. However, 5.9% were not sure on the effectiveness of diversity training on employees' performance, while 5.3% rated diversity training as less effective and 1.2% rated training as least effective.

The respondents were also able to give further comments on diversity training and employee performance. It was reported that through diverse training opportunities, employees were equipped with various skills that helped to improve their performance in the organization. One of the respondents reported that:

Diverse training opportunities in the organization have boosted my skills in integrating ICT for better performance. Initially, I had little knowledge on IT and my area of professionalism was human resource. However, through the provision of diverse training opportunities in the organization, I got an opportunity to training in information technology and this has improved my performance significantly in human resource management. (Respondent 100, 2018)

Another respondent reported that the ministry provides guidelines on the training opportunities relevant to each department in the ministry. However, there are certain opportunities that are made available to all employees regardless of the department that they are in. as a result; one is able to learn new skills and hence improve their general knowledge and skills. (Respondent 50, 2018)

Based on the analysis on the diversity training variable, it is evident that the diversity training helps in showing levels of cohesion among the employees and in indicating levels of discrimination. In line with this, Wentling & Palma-Rivas (2000), observes that training basically aims at promoting an environment which is positively diverse. This further improves the relationship among employees with diverse coworkers. Moreover, the diverse training challenges one's opinions of the world and deals with issues that may seem emotional or subjective (Hanover & Cellar, 2008).

4.5.3 Descriptive Analysis for Work Teams

This study further sort to examine the influence of work teams on the performance of employees in the civil service in Kenya. This section therefore, required the respondents to indicate their extent of agreement or disagreement on various statements regarding the influence of work teams on their performance.

Table 4.8: The Influence of Work Teams on Employee Performance

Statements	SA	A	UD	D	SD	μ	σ
	%	%	%	%	%		
Work teams have brought about team's Outcome	80.6	12.4	5.3	1.8	0	1.29	.67
Employees Satisfaction has been enhanced through work teams	20.0	70.6	5.3	4.1	0	1.95	.69
Work teams have reduced Turnover rate and improved performance	42.9	34.1	20.0	3.0	0	1.84	.87

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree, μ- Mean, σ-Standard Deviation

In their response as to whether work teams bring about inherent synergies, 80.6% of the respondents strongly agreed to the statement, 12.4% to agreed, 5.3% remained undecided, while 1.8% disagreed. The scale mean was 1.29 with a standard deviation of 0.67 (that is, $\mu= 1.29$, $\sigma=0.67$). This is an indication that most employees in the government ministries are in agreement that work teams have been able to promote inherent synergies.

On employees' satisfaction, 20.0% strongly agreed that Work teams bring about employees' satisfaction, 70.6% to agreed, while 5.3 % were undecided and 4.1% disagreed. The analysis gave a mean of 1.95 and a standard deviation of 0.69 (that is, $\mu= 1.95$, $\sigma=0.69$). This shows that as employees work with people from different areas and with different specialties, knowledge and skills, they feel more satisfied (Crystal, 2014). This may be due to the fact that diversity among the work teams promotes collaboration and team work which is good for improving employee performance.

In terms of turnover reduction, 42.9% of the respondents strongly agreed, 34.1% agreed, 20.0% were undecided while 3.0% disagreed that the work teams had been able to reduce turnover rate and improved performance in the respective ministries. The analysis gave a mean of 1.84 and a standard deviation of 0.87 (that is, $\mu= 1.84$, $\sigma=0.87$). This implies that reduction of turnover in the government ministries in Kenya has been enabled with the presence of work teams.

The respondents further gave their responses regarding the extent to which they felt that work teams have been able to bring about inherent synergies, satisfaction of employees, and reduce the turnover rate among the employees in the civil service in Kenya. The responses provided are as shown by Table 4.10.

Table 4.9: Extent to which Work Teams affect Inherent synergies, Employee Satisfaction and Turnover

	GrE	GE	UD	LE	LeE	μ	σ
	%	%	%	%	%		
Inherent synergies	37.6	52.9	5.9	3.6	0	1.77	.76
Employee satisfaction	24.1	51.8	18.2	5.9	0	2.06	.81
Turnover rate	34.1	44.1	17.1	4.7	0	1.94	.89

Key: GrE-Greater Extent, GE-Great Extent, UD-Undecided, LE-Less Extent, LeE- Least Extent, μ- Mean, σ-Standard Deviation

From the observations in Table 4.10, 37.6% of the respondents agreed to a greater extent, 52.9% agreed to a great extent, 5.9% were undecided, while 3.6% agreed to a less extent that work teams enhance inherent synergies. The analysis got a mean of 1.77 and a standard deviation of 0.76 (that is, μ= 1.77, σ=0.76). The findings, that teamwork bring about better results have been echoed by several scholars. According to Horwitz *et al* (2007), for example, over the past few decades, a great deal of research has been conducted to examine the complex relationship between team diversity and team outcomes.

This has been prompted by the fact that, organizations increasingly operate within dynamic environments that require them to adapt. In order to respond quickly and effectively to acute or on-going change, many organizations use teams to help them remain competitive (Maynard, Kennedy & Sommer, 2015). There are however, various factors that influence group creativity and suggestions need to be made in order to achieve creative synergy in organizational teams.

Concerning employees' satisfaction, 24.1% agreed to a greater extent, 51.8% agreed to great extent, 18.2% were undecided while 5.9% agreed to a less extent. The analysis got a mean of 2.06 and a standard deviation of 0.81 (that is, μ= 2.06, σ=0.81). A good number of scholars agree that team work has been a growing feature of modern

organizations and no wonder much of today's innovation occurs in the context of collaborative teams (Coursey, Paulus & Jared, 2018). In addition, workteams are also an effective way to increase employee involvement (DeCenzo & Stephen, 2010). The bureaucratic structure of yesterday – where clear lines of authority existed and the chain of command was paramount is not appropriate for many of today's companies. Instead, workers from different specializations in an organization work together to successfully complete complex projects.

As such, traditional work areas have given way to more team efforts, building and capitalizing on the various skills and backgrounds that each member brings to the team (DeCenzo & Stephen, 2012). Such efforts bring satisfaction among the employees working in teams. In line with turnover rate, 34.1% agreed to a greater extent, 44.1% agreed to a great extent, 17.1% were undecided, while 4.7% agreed to a less extent, that teamwork reduces employees' turnover rate in the civil service in Kenya. The analysis got a mean of 1.94 and a standard deviation of 0.89 (that is, $\mu= 1.94$, $\sigma=0.89$). From the analysis, only 17.1% were undecided while 4.7% agreed to a less extent. This implies that, over 78% agreed that team work reduces employees' turnover rate.

Further, these work teams are driven by tasks at hand. Involving employees allows them to focus on the job goals and with greater freedom, employees are in a better position to develop the means to achieve the desired ends. This makes to own and be part of the organization they work for instead of contemplating on moving to other organizations.
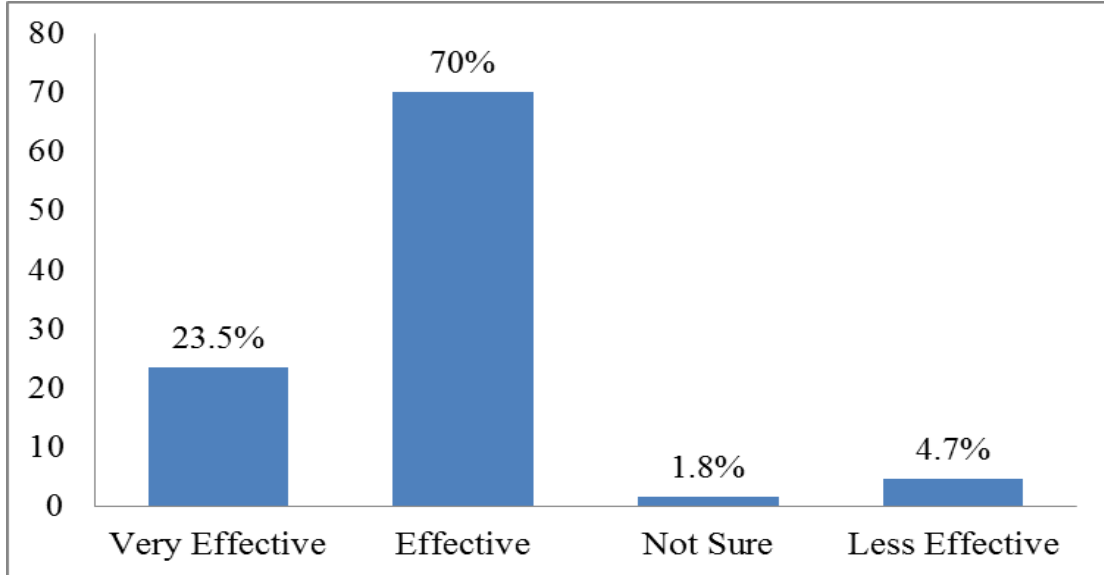
Figure 4.7: Effectiveness of Work Teams on Employee Performance

As per figure above, 70% rated work teams as being effective in influencing performance. 23.5% rated work teams as being very effective, 1.8% were not sure whether work teams were effective in their influence on employees' performance. On the other hand, 4.7% rated the work teams as less effective. The implication is that, with over 90% of the respondents rating work teams as both effective and very effective, work teams deliver results and is a good way of harmonizing employees for better performance. In agreement, Gee (2018), held that, work team is the language of the new work order promoted by today's management which promises more meaningful and satisfying work, greater respect for diversity and more democratic distribution of knowledge.

It was also reported that diverse work teams played an important role on the performance of employees in the respective ministries. The respondents were in agreement that there were provisions established in the organization to facilitate the utilization of diverse teams among employees while handling various tasks. It was also reported that due to the recent demands for government ministries to ensure equality in

employment, employees from different backgrounds are present and each brings in a different perspective in handling tasks in the ministry hence increasing efficiency.

4.5.4 Descriptive Analysis for Affirmative Action

One of the objectives of this study was to establish the influence of affirmative action on employee performance in the civil service in Kenya. In this section, the respondents were given a number of statements and asked to indicate their extent of agreement or disagreement (See Table 4.11).

Table 4.11: Influence of Affirmative Action on Employee Performance

Statements	SA	A	UD	D	SD	μ	σ
	%	%	%	%	%		
Affirmative Action has enhanced employees' Recruitment	65.3	21.8	5.3	7.7	0	1.57	.96
Through consistent Affirmative Action there are Equal Training Opportunities	16.5	67.1	10.6	5.9	0	2.06	.71
Affirmative Action has brought advancement opportunities and improved performance	42.9	37.1	15.9	4.7	0	1.84	.88

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree, μ- Mean, σ-Standard Deviation

As per analysis above, 65.3% of the respondents strongly agreed that affirmative action enhance the recruitment of employees. This was further supported by 21.8% of the respondents who were in agreement. On the other hand, 7.7% disagreed that affirmative action enhances employees' recruitment. The scale mean was 1.57 with a standard deviation of 0.96 (that is, μ= 1.57, σ=0.96. The findings corroborate with those of Catarina, Jorg and Pedro (2012) who stated that, Affirmative Action on policies takes always proactive steps to give equal opportunities to discriminated groups that have a probable disadvantage. In addition, this could be an alternative that an organization taking advantage of diversity within the labour market in order to reduce problems associated with recruitment difficulties (Murton, Margaret & Nuala, 2010).

In response to whether affirmative action brings about equal training opportunities, 67.1% of the respondents agreed, while 16.5% strongly agreed to the statement. On the contrary, 10.6% were undecided while 5.9% disagreed. The scale mean was 2.06 with a standard deviation of 0.71 (that is, μ= 2.06, σ=0.71). By trying to ensure that every employee in the organization is well taken care of, affirmative action will ensure that all of them have a platform of receiving the right training needed for their effectiveness to be realized in the organization (Murton, Margaret & Nuala, 2010).

In terms of affirmative action bringing about advanced opportunities, 42.9% of the respondents were positive by strongly agreeing, 37.1% agreed to a great extent, while 15.9% were undecided whereas 4.7% disagreed that affirmative action brings about advanced opportunities and improved performance of employees. The scale mean was 1.84 (μ= 1.84) with a standard deviation of 0.88 (that is, μ= 1.84, σ=0.88). This implies that in government ministries, affirmative actions have largely promoted advanced opportunities among the employees.

Besides just checking the influence, the study required the respondents to indicate the extent to which the affirmative action has been able to influence the recruitment, training opportunities and advancement opportunities in the respective ministries (Table 4.12).

Table 4.10: Extent to which Affirmative Action Has Affected Recruitment, Training and Opportunities

	GrE %	GE %	UD %	LE %	LeE %	μ	σ
Recruitment	47.1	45.3	4.7	2.9	0	1.64	.71
Training opportunities	31.8	56.5	9.4	2.4	0	1.82	.69
Advancement opportunities	37.1	46.5	8.8	7.7	0	1.89	.93

Key: GrE-Greater Extent, GE-Great Extent, UD-Undecided, LE-Less Extent, LeE- Least Extent, μ- Mean, σ-Standard Deviation

As shown by Table 4.12, 47.1% agreed to a greater extent that affirmative action affect recruitment of employees in the civil service in Kenya. 45.3% agreed to a great extent,

4.7% remained undecided, while 2.9% agreed to a less extent. The analysis gave a mean of 1.64 and a standard deviation of 0.71 (that is, $\mu= 1.64$, $\sigma=0.71$). This implies that, majority of the respondents supported affirmative action in recruitment. As such, this maximizes employee potential, so as to maximize organizational performance and reduce the negative impact on morale which may be caused by the perceived unfairness of prejudice and discrimination (Murton, Margaret & Nuala, 2010).

In terms of training opportunities 38.8% agreed to a greater extent that affirmative action brings about equal training opportunities, 56.5% agreed to a great extent, 9.4% were undecided while 2.4% agreed to a less extent. The analysis got a mean of 1.82 and a standard deviation of 0.69 (that is, $\mu= 1.82$, $\sigma=0.69$). In consideration of how affirmative action affects advanced opportunities, 37.1% agreed to a greater extent, 46.5% agreed to a great extent, 8.8% were undecided, while 7.7% agreed to a less extent. The analysis got a mean of 1.89 and a standard deviation of 0.93 (that is, $\mu= 1.89$, $\sigma=0.93$).
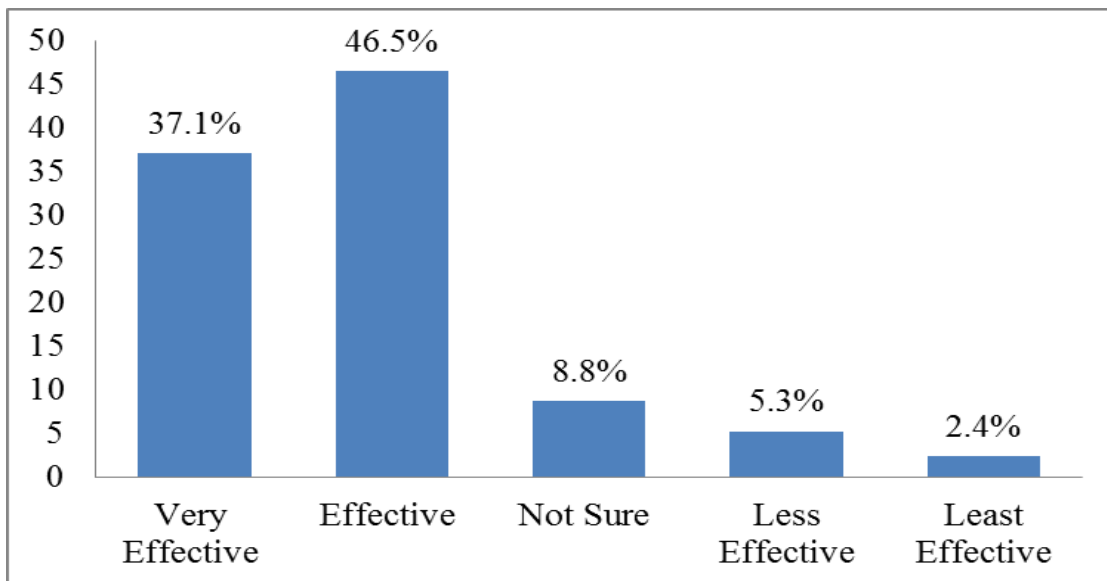
Figure 4.7: Effectiveness of Affirmative Action on Employee Performance

According to the Figure 4.8, 46.5% of the respondents rated that affirmative action was effective in influencing the employees' performance. This was further supported by

37.1% of respondents who rated it as being very effective. There were however, 8.8% of the respondents who were undecided as to whether it was effective or not whereas the remaining 5.3% and 2.4% of the respondents rated affirmative action as less and least effective respectively. Taking into consideration that over 80% of the respondents held Affirmative Action effective on influencing employees' performance, the findings concur with DeCenzo *at al*. (2010). They held that, Affirmative Action as a practice goes beyond discontinuation of discriminatory practices to include actively seeking, hiring and promoting minority group members and women. The Affirmative action programs were instituted by organizations initially to correct past injustices in employment process (DeCenzo *et al*., 2010).

Comments were also given on the availability of the guidelines and provisions of the Affirmative Action aimed at enhancing employees' performance in the respective ministries in line with the workforce diversity management. It was commented that the availability of affirmative action made sure that the institution reflected on the diversity of employees. Generally, employees have been facing challenges in getting opportunities to work in various ministries. Some of the obstacles include recruitment procedures, dearth in the availability of advancement opportunities in some departments, and lingering age differences and income gaps. However, all these obstacles have been fairly addressed by the availability of guidelines and provisions of affirmative action in the organization hence increasing employee performance (Respondent 70, 2018).

4.5.5 Descriptive Analysis for Work Committees

 The fifth section of this study required respondents to give response on the influence of work committees on employee performance. The section therefore required respondents to indicate their extent of agreement or disagreement on various statements. As indicated in the Table below; (See Table 4.13).

Table 4.11: Influence of Work Committees on Employee Performance

Statements	SA	A	UD	D	SD	μ	σ
	%	%	%	%	%		
Work committees has facilitated the collaboration among employees	59.4	28.2	4.1	8.3	0	1.63	.96
Work committees produce better results among the employees	24.7	58.2	10.6	6.5	0	2.00	.82
Work committees enhance advocacy	43.5	42.9	8.8	4.7	0	1.75	.81

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree, μ- Mean, σ-Standard Deviation

The study required respondents to indicate whether work committees facilitate collaboration among employees. 59.4% of the respondents strongly agreed whereas 28.2% agreed, 4.1% however remained undecided while 8.3% disagreed that work committees influence employees' performance. The scale mean was 1.63 with a standard deviation of 0.96 (that is, μ= 1.63, σ=0.96). This implies that in government ministries, work committees have contributed largely to the collaboration among the employees.

On whether work committees have produced better results among employees, 58.2% of the respondents agreed to a great extent, 24.7% agreed to a greater extent, 10.6% were undecided, while 6.5% disagreed that work committees have produced better results among the employees. The scale mean was 2.00 with a standard deviation of 0.82 (that is, μ= 2.00, σ=0.82). This implies that the improved results among the employees in terms of their performance are largely influenced by their collaboration at their places of work. This is in line with Anner's (2017), argument that, lead firms are using social compliance programmes that require worker-management participation committees in their companies. Such collaboration would always lead to better performance in the organization.

On whether work committees enhance advocacy, 43.5% of the respondents were positive by strongly agreeing that work committees enhance advocacy. 42.9% agreed to a great extent, whereas 8.8% were undecided while the remaining respondents 4.7% disagreed that advocacy is enhanced through work committees. The scale mean was 1.75

(μ= 1.75) with a standard deviation of 0.81 (that is, μ= 1.75, σ=0.81).This means that advocacy in the government ministries in promoting diversity management has been made possible through the work committees.

Further, the respondents gave their response regarding the extent to which work committees had influenced aspects such as employee collaboration, produced better results and enhanced advocacy in the civil services. The responses provided are as show by Table 4.14.

Table 4.12: Extent to which Work Committees has Influenced Collaboration, Produce Better Results and Enhance Advocacy

	GrE	GE	UD	LE	LeE	μ	σ
	%	%	%	%	%		
Employee's collaboration	47.1	47.6	2.9	2.2	0	1.59	.64
Produce better results	38.2	44.1	15.3	2.4	0	1.82	.77
Enhance advocacy	39.4	50.6	6.5	3.5	0	1.74	.73

Key: GrE-Greater Extent, GE-Great Extent, UD-Undecided, LE-Less Extent, LeE- Least Extent, μ- Mean, σ-Standard Deviation

From the Table above, 47.1% agreed to a greater extent that work committees have been able to influence employees' collaboration, 47.6 agreed to a great extent, 2.9% were undecided, while 2.2% agreed to a less extent. The analysis got a mean of 1.59 and a standard deviation of 0.64 (that is, μ= 1.59, σ=0.64). This means that, employees' collaboration in the government ministries have been realized through work committees.

On whether work committees produce better results, 38.2% of respondents agreed to a greater extent, 44.1% agreed to a great extent, 15.3% were undecided, while 2.4% agreed to a less extent. This gave a mean of 1.82 and a standard deviation of 0.77 (that is, μ= 1.82, σ=0.77). This has an implication that, work committees in respective government ministries in Kenya have led to better results in terms of performance. The analysis concurs with Anstey (2017), who stated that, within a committee, different interests nearly always need to be represented when a decision must be taken, and

contributions are required from people of different expert knowledge. Experts here may come from different gender, backgrounds, and age groups or even from minority tribe. Anstey (2017) further argues that, a committee is the only means of achieving a workable solution to a problem.

In response as to whether work committees enhance advocacy, 39.4% agreed to a greater extent, 50.6% agreed to a great extent, whereas the remaining 3.5% agreed to a less extent. The analysis gave a mean of 1.74 and a standard deviation of 0.73. (That is, μ= 1.74, σ=0.73). The implication of this analysis is that, work committees have led to enhanced advocacy among the civil service in various government ministries in Kenya.
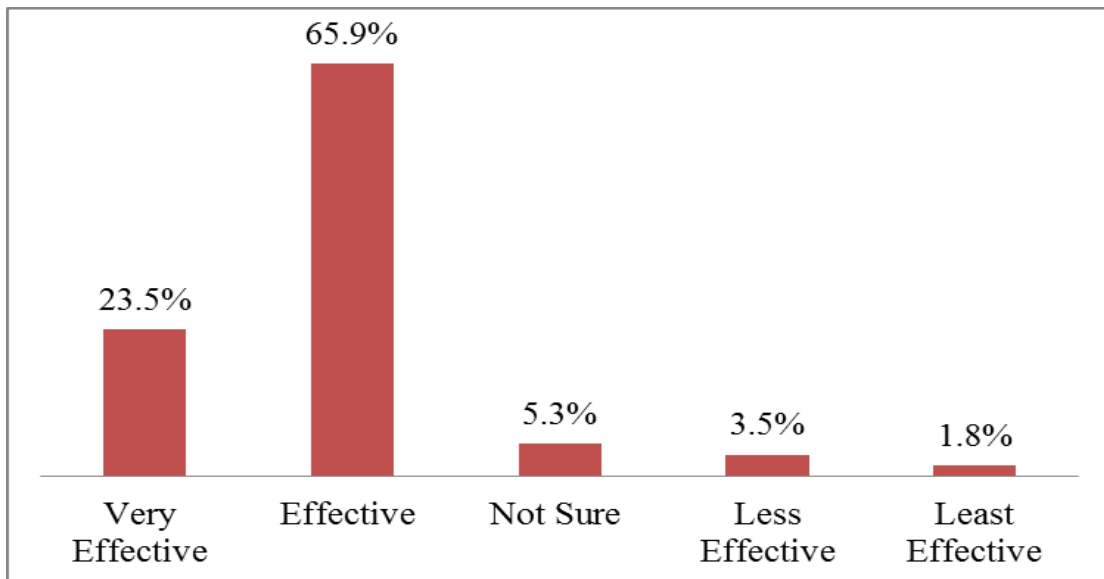
Figure 4.8: Effectiveness of Work Committees on Employee Performance

From the immediate figure above, 23.5% of the respondents rated that work committees are very effective in influencing employee performance in their respective ministries. This was further supported by 65.9% of the respondents who rated work committees as being effective. 5.3% were not sure whereas the remaining 3.5% and 1.8% of the respondents rated work committees as being less and least effective respectively.

From the analysis, over 80% of the respondents held that, committees are effective and deliver results to the tasks bestowed on them. The findings are supported by DeCenzo and Stephen (2010), they held that, committee assignments allow the employee to share in decision making, to learn by watching others and to investigate specific organizational problems. Committees may be divided into, temporary and permanent committees. Interestingly, appointment to permanent committees increases the employee's exposure to other members of the organization, broadens his or her understanding, and provides an opportunity to grow and make recommendations under the scrutiny of other committee members (DeCenzo & Stephen, 2010).

With regard to work committees, the respondents were asked to give comments on the availability of the guidelines and provisions of the work committees aimed at enhancing employees' performance in your ministry in line with the workforce diversity management. The respondents commented that work committees were important in the organization in improving employee performance. This was because it helped to promote harmonious relations in the work place and sort out differences of opinion on work related issues. Moreover, work committees helped the employees to negotiate on the matters of general interests and maintain industrial peace. One of the respondents further commented that work committees have been effective in promoting performance among employees in our ministry. Through the committees, workload is shared and employees are encouraged to have a say at the place of work. Moreover, through the committees' ideas are shared among the employees and this contributes to increased performance (Respondent 200, 2018).

4.5.6 Descriptive Analysis for Employees' performance

Employee performance forms a very important part of performance management. Whereas performance management emphasis on development and the initiation of self-managed learning plans as well as the integration of individual and corporate objectives, performance appraisal is concerned with determining how well employees are doing their jobs. In addition, appraisal communicates that information to the employees, and

establishes a plan for performance improvement. According to Table 4.13, proper performance helps in making administrative decision and enhances employees' efficiency, 53.5% of the respondents strongly agreed, 39.4% agreed, while 4.7% and 2.4% were undecided and disagreed respectively. The analysis got a mean of 1.6 and a standard deviation of 0.69 (that is, $\mu= 1.6$, $\sigma=0.69$). This implies that, employees' appraisal helps in administrative decision making as well as in enhancing employees' efficiency.

Concerning future use of employee and efficiency, 60% strongly agreed that appraisal helps a lot while 23.5% agreed. However, 13.5% were undecided while 2.9% disagreed. The analysis got a mean of 1.95 and a standard deviation of 0.69, (that is, $\mu= 1.95$, $\sigma=0.69$). The evaluation of employees therefore, enhances employees' performance if it is objectively and purposively done. On the statement that 'appraisal encourages and motivates employees to improve their efficiency', 47.1% strongly agreed, 36.9% agreed while 12.4% and 4.7% were undecided and disagreed respectively. This gave a mean of 1.74 and a standard deviation of 0.84, (that is, $\mu= 1.74$, $\sigma=0.84$). On the statement, 'identification of employee's current level of performance helps improve their efficiency', 32.4% strongly agreed, 42.4% agreed whereas12.4% were undecided, and only 10.6 disagreed. The statement, got a mean of 2.03 and a standard deviation of 0.94, (that is, $\mu= 2.03$, $\sigma=0.94$).

Finally, on the statement 'appraisal helps in succession planning which leads to employees' efficiency', 29.4% strongly agreed, 67.1% agreed while 1.2% and 1.2% were undecided and disagreed respectively. The analysis gave a mean of 1.77 and a standard deviation of 0.64, (that is, $\mu= 1.77$, $\sigma=0.64$). Performance appraisal definitely helps in succession planning and efficiency as can be proved from the analysis. The analysis corroborates with Murton, Margaret and Nuala (2010), who held that, performance appraisal is the central pillar of performance management and focuses on reviewing an individual's performance against an agreed set of criteria, providing feedback and assessing an individual's potential and development needs. All these are geared toward enhancement of employees' efficiency.

The second sub-construct considered and analyzed under employee performance was responsiveness. As a construct, it refers to the ability of a person or organization to external conditions. In our context it refers to the employees' ability to react to changes and demands made in the organization. They are supposed to be flexible and readily available to offer their services depending with their knowledge and skills. From the analyses, the statement, 'employees' satisfaction in their tasks leads to greater responsiveness to customers' needs' got 36.7% of the respondents strongly agreeing, 41.8% agreed, 18.2% were undecided, while 1.2% and 1.2% disagreed and strongly disagreed respectively. The analyses got a mean of 1.86 and a standard deviation of 0.83, (that is, $\mu= 1.86$, $\sigma=0.83$).

On the statement, 'employees' engagement in organizational needs leads to greater responsiveness' 33.5% strongly agreed, 51.8% agreed, 11.2% were undecided, 2.4% disagreed while 1.2% strongly disagreed. The statement got a mean of 1.85 and a standard deviation of 0.833, (that is, $\mu= 1.85$, $\sigma=0.83$). In response to the statement, 'employees' flexibility leads to their responsiveness in their co-workers' needs', 31.2% strongly agreed, 47.1% agreed, 18.2% were undecided while 3.6% disagreed. The analysis got a mean of 1.95 and a standard deviation of 0.833, (that is, $\mu= 1.95$, $\sigma=0.83$). According to the statement, 'employees' involvement in general public's needs leads to higher level of responsiveness', 47.1% strongly agreed, 47.6% agreed, 2.9% were undecided, whereas, 2.2% disagreed. The analysis got a mean of 1.59 and a standard deviation of 0.64, (that is, $\mu= 1.59$, $\sigma=0.64$).

On the statement, 'employees' inclusion in decision making make them to be more responsive to organizational objectives' 58.2% of the respondents strongly agreed, 24.7 agreed, while 10.6% disagreed. The analysis got a mean of 2.0 and a standard deviation of 0.82, (that is, $\mu= 2.0$, $\sigma=0.82$). According to Maynard, Kennedy and Sommer (2015), organizations increasingly operate within dynamic environments that require them to adapt. This makes them to respond quickly and effectively to acute or on-going change, responsiveness of the employees therefore becomes the centre in the achievement and fulfillment of organizational goals.

On the sub-construct, 'customer satisfaction', the statement, 'there have been no complaints regarding the quality of services provided by your ministry', 59.4% strongly agreed, 28.2% agreed while 8.3% were undecided and none of the respondents strongly disagreed. The analysis got a mean of 1.63 and a standard deviation of 0.96, (that is, μ= 1.63, σ=0.96). The statement, 'the customers prefer the price of your services over those of competitors organizations', 24.7% strongly agreed, 58.2% agreed, 10.6% were undecided, while 6.5% disagreed. The analysis got a mean of 2.00 and a standard deviation of 0.82. This implies that, the general public which happen to be consumers of civil services prefer government services which are cheaper over the services by the private sector which are in most cases are overpriced. The third statement, 'most of your customers are as a result of referral from previous customers' got 67.1% of the respondent strongly agreeing, 16.5% agreed, while 10.6% and 5.9% were undecided and disagreed respectively. The analyses got a mean of 2.06 and a standard deviation of 0.71, (that is, μ= 2.06, σ=0.71).

In regard to the statement that, 'there are few complaints received in your ministry from the public, 42.9% strongly agreed, 37.1% agreed, 15.9% were undecided, while 4.7% disagreed. The statement got a mean of 1.84 and a standard deviation of 0.88, (that is, μ= 1.84, σ=0.88). Lastly, on the statement, 'the customers are generally satisfied with the services provided by your ministry', 21.8% of the respondents strongly agreed, 65.3% agreed, while 5.3% and 7.7% disagreed and strongly disagreed respectively. The argument that employees' performance can be measured from customer satisfaction holds true as proved by the analysis summarized by Table 4.15 below.

Table 4.13: Descriptive analysis for Employee Performance

Statements	SA %	A %	UD %	D %	SD %	μ	σ
Efficiency							
Proper performance appraisal helps in making administrative decision and enhance employees' efficiency	53.5	39.4	4.7	2.4	0	1.559	.695
Appraisal helps in determining future use of employees and so their efficiency.	23.5	60.0	13.5	2.9	0	1.959	.699
Appraisal encourages and motivates employees to improve their efficiency.	47.1	35.9	12.4	4.7	0	1.747	.849
Identification of employee's current level of performance helps improve their efficiency.	32.4	42.4	14.7	10.6	0	2.035	.946
Appraisal helps in succession planning which leads to employees' efficiency.	29.4	67.1	1.2	1.2	1.2	1.777	.640
Responsiveness							
Employees' satisfaction in their tasks leads to greater responsiveness to customers' needs.	37.6	41.8	18.2	1.2	1.2	1.865	.834
Employees' engagement in organizational needs leads to greater responsiveness.	33.5	51.8	11.2	2.4	1.2	1.859	.793
Employees' flexibility leads to their responsiveness in their co-workers' needs	31.2	47.1	18.2	2.4	1.2	1.953	.833
Employees' involvement in general public's needs leads to higher level of responsiveness.	47.1	47.6	2.9	2.2	0	1.59	.64
Employees' inclusion in decision making make them to be more responsive to organizational objectives.	58.2	24.7	0	10.6	6.5	2.00	.82
Customer Satisfaction							
There have been no complaints regarding the quality of services provided by our ministry.	59.4	28.2	4.1	8.3	0	1.63	.96
The customers prefer the price of your services over those of competitive organizations.	24.7	58.2	10.6	6.5	0	2.00	.82
Most of our customers are as a result of referral from previous customers.	67.1	16.5	10.6	5.9	0	2.06	.71
There are few complaints received in your ministry from the public.	42.9	37.1	15.9	4.7	0	1.84	.88
The customers are generally satisfied with the services provided by your ministry.	21.8	65.3	0	5.3	7.7	1.57	.96

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree, μ- Mean, σ-Standard Deviation

4.6 Factor Analysis Results

According to Kothari (2014), factor analysis is by far the most often used multivariate technique of research studies, specially pertaining to social and behavioral sciences. It is applicable when there is a systematic interdependence among a set of observed or manifest variables and the researcher is interested in finding out something more fundamental which creates this commonality. Factor analysis seeks to resolve a large set of measured variables in terms of relatively few categories, known as factors (Kothari, 2014). In this study, the factor analysis was applied to make decisions on whether the variables under investigation explained the dependent variable.

As conceptualized in the study, validity was concerned with whether the findings explained the influence of workforce diversity management factors on employee performance in the civil service of Kenya. To be able to determine this, factor analysis was carried out for all the variables in the study and the results had a factor loading greater than 0.4.

According to Tabachnick and Fidell (2007), factor loading of 0.32 and below is poor, 0.45 is fair, 0.55 is good, 0.65 is very good, while 0.7 is excellent. Hakanen, Schaufeli and Ahola (2008) used the same method which has been widely accepted as reliable for factor analysis. The results show that all the factors related to diversity policies, diversity training of employees, work teams, affirmative action and work committees had a factor loading of 0.49 and above; the highest had a factor loading of 0.873. Therefore, they were used in the subsequent analysis.

The goodness of fit of statistical model describes how well it fits a set of observation. This test enables us to see how well does the assumed theoretical distribution fit to the observed data. When some theoretical distribution is fitted to the given data, we are always interested in knowing as to how well this distribution fits with the observed data (Kothari, 2014). Measures of goodness of fit therefore, typically summarize the discrepancy between observed values and the values expected under the model in

question. According to Hair *et al* (2010), the Table below (that is, Table 4.16) provides a guideline of recommended thresholds for these tests statistics.

Table 4.14: Threshold for fit statistics

Measure	Threshold
Chi square / df	Less than 3-good, less than 5-permissible
GFI (Goodness of fit index)	Greater than 0.7
AGFI (Adjusted Good of fit Index)	Greater than 0.7
RMSEA (Root Mean Square)	Less than 0.05-good, 0.05-0.10
Error of Approximation	Moderate/acceptable fit
NFI (Normal fit index)	Greater than 0.7

4.6.1 Factor Loading for Construct Diversity Policies

According to Table 4.17, the factor loading for Diversity Policies, all of the three items (that is, DP1, DP2, and DP3) and all of them had a factor loading greater than 0.49. The item with the highest factor loading was 'The human resource policies in the ministry bring about equal opportunities among staffs with a factor loading of 0.812. This means that, with human resource policies in the government ministries, it would be possible to offer equal opportunities to all irrespective of regional, tribal, political or even religious background.

The item with the second highest factor loading was that, Diversity policies have enhanced the levels of commitment in your ministry with a factor loading of 0.798, while the lowest had a factor loading of 0.528, that is, Diversity policies enhance levels of motivation in the ministries. From Table 4.17, we conclude that, consideration and offering of equal opportunities in the government ministries can be attained through Diversity policies.

Table 4.15: Factor Loading for Construct Diversity Policies

Code	Item	Factor Loading
DP1	The human resource policies in our ministry bring about equal opportunities among staffs.	.812
DP2	Human resource policies have been able to enhance the motivation of staff members in your ministry	.528
DP3	The human resource policies have enhanced levels of commitment in your ministry	.798

4.6.2 Factor Loading for Construct Diversity Training

The analysis as given in Table 4.18 indicates that diversity training is effective on enhancing employees' performance with all the three items having a factor loading greater than 0.49 (that is, DT1, DT2, and DT3). The item DT3, that is, 'Employee Cohesiveness' has the highest factor loading of 0.740. This implies that, diversity training improves employees' team spirit and makes them contribute their specialized skills to the attainment of ministry goals. The item with the second highest factor loading is DT2, with a factor loading of 0.725. This implies that, exposure to employees training reduce discrimination, prejudices and biasness among employees working in the government ministries.

The item DT1, that is, 'through consistent employees training there has been a better use of resources' has a factor loading of 0.705. Diversity training helps in the use of government resources through sharing and use of those resources without discrimination and biasness.

Table 4.16: Factor Loading for Construct Diversity Training

Code	Item	Factor Loading
DT1	Through consistent employees training in the ministry, there has been better use of resources	.705
DT2	Exposure to employees training in the ministry has reduced discrimination among employees and thus led to improved performance	.725
DT3	Employee Cohesiveness	.740

4.6.3 Factor Loading for Construct Work Teams

The construct 'Work Teams' has three items as indicated in Table 4.19. The item WT1 had the highest factor loading of 0.880. That is, 'Work teams in your ministry have brought about inherent synergy. The concept 'synergy', holds that, the performance outcome of two or more people working together would be greater than outcome of the same employees working individually. Team spirit and unity among employees is encouraged. The second highest factor loading item was WT2 with 0.805 that is, 'through work teams in ministry, employee satisfaction has been enhanced'. Teams make work easier, solve complex problems and help members to be bonded for purpose. Finally, the item WT3 had a factor loading of 0.776, and holds that, work teams reduce turnover rate.

Table 4.17: Factor Loading for Construct Work Teams

Code	Item	Factor Loading
WT1	Work teams in the ministry have brought inherent synergies	.880
WT2	Through work teams in the ministry, employee satisfaction has been enhanced	.805
WT3	Work teams have reduced turnover rate and thus improved performance	.776

4.6.4 Factor Loading for the Construct Affirmative Action

The fourth construct addressed in this study is 'Affirmative action' and had three items, namely AA1, AA2, and AA3.With regards to the affirmative action construct, the first item which also had the highest factor loading was AA1 and had 0.888. The item holds that, Affirmative Action has enhanced employees' recruitment in the ministry. Recruitment process should be competency based, address the skills and knowledge gaps as well manpower required in the organization. Affirmative action ensures that the isolated categories of people are given consideration and incorporated into the workforce of different ministries. AA2 item had the second highest factor loading of 0.801. It implies that, with a consistent Affirmative action, all employees in the ministry would be given equal training opportunities. This would manifest equity, and eliminate biasness that could easily crop up in government sector. The AA3 item happens to have the least loading factor, that is, 0.780 as indicated in Table 4.20. Affirmative action has also brought about advancement opportunities in different government ministries.

Table 4.18: Factor Loading for Construct Affirmative Action

Code	Item	Factor Loading
AA1	Affirmative action in the ministry has been able to enhance employee recruitment	.888
AA2	Through consistent affirmative action, there are equal training opportunities	.801
AA3	Affirmative action in the ministry has brought about advancement opportunities	.780

4.6.5 Factor Loading for the Construct Diversity Committees

According to Table 4.21, DC1 had the highest factor loading, followed by DC3 and then DC2. The item 'Diversity committees have facilitated collaboration of employees in your ministry had a factor loading of 0.880. This means that, committees are highly used in the government especially on deciding and handling employees' issues. The item DC3 had the second highest factor loading of 0.749. It then follows that, diversity committee

works not only for the inclusion of all, but more so consideration of the earlier left out groups. This is done geared to better performance. The item DC2 had a factor loading of 0.748 and it addressed the performance of employees which should be improved for better results in service delivery in the government sector.

Table 4.19: Factor Loading for Construct Diversity Committees

Code	Item	Factor Loading
DC1	Diversity committees have facilitated collaboration of employees in your ministry	.880
DC2	Diversity committees have led to better performance results	.748
DC3	Diversity committees have brought enhanced advocacy process in your ministry	.749

4.6.6 Factor Loading for the Construct Employee Performance

According to Aguinis (2009), performance management is a means of getting better results from the organization, teams and individuals by understanding and managing performance with an agreed framework of planned goals, standards and competence requirements. Performance appraisal on the other hand is concerned with determining how well employees are doing their jobs, communicating that information to the employees and establishing a plan for performance improvement. As indicated in Table 4.22, the dependent variable 'employees performance' had three sub-variables which were considered and analyzed; namely, efficiency, responsiveness and customer satisfaction. On 'Employees efficiency', EP2 had the highest factor loading followed by EP3, EP5, EP4 and EP1 in that order.

The item 'appraisal helps in determining future use of the employees and so their efficiency had a factor loading of 0.816. This means that, although appraisals are performed for various reasons, determining future use of the employee takes priority. For example, it may be done for future promotions and career advancement. EP3 was the second from the highest with a factor loading of 0.796. This implies that, when

appraisals are objectively done, they serve as a source of encouragement and motivation among employees and as a result, efficiency is improved.

The item 'appraisal helps in succession planning which leads to employees' efficiency, that is, EP5 had the third highest factor loading of 0.771. Succession planning is therefore taken seriously especially for continuation, smooth running of organization and efficient service delivery in the government sector. EP4, that is, 'identification of employee's current level of performance helps improve their efficiency' got a factor loading of 0.745. Performance appraisal is supposed to be a continuous process; however, it would more effective if it is conducted for a specific reason rather than just for the sake of knowing employee's current level of performance. On this sub-construct, 'proper performance appraisal helps in making administrative decision and enhances employee's efficiency'. That is, EP1 had a factor loading of 0.735. In most cases, management uses other techniques in making administrative decision, rather than performance appraisal.

On sub-construct 'Responsiveness', EP7 had the highest factor loading, followed by EP10, EP6, EP8, while EP9 had the least factor loading. The item 'employee's engagement in organizational needs leads to greater responsiveness' that is EP7 had a factor loading of 0.791. If employees understand and embrace organizational needs, this would make them responsive to whatever challenge that would hinder realization of those needs. EP10, had a factor loading of 0.789, that is, employees' inclusion in decision making challenge them to be more responsive to organizational objectives. EP6 had a factor loading of 0.788, it necessarily follows that, when employees are satisfied by the tasks they perform in the organization, they tend to respond quickly and accurately to customers' needs. The item 'employees' flexibility leads to their responsiveness in their co-workers' needs' that is, EP8 had a factor loading of 0.781.

Employees' flexibility may be as a result of training, experience or even high levels of motivation. This enables them to fill the gaps in performance and attend to their co-workers needs. EP9, that is, 'employees' involvement in general public needs leads to

higher level of responsiveness had a factor loading of 0.702. This implies that, although employees in civil service are involved in public needs, their response to these needs depends with many factors not just involvement.

Concerning 'Customer satisfaction', the item EP14 had the highest factor loading of 0.859, this implies that raise few complaints to government ministries possibly because most services offered by government are not offered by private sector. Private sector supplements what the government offers to the public. The item EP12 had a factor loading of 0.840; this implies that, customers prefer government services due to cheaper prices in comparison with the private sector and especially when government offers quality services. EP15, that is, 'the customers are generally satisfied by the services by your ministry had a factor loading of 0.801, this being the third highest of the sub-construct 'customer service', it follows that, customers are either satisfied by government services or they lack equivalent of those services in the private sector. The item EP11 had a factor loading of 0.781, that is, 'there have been no complaints regarding quality of services provided by your ministry.

This indicates that citizens are either satisfied by government services or remain passive in spite of poor quality of services provided by the government. The item EP13 got the least factor loading of 0.774 in this sub-construct. It has an implication that, most government clients don't seek services out of referral; instead, they are pushed by the magnitude and urgency of their needs.

Table 4.20: Factor Loading for Construct Employee Performance

Code	Item	Factor Loading
	Efficiency	
EP1	Proper performance appraisal helps in making administrative decision and enhance employees' efficiency	0.735
EP2	Appraisal helps in determining future use of employees and so their efficiency.	0.816
EP3	Appraisal encourages and motivates employees to improve their efficiency.	0.796
EP4	Identification of employee's current level of performance helps improve their efficiency.	0.745
EP5	Appraisal helps in succession planning which leads to employees' efficiency.	0.771
	Responsiveness	
EP6	Employees' satisfaction in their tasks leads to greater responsiveness to customers' needs.	0.788
EP7	Employees' engagement in organizational needs leads to greater responsiveness.	0.791
EP8	Employees' flexibility leads to their responsiveness in their co-workers' needs	0.781
EP9	Employees' involvement in general public needs leads to higher level of responsiveness.	0.702
EP10	Employees' inclusion in decision making make them to be more responsive to organizational objectives.	0.789
	Customer Satisfaction	
EP11	There have been no complaints regarding the quality of services provided by our ministry.	0.781
EP12	The customers prefer the price of your services over those of competitive organizations.	0.840
EP13	Most of our customers are as a result of referral from previous customers.	0.774
EP14	There are few complaints received in your ministry from the public.	0.859
EP15	The customers are generally satisfied with the services provided by your ministry.	0.801

4.7 Results of Diagnostic Tests

The diagnostic tests that were carried out in this study were; normality test, multicollinearity and heteroscedasticity. The three were carried out and the findings are presented in the section below.

4.7.1 Test for Normality

The normality test was carried out to assist in checking if the data was normally distributed. According to Myoung (2015), there are two ways of testing normality.

Graphical methods visualize the distributions of random variables or differences between an empirical distribution and a theoretical distribution (for example, the standard normal distribution). Further, numerical methods present summary statistics such as skewness and kurtosis, or conduct statistical tests of normality. However, graphical methods are intuitive and easy to interpret, while numerical methods provide objective ways of examining normality (Park & Myoung, 2015).

This study particularly determined the normality graphically, by use of the normal Q-Q plots for every variable considered. Ordinarily, if the data is normally distributed, the data points will be close to the diagonal line. On the contrary, if the data points stray from the line in an obvious non-linear fashion, the data would not be normally distributed. In the context of this study, Shapiro-Wilk was used in testing normality of the data. Additionally, the normal QQ plot was used for summarizing the data. The Quantile-Quantile (Q-Q) plot is an excellent way to see whether the data deviates from other distributions but only interested in the normal distribution. The scatter plot on the other hand would show the relationship between the actual observed values and what those values would be expected when the data is normally distributed.
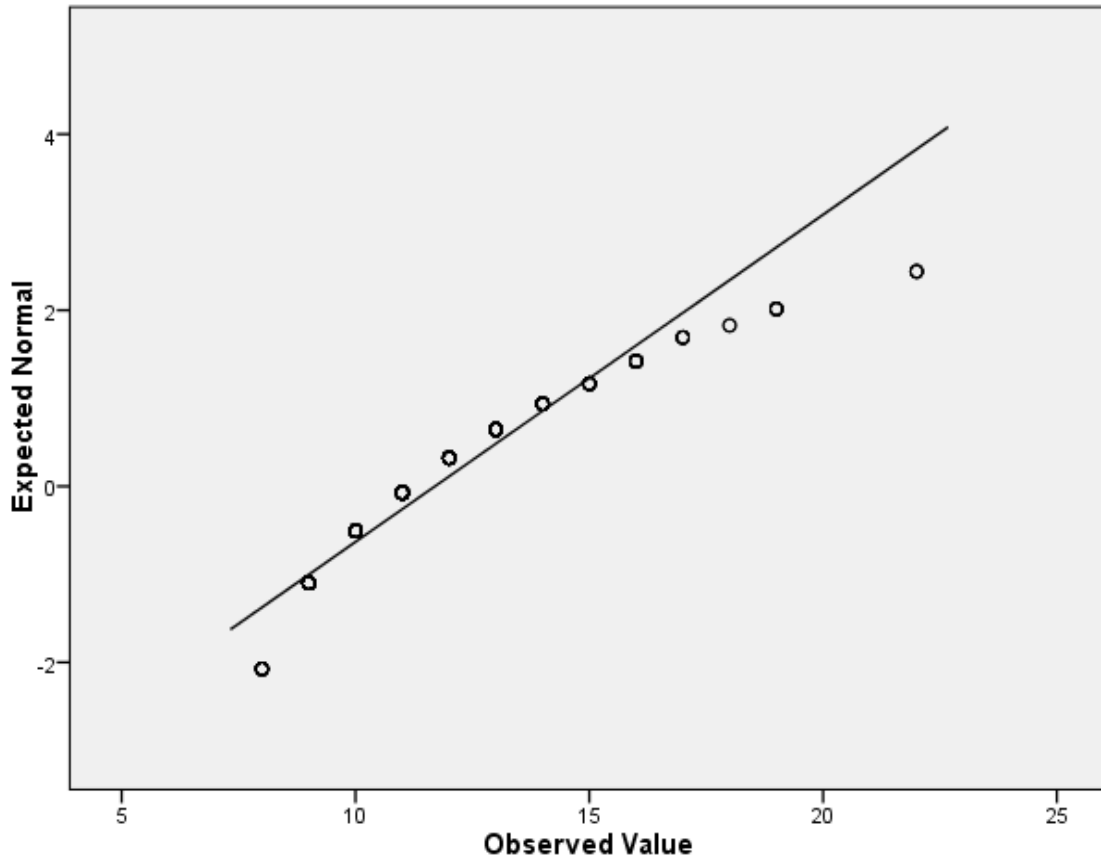
Figure 4.9: Normal Q-Q Plot of Diversity Policies

As shown by the figure 4.10, the data for diversity policies was found to be distributed normally and within the diagonal line. Many methods used for normality tests like, t-test, ANOVA and regression depend on the assumption that data was sampled from Gaussian distribution (Indiana, 2011). It then follows that, to evaluate how far data deviates from the Gaussian is to look at graph and see if the data deviates grossly from a bell-shaped normal distribution. That is, variables were subjected to normality tests, to check whether the data provided by the dependent variable (Y) was normally distributed, on the contrary, if the data was not normally distributed, some challenges would crop up on the subsequent statistical analysis.
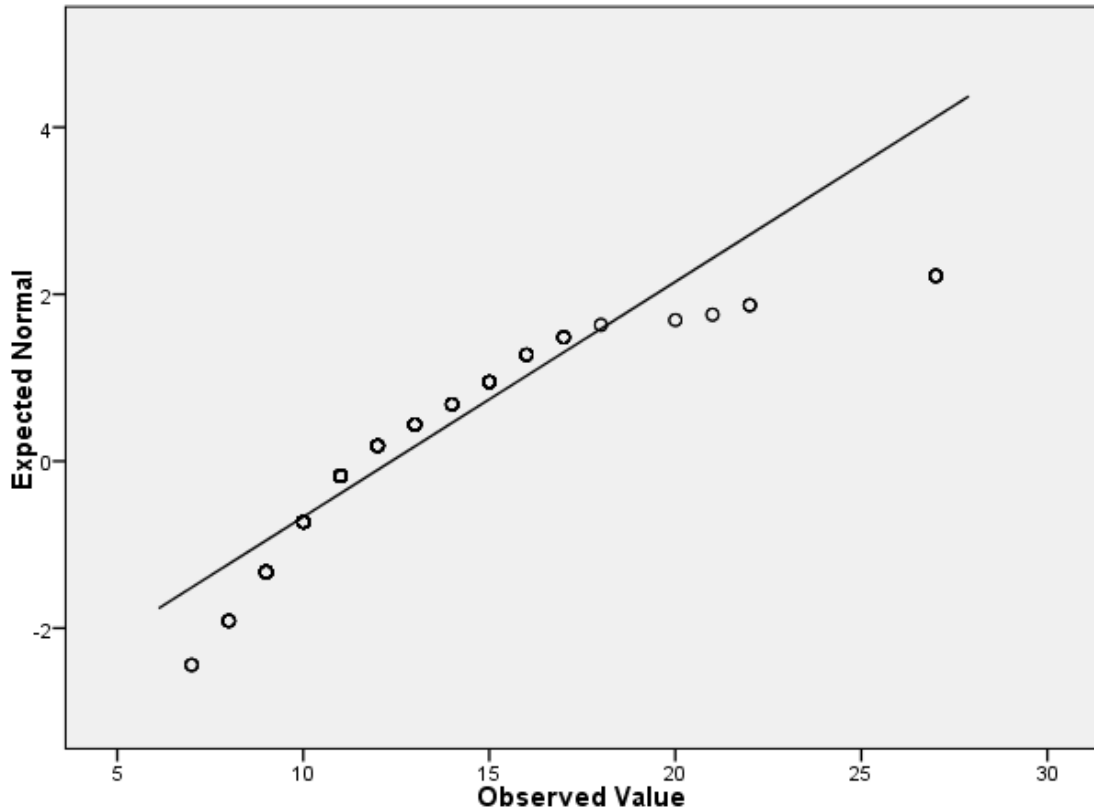
Figure 4.10: Normal Q-Q Plot of Diversity Training

According to Vogt (2007), Factor analysis (FA) is used to find patterns in the correlations among variables. With this regard, figure 4.11 above shows that the data for the diversity training is normally distributed as most of it falls along the line of best fit. In this Plot, consideration has been given both for expected and observed values of diversity training.
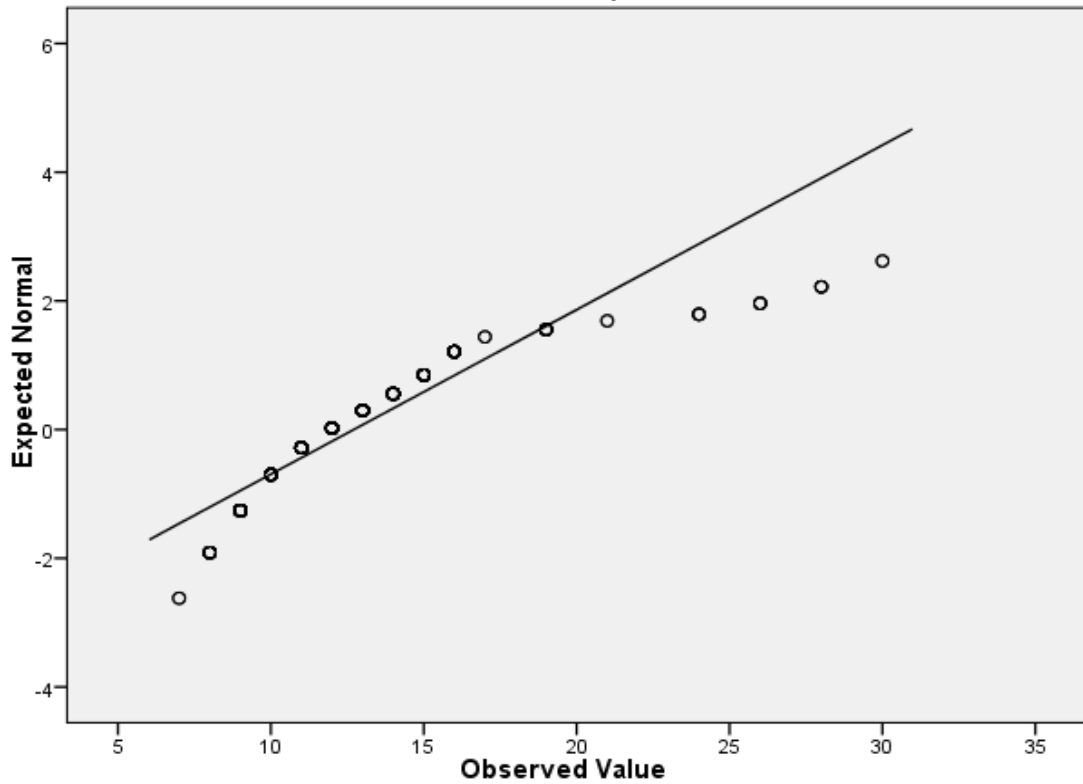
Figure 4.11: Normal Q-Q Plot of Work Teams

According to Figure 4.12, the normal QQ plot indicates that the observed values versus the expected normal values are randomly distributed along the line of best fit. As such, it can be concluded that the work team values are normally distributed.
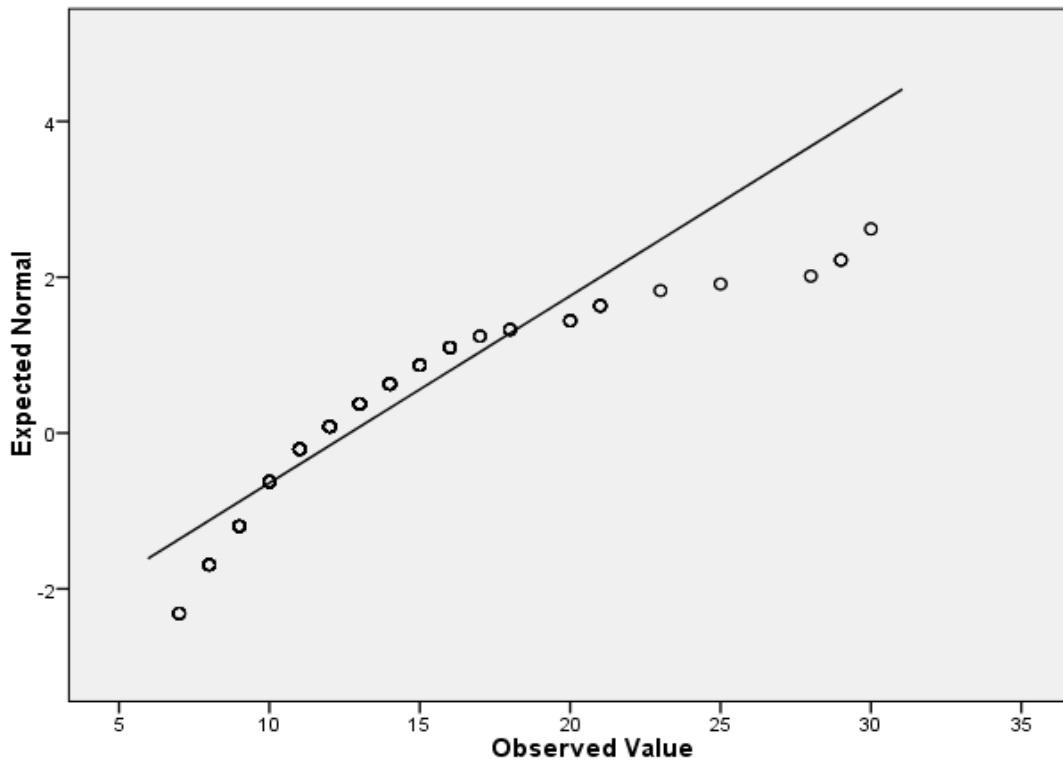
Figure 4.12: Normal Q-Q Plot of Affirmative Action

According to Vogt (2007), Factor analysis (FA) can and has been used to explore patterns among any set of correlated variables or values. In this section, the data being considered is on Affirmative action. According to Figure 4.13, the normal QQ plot indicates that the observed values versus the expected normal values are randomly distributed along the line of best fit. As such, it can be concluded that the affirmative action data is normally distributed.
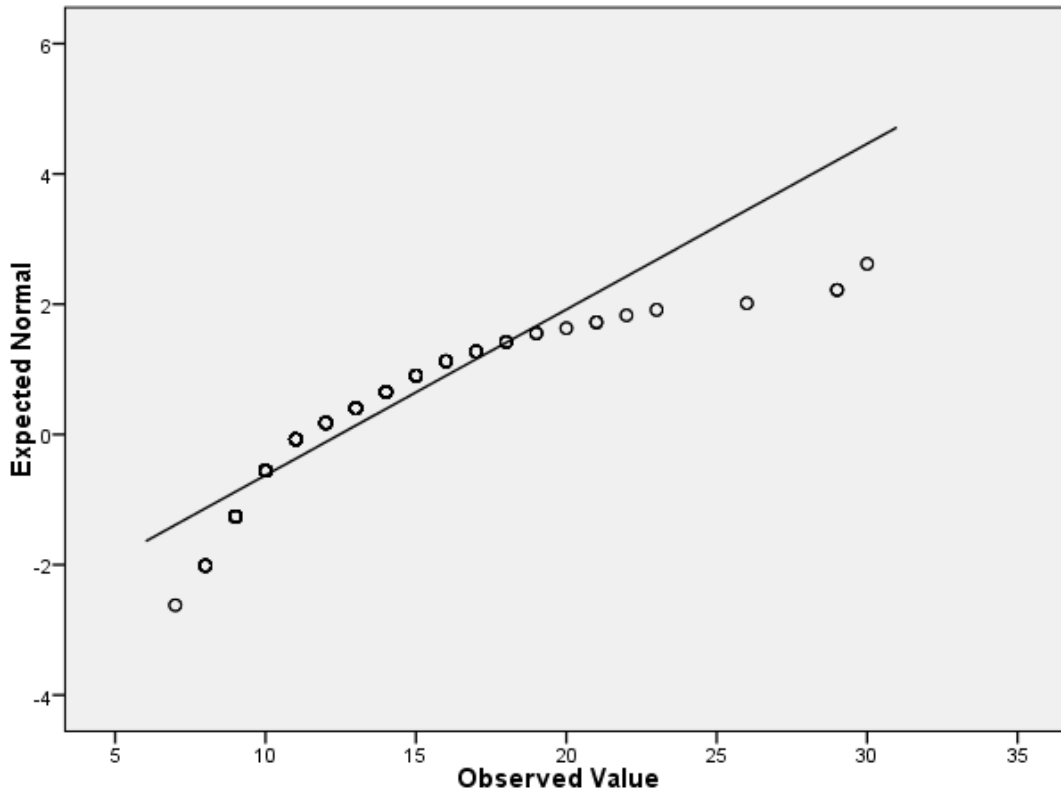
Figure 4.13: Normal Q-Q Plot for Diversity Committees

As shown by Figure 4.14, the normal QQ plot indicates that the observed values versus the expected normal values are randomly distributed along the line of best fit. As such, it can be concluded that the diversity committee data is normally distributed.

Table 4.21: Test of Normality for Employee Performance

	Shapiro-Wilk		
	Statistic	df	Sig.
Employee Performance	.930	20	.157

a. Lilliefors Significance Correction

As shown by Table 4.23, the distribution of the variables was normal. This is because the significant (.157) is greater than 0.05. As such it can be concluded that in this study, the dependent variable was normally distributed because the study was using a multiple

linear regression model where the condition of normality must be satisfied (Lapan, Quartaroli & Julia, 2012). Figure 4.15 shows the normal QQ plot which indicates that the condition of normality for employee performance is satisfied.
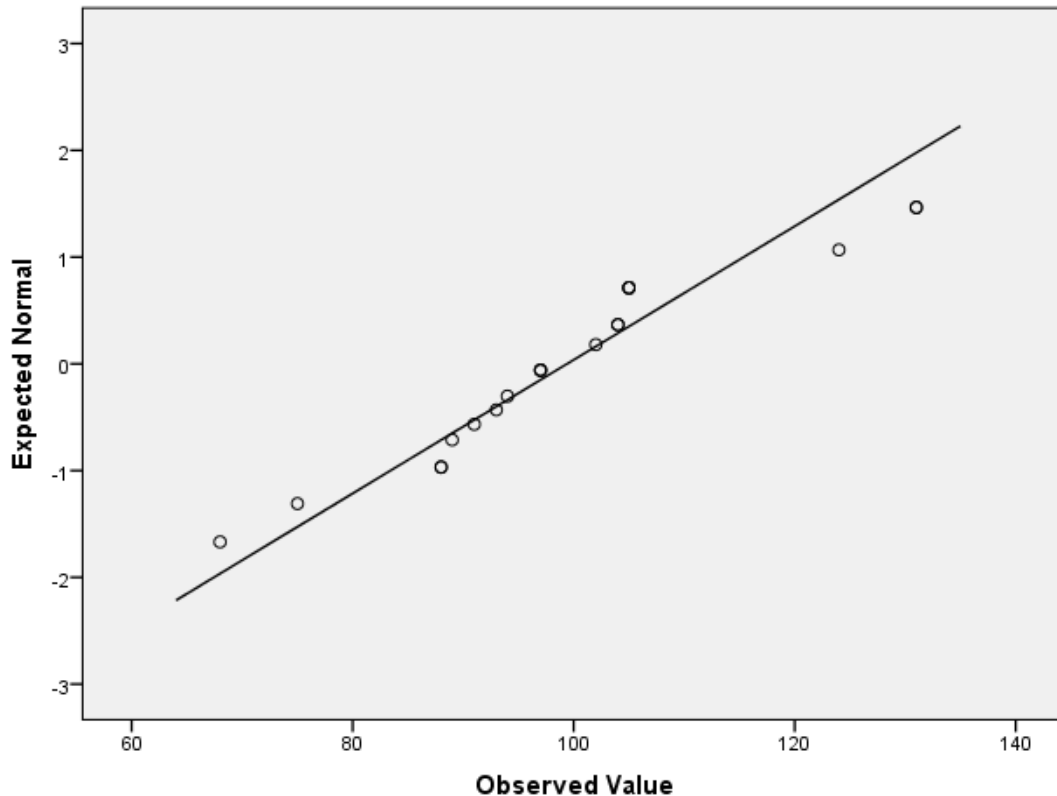
Figure 4.14: Normal Q-Q Plot for Dependent variable (Employee Performance)

According to Shenoy and Madan (1994), for a variable to be normally distributed most of the data falls along the theoretical quantile-quantile line. The theoretical quantile-quantile line of the data is fitted and from the normal QQ plot it indicates that the observed values versus the expected normal values are randomly distributed along the line of best fit. This therefore indicates that the dependent variable is normally distributed as it's randomly distributed along the line of best fit.

4.7.2 Multicollinearity - Tolerance and VIF

The study conducted a multicollinearity tests to determine if two or more predictor (independent) variables in the multiple regression model are highly correlated. The study used tolerance and variance inflation factor (VIF) values for the predictors as a check for multicollinearity. Tolerance indicates the percent of variance in the independent variable that cannot be accounted for by the other independent variable while VIF is the inverse of tolerance. Table 4.24 indicates the test results for multicollinearity, using both the VIF and tolerance. With VIF values of less than 5 and tolerance close to 1, it was concluded that the data is not subject to multicollinearity problems.

Table 4.22: Multicollinearity Test

Model		t	Sig.	Collinearity Statistics	
				Tolerance	VIF
1	(Constant)	3.001	.010		
	Diversity Policies	2.684	.018	.910	1.099
	Diversity Training	.308	.762	.329	3.036
	Work Teams	.652	.525	.442	2.264
	Affirmative Action	-.402	.693	.533	1.875
	Work Committees	-2.447	.028	.822	1.217

4.7.3 Heteroscedasticity

Based on the output coefficients obtained value of Sig. Diversity policies variable of .705, diversity training variable of .894, work teams variable of .062, affirmative action variable of .882 and Sig. Work committees variable of .419. This means that the value of the variables significance is greater than 0.05. Hence, it can be concluded that there is no heteroscedasticity problem.

Table 4.23: Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	11.252	6.077		1.852	.085
	Diversity Policies	.542	1.401	.089	.387	.705
	Diversity Training	.086	.632	.034	.135	.894
1	Work Teams	-2.615	1.290	-.603	-2.027	.062
	Affirmative Action	-.139	.919	-.037	-.151	.882
	Work Committees	-.603	.724	-.220	-.833	.419

a. Dependent Variable: Employees' performance

4.8 Inferential Tests

According to Kothari (2014), inferential analysis is concerned with the estimation of population values. It is mainly on the basis of inferential analysis that the task of interpretation (that is, the task of drawing inferences and conclusions) is performed. In this study it was carried out to establish the relationships of the variables. For the inferential analysis both correlation matrix and regression analysis were applied.

The correlation matrix Table summarizes the relationships of the independent variables versus the dependent. Regression analysis was done to establish the statistical significance of the relationship between the independent variables notably, diversity Policies, diversity training, work teams, affirmative action and diversity committees on dependent variable which was employee performance.

4.8.1 Correlation Tests

According to Vogt (2007), there are four different types of descriptive statistics; measure of central tendency like mean, mode and median; measures of dispersion such as variance and standard deviation which describe deviation from the mean; measures of relative position like percentile or z-score which describe where a particular score is

located in a group of scores and lastly, measures of association such as correlation which describe how the scores in two or more distributions vary together, or correlate. Whereas descriptive statistics describe or summarize the main features of a given data or the relationships between variables in a data set, inferential statistics on the contrast go a step further by making it possible to draw conclusions or make inferences that extend beyond the items in the data set to the larger population (Babbie *et al*., 2015). They are used to test hypotheses and make estimations using sample data.

In brief, the correlation coefficient is used to describe how two distributions of scores are related to each other. The Pearson correlation coefficient on the other hand indicates the strength of a linear relationship between two variables. The coefficient of determination was used to measure how well the regression line represents the data. The p-values were used to measure the hypotheses of the study.

Correlation analysis for Diversity Policies

The study aimed to find out the correlation of diversity policies and employee performance. The analysis shows that there is a positive relationship between diversity policies and employee performance. Pearson correlation coefficient was used to measure the relationship between diversity policies and employee performance. The results indicated that diversity policies have a positive influence on employee performance in the civil service in Kenya. This was further indicated by Table 4:26, which show that the p-value was at $p=0.00$ and this meets the threshold since $p<0.05$. The p-value is the magnitude of error made by saying that the effects of the explanatory variables are not equal to zero. The positive relationship was represented by correlation coefficient of 0.300 and the number of respondents considered was 340. The results of the analysis corroborate with the observations made by Torrington, Laura and Stephen (2008), that diversity policies and practice influence motivation and potential performance.

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Table 4.24: Correlation between Diversity policies and Employees Performance

		Diversity Policies	Employee Performance
Employee Performance	Pearson Correlation	.300**	1
	Sig. (2-tailed)	.000	
	N	340	340
Diversity Policies	Pearson Correlation		.300**
	Sig. (2-tailed)		.000
	N	340	340
**. Correlation is significant at the 0.01 level (2-tailed).			

4.8.2 Correlation analysis for Diversity Training

The analysis showed that there was a correlation between diversity training and employee performance in the civil service in Kenya. Pearson correlation coefficient was used to gauge the relationship between diversity training and employee performance. The results indicated that diversity training has a significant positive influence on employee performance. As indicated in Table 4.27, p=0.000 and this meets the threshold since p<0.05. The positive relationship was represented by correlation coefficient of .136 and the number of respondents was 340. The analysis is in agreement with Paluck (2012), who held that, employees' training on diversity benefits a workplace by laying their guards down and building healthy business relationships, and decreasing bullying and discrimination at workplace.

Table 4.25: Correlation between Diversity Training and Employee Performance

		Employee Performance	Diversity Training
Employee Performance	Pearson Correlation	1	.136*
	Sig. (2-tailed)		.012
	N	340	340
Diversity Training	Pearson Correlation	.136*	1
	Sig. (2-tailed)	.012	
	N	340	340
*. Correlation is significant at the 0.05 level (2-tailed).			

4.8.3 Correlation Analysis for Work Teams

The analysis attests to the fact that there is a correlation between work teams and employee performance. The findings indicated that there is a positive relationship between work teams and employee performance in the civil service in Kenya.

Pearson correlation coefficient was used to gauge the relationship between work teams and employee performance. The results indicated that work teams have a positive influence on employee's performance. This was indicated by Table 4.28, which shows that the precision under consideration was at p=0.000 and this meets the threshold since p<0.05. The positive relationship was represented by a correlation coefficient of 0.258 and the number of respondents considered was 340. The findings corroborate with the findings of Crystal (2014), who held that, team work plays a fundamental role in organizational effectiveness. In addition, organizations benefit from diversity due to greater creativity and quality decision making (Langner, 2018).

Table 4.26: Correlation between Work Teams and Employee Performance

		Employee Performance	Work Teams
Employee Performance	Pearson Correlation	1	.258[**]
	Sig. (2-tailed)		.000
	N	340	340
Work Teams	Pearson Correlation	.258[**]	1
	Sig. (2-tailed)	.000	
	N	340	340
**. Correlation is significant at the 0.01 level (2-tailed).			

4.8.4 Correlation Analysis for Affirmative Action

The study also sought to find out the correlation between Affirmative Action and employee performance. The findings showed that there is a positive relationship between Affirmative action and employee's performance. Pearson correlation coefficient was used to gauge the relationship between Affirmative Action and employee

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performance. The results indicated that Affirmative Action has a positive significant relationship with employee's performance. This is indicated on Table 4.29.

The precision under consideration was at p=0.000 and this meets the threshold since p<0.05, the relationship was represented by correlation coefficient of 0.322 and the number of respondents considered was 340. The analysis concurs with the findings of Jonathan (2012), that work performance is greatly influenced by affirmative action, as it is used as tool to promote earnings and reallocate jobs to improve their effectiveness.

Table 4.27: Correlation between Affirmative Action and Employee Performance

		Employee Performance	Affirmative Action
Employee Performance	Pearson Correlation	1	.322**
	Sig. (2-tailed)		.000
	N	340	340
Affirmative Action	Pearson Correlation	.322**	1
	Sig. (2-tailed)	.000	
	N	340	340
**. Correlation is significant at the 0.01 level (2-tailed).			

4.8.5 Correlation Analysis for Work Committees

The study sought to find out the correlation between Work committees and employee performance. The analysis indicated that, there was a positive relationship between work committees and employee's performance. Pearson correlation coefficient was used to examine relationship between work committees and employee's performance. The results indicated that work committees have a positive significant relationship with employee's performance. This is indicated on Table 4.30. The precision under consideration was at p=0.000 and this meets the threshold since p<0.05, the relationship was represented by correlation coefficient of .314 and the number of respondents considered was 340.

The analysis of this variable corroborates with the findings of Mehta (2017), who held that, work committee promote measures for securing and preserving unity and good

relations between the employer and workmen and to that end, to comment upon matters of their interests or concern and endeavor to compose any material difference of opinion in respect of such matters.

Table 4.30: Work Committees

		Employee Performance	Work Committees
Employee Performance	Pearson Correlation	1	.314**
	Sig. (2-tailed)		.000
	N	340	340
Work Committees	Pearson Correlation	.314**	1
	Sig. (2-tailed)	.000	
	N	340	340
**. Correlation is significant at the 0.01 level (2-tailed).			

The results as presented in (Table 4.31) shows that, there was a positive and significant relationship between diversity policies and employee performance (rho=0.300, p value<0.05). This implies that, a unit increase in diversity policies increased employee performance by 30%. The second variable considered was diversity training, the results indicate that, there was a positive significant relationship between diversity training and employee performance (rho=0.136, p value<0.05). The implication is that, a unit increase in diversity training increases employee performance by 13.6%. Thirdly, there was a positive and significant relationship between work teams and employee performance (rho=0.258, p value<0.05). This implies that a unit increase in work teams increases employee performance by 25.8%.

Fourthly, there was a positive and significant relationship between Affirmative action and employee performance (rho=0.322, p value<0.05). This implies that, a unit increase in Affirmative action increases employee performance by 32.2%. The fifth variable works committee was also found to have a positive and significant relationship with employee performance (rho=0.314, p value<0.05). This implies that a unit increase in works committee increases employee performance by 31.4%. According to the results as indicated in (Table 4.31), none of the variables had a correlation coefficient greater than

+ or − 0.7, and so, the variables had no multicollinearity problem. This gave the data clearance for further tests as indicated in Table 4.31 (correlation matrix of all the variables).

Table 4.28: Correlation Matrix for all the variables.

		Diversity Policies	Diversity Training	Work Teams	Affirmative Action	Work Committees	Employee Performance
Diversity Policies	Pearson Correlation	1	.253**	.255**	.262**	.238**	.300**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	340	340	340	340	340	340
Diversity Training	Pearson Correlation	.253**	1	.471**	.231**	.304**	.136*
	Sig. (2-tailed)	.000		.000	.000	.000	.012
	N	340	340	340	340	340	340
Work Teams	Pearson Correlation	.255**	.471**	1	.348**	.426**	.258**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	340	340	340	340	340	340
Affirmative Action	Pearson Correlation	.262**	.231**	.348**	1	.536**	.322**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	340	340	340	340	340	340
Work Committees	Pearson Correlation	.238**	.304**	.426**	.536**	1	.314**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	340	340	340	340	340	340
Employee Performance	Pearson Correlation	.300**	.136*	.258**	.322**	.314**	1
	Sig. (2-tailed)	.000	.012	.000	.000	.000	
	N	340	340	340	340	340	340

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

4.8.6 Regression Analysis

Many data analysis methods including t-test, ANOVA and regression depend on the assumption that data was sampled from Gaussian distribution (Indiana, 2011). According to Marshall and Rossman (2006), regression analysis is a statistical process of estimating the relationship between variables. Regression analysis helps in generating equation that describes the statistical relationship between variables. The regression

analysis results were presented using Analysis of Variance (ANOVA) Tables. In this section therefore, the hypotheses developed for the study were tested, and the regression analysis is presented according to each hypothesis stated earlier in this research.

Regression Analysis for Diversity policies versus Employees' Performance

H_{o1}: Diversity policies have no positive influence on employees' performance in the civil service in Kenya.

According to Babbie *et al*, (2015), measure of association summarizes the strength and in some cases the direction of association between two variables. Further, Babbie *et al* (2015), argue that there are no set rules for interpreting strength of association. They however pointed out another way of exploring strength and direction of association between two I/R (Interval/Ratio) variables, that is, by producing a scatter plot with a linear regression line.

Table 4.32 presents the regression model on diversity policies versus employees' performance. As presented in the coefficient of determination, R square is 0.901 and R is 0.949 at 0.05 significance level. The coefficient of determination indicates that 90% of the variation on employees' performance is influenced by diversity policies. This implies that, there exists a positive significant relationship between diversity policies and employees' performance in the government ministries.

The Analysis of Variance (ANOVA) results as shown in Table 4.32 further confirms that the model fit is appropriate for this data since p-value of 0.00 which is less than 0.05 with 339 degrees of freedom and F (33.425). This implies that, there is a significant positive relationship between diversity policies and employee performance. We therefore reject the null hypothesis that, diversity policies have no positive influence on employees' performance in the civil service in Kenya.

In addition, the results indicate that diversity policies have positive and significant influence on employees' performance as indicated in Table 4.32. Thus, H_a: Diversity

policies have positive influence on employees' performance in the civil service in Kenya. The fitted model Y=1.444+0.372* X$_1$. This implies that, a unit change in diversity policies will increase by the rate of 0.372. This means that diversity policies are of significance when it comes to improving the performance of employees in government ministries in Kenya. In agreement with this finding, Adler (2005) argued out that with decreasing homogeneity in the workforce, implementation of diversity management policies is critical so as to maintain the skills of employees with diverse backgrounds in order to protect their competitive position in the market place.

Table 4.32: Model Summary for Regression of Diversity Policies on employees' performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949[a]	.901	.870	.65161

a. Predictors: (Constant), Diversity Policies

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	14.192	1	14.192	33.425	.000[b]
1	Residual	143.514	338	.425		
	Total	157.706	339			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Diversity Policies

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.444	.098		14.766	.000
	Diversity Policies	.372	.064	.300	5.781	.000

a. Dependent Variable: Employee Performance

Regression Analysis for Diversity Training versus Employees' Performance

H$_{o2}$: Diversity training has no positive influence on employees' performance in the civil service in Kenya.

Table 4.33 presents the regression model on diversity training versus employees' performance. The coefficient of determination Table indicates that, R square is 0.190 while R is 0.436 at 0.05 significance level. The coefficient of determination therefore indicates that, 19% of the variation on employees' performance is influenced by diversity training. This implies that, there exists a negative significant relationship between diversity training and employees' performance in the civil service in Kenya. The Analysis of Variance (ANOVA) results shown in Table 4.33 in addition confirms that the model fit is appropriate for this data since p-value of 0.01 (that is, p<.012) which is less than 0.05 with 339 degrees of freedom. This implies that there is a significant negative relationship between diversity training and employees' performance in the civil service in Kenya.

The results further indicate that diversity training has negative and significant influence on employees' performance as indicated in Table 4.33 below. In line with this, we reject the null hypothesis that is, H$_{o2}$: Diversity training has no positive influence on employees' performance in the civil service in Kenya and so it is concluded that there is an evidence of linear relationship between diversity training and employees' performance. The fitted model $Y=1.763+0.143* X_2$. This implies that, a unit change in diversity training will increase employees' performance by the rate of 0.143. This means that providing training on diversity among the employees can help in improving their performance.

According to an observation made by Kochan *et al*., (2003) diversity within the work place can evoke an array of emotions as some view diversity as something to be dealt with rather than a tool to be used to improve the organization. As such, employees need to be provided with the appropriate training on the significance of diversity so as to appreciate its significance in improving performance within the organizations rather than reducing it.

**Table 4.33: Model Summary for Regression of Diversity Training on Employees'
Performance**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.436[a]	.190	.160	.67668

a. Predictors: (Constant), Diversity Training

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	2.935	1	2.935	6.410	.012[b]
1	Residual	154.771	338	.458		
	Total	157.706	339			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Diversity Training

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.763	.090		19.592	.000
1	Diversity Training	.143	.056	.136	2.532	.012

a. Dependent Variable: Employee Performance

Regression analysis for Work teams versus Employees' Performance

**H$_{o3}$: Work teams have no positive influence on employees' performance in the civil
in Kenya.**

Regression analysis was also conducted to determine whether there is a significant
relationship between work teams and employees' performance in the civil service in
Kenya. The findings as presented in Table 4.34 indicates that, in the coefficient of
determination R square is 0.670, while R is 0.819 at 0.05 significance level. The
coefficient of determination indicates that 67% of the variation of the employees'

performance is influenced by work teams. This has an implication that, there exists a positive significant relationship between work teams and employees' performance.

The Analysis of Variance (ANOVA) results as shown in Table 4.34 further confirms that the model fit is appropriate for this data since p-value of 0.00 which is less than 0.05 with 339 degrees of freedom. This implies that there is a significant positive relationship between work teams and employees' performance in the civil in Kenya. In addition, the results from Table 4.34 indicate that, work teams have positive significant influence on employees' performance. The analysis rejects the null hypothesis that, work teams have no positive influence on employees' performance in the civil in Kenya. The fitted model $Y=1.574+0.251* X_3$. This has an implication that, a unit change in work teams will increase employees' performance by the rate of 0.251.

This implies that teams which are diverse in nature are able to perform effectively as compared to those which are not diverse. In this context, diversity may include the unique skills, different knowledge and training background which may be necessary in promoting team work among the employees and thus resulting to improved performance. In concurrence, Douglas and Margarita (2007) argue out that diverse work teams promote equity and thus create opportunities for different people to participate in improving the performance of an organization.

Table 4.34: Model Summary for Regression of Work Teams on Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819[a]	.670	.640	.65995

a. Predictors: (Constant), Work Teams

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	10.494	1	10.494	24.093	.000[b]
1	Residual	147.212	338	.436		
	Total	157.706	339			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Work Teams

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.574	.088		17.791	.000
	Work Teams	.251	.051	.258	4.908	.000

a. Dependent Variable: Employee Performance

Regression Analysis for Affirmative Action versus Employees' Performance

H_{o4}: Affirmative action has no positive influence on employees' performance in the civil service in Kenya.

The following Table, that is, Table 4.35 presents the regression model on Affirmative Action versus employees' performance. As presented in the coefficient of determination R square is 0.804 and R is 0.896 at 0.05 significance level. The coefficient of determination indicates that 80% of the variation on employees' performance is

influenced by affirmative action. This has an implication that, there exists a positive significant relationship between affirmative action and employee performance.

The Analysis of Variance (ANOVA) results as shown in Table 4.35 further confirms that the model fit is appropriate for this data since p-value of 0.00 which is less than 0.05 with 339 degrees of freedom. This implies that, there is a significant positive relationship between Affirmative action and employee performance. We therefore reject the null hypotheses that, **H$_{o4}$:** Affirmative action has no positive influence on employees' performance in the civil service in Kenya.

The results also indicate that affirmative action has positive and significant effects on employees' performance as can be verified from Table 4.35. Thus, affirmative action has positive influence on employees' performance in the civil service in Kenya is accepted. The fitted model Y=1.512+0.267* X$_4$. This implies that, a unit change in affirmative action will increase employees' performance by 0.267.

This means that Affirmative action is of significance when it comes to improving the performance of employees in the civil service in Kenya. This concurs with the sentiments of Jonathan (2012), that, work performance is greatly influenced by affirmative action, as it is used as a tool to promote earnings and reallocate jobs to improve their effectiveness.

Table 4.35: Model Summary for Regression of Affirmative Action on Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.896	.804	.101	.64669

a. Predictors: (Constant), Affirmative Action

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.351	1	16.351	39.097	.000[b]
	Residual	141.355	338	.418		
	Total	157.706	339			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Affirmative Action

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.512	.081		18.577	.000
	Affirmative Action	.267	.043	.322	6.253	.000

a. Dependent Variable: Employee Performance

Regression Analysis for Work Committees versus Employees' Performance

H$_{o5}$: Diversity committees have no positive influence on employees' performance in the civil service in Kenya.

Finally, regression analysis was conducted to determine whether there is a significant relationship between diversity committees and employees' performance. As a result, Table 4.36 presents the regression model on diversity committees versus employees' performance. As presented in the Table, the coefficient of determination R square is 0.898 and R is 0.947 at 0.05 significance level. The coefficient of determination indicates that 90% of the variation on employees' performance is influenced by diversity

committees. This implies that there exists a positive significant relationship between diversity committees and employees' performance.

The Analysis of Variance (ANOVA) results as shown in Table 4.36 further confirms that the model fit is appropriate for this data since p-value of 0.00 which is less than 0.05 with 339 degrees of freedom. This implies that there is a significant positive relationship between diversity committees and employees' performance. The null hypothesis that H_{o5}: Diversity committees have no positive influence on employees' performance in the civil service in Kenya is rejected.

In addition, the results indicate that work committees have positive and significant influence on employees' performance as indicated in Table 4.46. Hence, H_a: Diversity committees have positive influence on employees' performance in the civil service in Kenya is accepted. The fitted model Y=1.528+0.264*X_5. This implies that a unit change in diversity committees will increase employees' performance by the rate of 0.264.

Hence work committees have positive significance influence on employees' performance in the civil service in Kenya. In agreement, Gomez-Mejia *et al*., (2010) argue out that for organizations to survive and prosper in an increasingly heterogeneous society, they must capitalize on employees' diversity as a source of competitive advantage. This may be through establishment of work committees which can ensure that the diversity among the employees is capitalized.

Table 4.36: Relationship between Diversity Committees and Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.947 [a]	.898	.096	.64857

a. Predictors: (Constant), Diversity Work Committees

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	15.527	1	15.527	36.911	.000 [b]
1	Residual	142.179	338	.421		
	Total	157.706	339			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Work Committees

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.528	.081		18.871	.000
1	Work Committees	.264	.043	.314	6.075	.000

a. Dependent Variable: Employee Performance

4.9 Optimal Model

The optimal model used in the study is the multiple linear regression model. The model was used to test the relationship between various workforce diversity management variables and employees' performance. The model is expressed as follows:

$$Y' = A + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where:

Y is the dependent variable (employees' performance)

A: This is constant (value of Y' when others are constant)

β, coefficients,

X, denotes independent variables and

ε, is residual (error term).

The explanatory factors (explaining independent variables) include diversity policies (X1), diversity training (X2), work teams (X3), affirmative action (X4) and Diversity committees (X5). The response variable is Employees' Performance (Y').

4.9.1 Multiple Linear Regression for all Variables

Since the beginning of this research, the main purpose was to establish the overall influence of workforce diversity management influence on employees' performance in the civil service in Kenya. In this regard, regression analysis was conducted to determine whether there is a significant relationship between the (independent) study variables involved and the employees' performance. Table 4.37 presents the regression model on all variables in the study versus employee's performance. As indicated in the Table, the coefficient of determination R square is 0.743 and R is .862 at 0.05 significance level. The coefficient of determination indicates that, 74.3% of the variation on employee's performance is influenced by the independent variables in this study. This implies that, there exists, a positive significant relationship between the studied variables and employee performance.

The Analysis of Variance (ANOVA) results as indicated in Table 4.37 finally confirms that the model fit is appropriate for this data since p-value of 0.00 which is less than 0.05 with 339 degrees of freedom. This implies that, there is a positive relationship between independent variables involved in this study and employee performance. We therefore fail to reject the alternative hypotheses and confirm that, each and every independent

variable studied, has a positive influence on employees' performance in the civil service in Kenya.

The results presented in Table 4.37 on the ANOVA for the overall model, indicate that the model was statistically significant in explaining the influence of the independent variables on the employees' performance in the civil service in Kenya since the P<0.00 which is less than 0.05 at 5% level of significance. The fitted model $Y' = 1.075 + 0.275X_1 + 0.135X_2 + 0.122X_3 + 0.107X_4 - 0.052X_5 + \varepsilon$. The fitted model was found applicable and appropriate for this study. As indicated in Table 4.49, a unit change (in diversity policies, diversity training, work teams, affirmative action and work committees) leads to increased employees' performance by different rates as indicated in the analyses.

Table 4.37: The Optimal Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862[a]	.743	.884	.62151

a. Predictors: (Constant), Work Committees, Diversity Policies, Diversity Training, Affirmative Action, Work Teams

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.689	5	5.738	14.854	.000[b]
	Residual	129.017	334	.386		
	Total	157.706	339			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Work Committees, Diversity Policies, Diversity Training, Affirmative Action, Work Teams

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.075	.120		8.997	.000		
	Diversity Policies	.257	.065	.207	3.931	.000	.910	1.099
	Diversity Training	-.052	.060	-.050	-.873	.384	.329	3.036
	Work Teams	.107	.059	.110	1.823	.069	.442	2.264
	Affirmative Action	.135	.050	.163	2.722	.007	.533	1.875
	Work Committees	.122	.052	.145	2.345	.020	.822	1.217

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusion and recommendations of the study for the workforce diversity management and employee performance and recommendations for further research. This study was set to examine the influence of workforce diversity management on employee performance in the civil service of Kenya. There were five key independent variables (HR diversity policies, diversity training, work teams, affirmative action and work committees) and one dependent variable (employee performance) which were examined.

5.2 Summary of the Findings

This section summarizes the research findings that were made in the analysis. The summary of findings is presented according to the objectives.

5.2.1 Diversity Policies

From the descriptive analysis of this objective, 71.8% strongly agreed that human resource policies had been able to bring about equal opportunities among the staff, 64.7% agreed that human resource policies have been able to enhance the motivation of staff members in their respective ministries, majority were positive that human resource policies have facilitated career growth and thus improving the performance of their respective ministries. Majority rated that HR diversity policies were effective in influencing the performance of employees at the government ministries in Kenya. The Pearson correlation analysis indicated that there was a positive significant relationship between HR diversity policies and employee performance. In line with this observation, Torrington, Laura & Stephen (2008) indicated that diversity policies and practice

influence motivation and potential performance among employees. Similarly, Liff (2007) observes that diversity policies enhance operations within an organization and tend to dissolve and value differences among its employees.

The positive relationship was presented by 0.300. This was also established from the regression analysis where the significant level of relationship was presented by 0.000. As such, the findings and results conclude that there is a significant association between diversity policies and employee performance in the civil service of Kenya.

5.2.2 Diversity Training

From the descriptive analysis, majority strongly agreed that the training of employees had enhanced their cohesiveness in their respective ministries. This finding concurs with the observations made by Cox (2000) who stressed the need to refocus diversity training to deal with the cognitive processes that enhance the skill to operate effectively in diverse settings. For by attending to diversity training, skills to effectively handle challenging diversity settings may be attained. 66.5% and 25.3% of the respondents agreed and strongly agreed that the consistent training of employees had improved better usage of resources respectively, 81.8% of the respondents strongly agreed and agreed that exposure to employees' training has reduced discrimination among employees and improved performance. Majority (62.4%) rated diversity training as being effective in influencing employee performance whereas 25.3% rated it as very effective. This is in accordance with Kaya *et al*, (2010) who established that training programs help employees to obtain necessary knowledge, skills and abilities to work effectively in sustaining and improving current work activities. Further, Paluck (2006) is of the opinion that employees' training on diversity benefits a workplace by laying their guards down and building healthy business relationships, and decreasing bullying and discrimination at work.

The correlation analysis also showed that there was a significant positive relationship and this was presented by 0.136. The regression analysis also showed that there existed a

positive relationship between diversity training and employee performance with the p value being 0.000. Hence, the research findings concluded that there was a significant association between diversity training and employee performance.

5.2.3 Work Teams

From the descriptive analysis of this objective, 80.6% of the respondents strongly agreed whereas 12.4% agreed that work teams have brought inherent synergies, 90.6% were positive by strongly agreeing and agreeing that the satisfaction of employees had been enhanced through diverse work teams, 77% of the respondents strongly agreed and agreed that the work teams reduced turnover rate and improved performance in the respective ministries. Majority rated work teams as being effective whereas 23.5% rated it as being very effective. In supporting this finding, the study by Ainsworth *et al* (2008) noted that that team work helps in fulfillment of good work performance in a company or business.

From the inferential analysis, the regression analysis showed that there was a significant relationship between work teams and employee performance. This is whereby the p value (.012) obtained was less than 0.05 and the Pearson correlation was presented by 0.258. Hence, the research findings concluded that there is a significant association between work teams and employee performance. in line with these findings, Crystal (2014) highlights that teamwork plays a fundamental role in organizational effectiveness, which determines how effective a company, can be in its many facets such as communication with investors or shareholders, internal communication, new product launches and customer service provision. Additionally, organizations benefit from diversity work teams due to greater creativity and quality decision making (Langner, 2018).

5.2.4 Affirmative Action

As presented in the descriptive analysis, majority of the respondents strongly agreed that affirmative action had enhanced the recruitment of employees, 67.1% agreed that affirmative action had brought about equal training opportunities, 80% of the respondents were positive by strongly agreeing and agreeing that affirmative action had brought about advanced equal opportunities and improved the performance of employees. This finding concurs with Girard (2018) who observed that affirmative action is frequently used to fight discrimination and ultimately target equal opportunities. 83.6% were positive that affirmative action was effective and very effective in influencing the performance of employees in the civil service. In support, Jonathan (2012) indicated that work performance was greatly influenced by affirmative action, as it is used as a tool to promote earnings and reallocate jobs to improve their effectiveness.

According to Catarina, Jorg & Pedro (2012), affirmative Action on policies takes always proactive steps to give equal opportunities to discriminated groups that have a probable disadvantage. The correlation analysis showed that there was a positive significant relationship between affirmative action presented by 0.322 and employee performance. The regression analysis further supported the correlation matrix by indicating that the significant relationship was evident with a p value of 0.000. Hence, the research findings concluded that there was a significant association between affirmative action and employee performance in the respective government ministries.

5.2.5 Work Committees

With regards to the influence of work committees on employee performance, slightly more than half of the respondents strongly agreed whereas 28.2% agreed that work committees facilitated the collaboration among employees, 58.2% agreed that work committees have produced better results among the employees and 86.4% of the respondents were positive by strongly agreeing and agreeing that work committees had

enhanced advocacy. Majority of the respondents rated that work committees was effective in influencing employee performance in their respective ministries. In line with these findings, Mehta (2017) indicated that work committee promotes measures for securing and preserving unity and good relations between the employer and workmen, and to that end, to comment upon matters of their common interests or concern and endeavor to compose any material difference of opinion in respect of such matters. Additionally, Gomez-Mejia *et al*. (2010) indicated that for organizations to survive and prosper in an increasingly heterogeneous society they must capitalize on employee diversity as a source of competitive advantage and this can be achieved through work committees.

From the correlation matrix, it was observed that there was positive significant association between work committees and employee performance with a Pearson correlation value of 0.314. The regression analysis also showed that there existed a positive relationship between work committees and employee performance with a p value of 0.000. Hence, the research findings concluded that there was a positive association between work committees and employee performance.

5.3 Conclusions

From the analysis and summary of the findings, there are a number of conclusions which are made in this study. The first objective of this study was to establish the influence that diversity policies had on the performance of employees. The findings on this objective have clearly shown that there is a significant relationship which exists between the diversity policies and employee performance. The areas in which diversity policies have been able to influence in the government ministries in Kenya include creating new opportunities and promoting an environment of growth for all the employees in the ministry. It is observable that in today's society many employees are looking to be employed in places where they feel appreciated and given room to grow in terms of their skills, knowledge and financially among many other aspects. As such, this has been able to have a significant influence on the performance of employees. However, there is still

more that needs to be done so as to increase the effectiveness of diversity policies on employee performance not only in the government ministries but in the private sector too. However, the study concludes that there is a positive significant association between diversity policies and employee performance in the civil service of Kenya.

With regards to diversity training, it is concluded that diversity training has a significant influence on the performance of employees in the government ministries. Through the diversity training most of the employees have been able to improve on how they utilize the resources in the place of work. Moreover, through diverse training the issue of discrimination in the place of work has been reduced to some extent. This creates an opportunity of equality among all the employees and thus boosts their morale work in unity. In conclusion, diversity training has a positive significant influence on the performance of employees in the government ministries in Kenya.

In terms of work teams, a positive relationship was noted between the work teams and employee performance. There are various areas in which diverse work teams are influencing the performance of employees in the government ministries in Kenya. For instance, through the diverse work teams collaborations among the employees have been increased to some level. This may be due to the fact that the diverse teams provide different capabilities in carrying out various duties and thus employees have to rely on each other so as to accomplish the goals, daily objectives and visions which have been set in the respective ministries. Other than improved collaboration, turnover rates have also decreased and the satisfaction of the employees increased. From the hypothesis testing, this study concludes that work teams positively affect the performance of employees in the civil service in Kenya.

Affirmative action was also established as to have a significant association with the performance of employees in the government ministries. Through the affirmative action, equal and advanced opportunities are created the employees in the government ministries. However, there are certain employees who still feel that they have not been able to access advanced opportunities as a result of the affirmative action put in place to

workforce diversity management. As such, more needs to be done so as to increase the effectiveness of affirmative action on employee performance. However, this study concludes that there is a significant association between affirmative action and employee performance in the respective government ministries.

This study concludes that work committees have a significant association with the employee performance in the government ministries. The diverse work committees have been able to increase collaboration among the employees in the government ministries as well as enhancing advocacy. In addition to these two, the work committees have been able to influence better results and thus being effective in influencing the performance of employees to some extent.

Despite the fact that the variables were able to have a positive association on the performance of employees, there is still which needs to be done. This is because there are those few who still felt that the issues such as diversity policies, diversity training, work teams, affirmative action and diverse work committees were least effective in enhancing the performance of the employees in the government ministries. In overall, the study concludes that a unit change in diversity policies, diversity training, work teams, affirmative action and work committees leads to increased employees' performance by different rates.

5.4 Recommendations

Based on the findings, the following recommendations can be drawn:

As it has been observed from the findings and conclusions, workforce diversity management has a positive influence on the performance of employees. However, the influence is not being experienced by all the employees. As such, there is need for more awareness to be created in the government ministries on the workforce diversity management and the role that it plays in improving the performance of employees. Creating the awareness may to some extent improve the participation of all the

employees in embracing diversity among the employees and thus being able to experience its goodness in their day-to-day work.

There is also need for an extensive training to be carried out among the managers not only in the human resource department but across the ministries. This is because the management has a significant role that they need to play in incorporating diversity management. The training can be provided through workshops or seminars that can be organized in different areas or within the ministries.

Through the training they can be equipped with the relevant skills required so as to improve on the diversity policies, diversity training for the employees and formation of diverse work committees in the respective ministries for the purpose of improving the performance of the employees as well as that of the respective ministries.

There is also need for the policies on workforce diversity management to be reviewed. The policies should be able to capture the different dimensions of diversity management such as training on the equal utilization of resources and provision of opportunities among the staff members in the organization.

5.5 Contributions of the Study

In addition to practical implications, the present study also contributed to the existing literature. The study contributed to the current understanding of how workforce diversity management influences employee performance in the civil service in Kenya. The study added to the existing literature by identifying how diversity policies, diversity training, work teams, affirmative action, and work committees influence the performance of the civil servants. The study showed that diversity policies had more positive weight in workforce diversity management as indicated in Table 4.37.

Moreover, the study contributed to prior theories by supporting their assumptions. The study presented that empowering the human resource in the organization through workforce diversity management programs such as policies, training, work teams,

committees and affirmative actions enhanced employee's performance in the organizations more so in the government sector.

5.6 Areas for Further Research

This study focused on the major variables namely: diversity policies, diversity training, affirmative action, work teams and work committees. It can therefore be recommended that further studies be carried out on other factors besides the ones investigated in this study to establish their influence on employees' performance. More so, there is need for further research to be carried out to find the influence of the same variables in the public and private universities in Kenya. The introduction of moderating variable to the same research topic (same independent and dependent variables) may also give totally different findings altogether.

Moreover, Since this study concentrated on the influence of workforce diversity management on employee performance in the civil service in Kenya, there is need for another similar study to be carried out to examine the influence of workforce diversity management on the performance of employees in the parastatals, in different counties and in the private sector like, on Non-governmental organizations, the transportation companies, supermarkets, banks, insurance companies as well as mobile phones service providing companies.

From the optimal model, the coefficient of determination R square is 0.743 and R is .862 at 0.05 significance level. This was an indication that, the independent variables used in this study influenced employees' performance by 74.3%. There are other factors, which would influence the other 25.7% to make it a 100%. Therefore, there is a need for further research studies to be carried out to examine the other factors affecting employee performance in civil service sector in Kenya besides workforce diversity management.

There is also a need to investigate the factors affecting workforce diversity management in parastatals in Kenya. This is because this study has mainly focused on its influence on

the performance of employees. As such, establishing the elements affecting it will be important. Moreover, the challenges of workforce diversity on the performance of employees in organizations outside Kenya may also be investigated.

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APPENDICES

Appendix I: Request Letter To Collect Data

Elias Wachira Mwangi

JKUAT, Nairobi CBD Campus

P.O. Box 62000-00200

Nairobi

16/06/2017

Deputy Vice Chancellor Academics

P.O. Box 62000-00200

Nairobi-Kenya

Dear Prof/Dr/Sir/Madam

REF: REQUEST FOR PERMISSION TO COLLECT DATA FOR RESEARCH

I am a student at Jomo Kenyatta University of Agriculture and Technology (Admin. No HD-412-coo4-3157/13), pursuing a Doctoral degree in Human Resource Management. I intend to carry out an academic research in partial fulfillment of the award of a doctoral degree. The topic of my research is "the Influence of Workforce Diversity Management on employees' performance in the civil service in Kenya". Your ministry has been sampled and so I seek your permission to collect data for my study. The process of data collection will entail requesting HR managers and HR department staff to fill questionnaires that will be given by the researcher or his research assistants. Information

collected will be purely for academic purposes and will be handled with a lot of confidentiality.

Please find attached a letter of introduction from JKUAT and a copy of the questionnaire to be used. Thanks in advance for your support and assistance.

Yours Faithfully,

Elias Mwangi

Appendix II: Nacosti Permit

THIS IS TO CERTIFY THAT:
MR. ELIAS WACHIRA MWANGI
of JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY,
62157-200 NAIROBI, has been permitted
to conduct research in *Nairobi County*

on the topic: *INFLUENCE OF
WORKFORCE DIVERSITY MANAGEMENT
ON EMPLOYEE PERFORMANCE*

for the period ending:
5th September, 2018

Permit No : NACOSTI/P/17/22329/18568
Date Of Issue : 7th September, 2017
Fee Recieved : Ksh 2000

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

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Appendix III: Letter from NACOSTI

NACOSTI

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/17/22329/18568**

Date: **7th September, 2017**

Elias Wachira Mwangi
Jomo Kenyatta University of
Agriculture and Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

following your application for authority to carry out research on *"Influence of workforce diversity management on employee performance"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **5th September, 2018.**

You are advised to report to **the Principal Secretaries of selected Ministries, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Principal Secretaries
Selected Ministries.

Appendix IV: Letter from Nairobi City County

Republic of Kenya

STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/VOL.1

DATE: 20th September, 2017
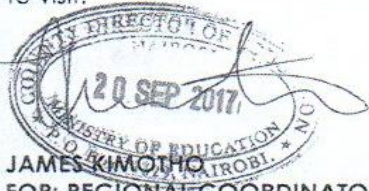
Elias Wachira Mwangi
Jomo Kenya University of
Agriculture and Technology
P O Box 62000-00200
NAIROBI

RE: **RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on **"Influence of workforce diversity management on employee performance,"**

This office has no objection and authority is hereby granted for a period ending 5th September, 2018 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

JAMES KIMOTHO
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

C.C.

Director General/CEO
Nation Commission for Science, Technology and Innovation
NAIROBI

Appendix V: Introduction Letter to Collect Data

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Ref: JKU/6/3/17a

Date: 13th   July, 2017

To Whom It May Concern;
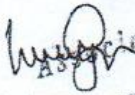
SUBJECT: ELIAS MWANGI –HD412-C004-3805/2013

This is to introduce to you Mr. Elias Mwangi who is a student pursuing PhD in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology, Nairobi CBD Campus. The student is currently undertaking a research thesis entitled: **Influence of Workforce Diversity Management on Employees' Performance'** in partial fulfillment of the requirement for the degree programme.

The purpose of this letter is to request you to give the student the necessary support and assistance to enable him to obtain necessary data for the thesis. Please note that the information given is purely for academic purpose and will be treated with strict confidence.

Do not hesitate to contact the undersigned for any more information.

Yours faithfully,

Mary Kamaara (Ph.D)
ASSOCIATE CHAIRPERSON, EPD

Appendix VI: Questionnaire for Hr Managers and Hr Staff

Introduction

I, Elias Mwangi, a PhD student at JKUAT, carrying out a research on "influence of workforce diversity management on employees' Performance in the civil service in Kenya". I am kindly asking for your support in filling this questionnaire and wish to thank you in advance for your support and anticipated co-operation.

Section A: Background Information

1. What is your age?

   a)   18-30 years [ ] (b) 31-43 years [ ] (c) 44-56 years [ ] (d) 57 years & above [ ]

2. What is your gender?

a) Male [   ]   b) Female [   ]

3. For how long have you worked in this ministry?

(a) 0-10years [   ]   (b) 11-20years [   ](c) 21-30years [   ] (d) 31 and above [   ]

4. What is your position in the ministry? _____

5. What is your educational qualification?

(a) Certificate (   )   (b) Diploma (   )   (c) Degree (   )   (d) Masters and above (   )

6. How old is your ministry?

(a) 0-10 years [   ]   (b) 11-20 years [   ] (c) 21-30 years [   ] (d) 31 years and above [   ]

Section B: The Influence of Diversity Policies on Employees' Performance

7. a) Comment on the availability of guidelines and provisions of the human resource policies on diversity aimed at enhancing employees' performance in your ministry in line with workforce diversity management.

_____

b) By use of a tick, indicate your extent of agreement on the following statement regarding the influence of HR policies on diversity management and employees' performance in your ministry. Key-Scale: 1- Strongly Agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly Disagree.

Statements	SA	A	UD	D	SD
i) The human resource policies in our ministry bring about equal opportunities among staffs.	☐	☐	☐	☐	☐
ii) Human resource policies have been able to enhance the motivation of staff members in your ministry.	☐	☐	☐	☐	☐
iii) The human resource policies have facilitated career growth and so improved performance in your ministry.	☐	☐	☐	☐	☐

c) To what extent have the human resource policies been able to address the following aspects in order to enhance workforce diversity management and performance in your ministry? Key and scale: 1-GrE- Greatest Extent, 2-GE- Greater Extent, 3-UN- Undecided, 4-LE- Lesser Extent, 5-LeE- Least Extent

Factors	GrE	GE	UD	LE	LeE
i) Equal Opportunities	☐	☐	☐	☐	☐
ii) Employees Motivation	☐	☐	☐	☐	☐
iii) Commitment Levels	☐	☐	☐	☐	☐

d) How can you rate the effectiveness of the human resource policies in your ministry in terms of enhancing work force diversity and performance?

    i)   Very Effective   [   ]
    ii) Effective   [   ]
    iii) Not Sure   [   ]
    iv) Less Effective   [   ]
    v) Least Effective   [   ]

Section C: The Influence of Employees Diversity Training on Employees' Performance.

8. a) Comment on the availability of guidelines and provisions of Employees training aimed at enhancing employees' performance in your ministry in line with workforce diversity management.

_____

b) By use of a tick, indicate your extent of agreement on the following aspects regarding the influence of employees training on workforce diversity management and employees' performance in your ministry. Key-Scale: 1- Strongly Agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly Disagree.

Statements	SA	A	UD	D	SD
i) Employees' training in your ministry has been able to enhance employees' cohesiveness.	☐	☐	☐	☐	☐
ii) Through consistent employees' training in your ministry, there has been better use of resources.	☐	☐	☐	☐	☐
iii) Exposure to employees' training in the ministry has reduced discrimination among employees and thus led to the improved performance	☐	☐	☐	☐	☐

c) To what extent has employees' training been able to address the following aspects in order to enhance workforce diversity management and employees' performance in your

ministry? Key and scale: 1-GrE- Greatest Extent, 2-GE- Greater Extent, 3-UN-Undecided, 4-LE- Lesser Extent, 5-LeE- Least Extent.

Factors	GrE	GE	UD	LE	LeE
i) Employee cohesiveness	☐	☐	☐	☐	☐
ii) Better use of resources	☐	☐	☐	☐	☐
iii) Reduced discrimination	☐	☐	☐	☐	☐

d) How can you rate the effectiveness of the employees' training in terms of enhancing work force diversity management and employees' performance in your ministry?

i)   Very Effective   [   ]
ii) Effective   [   ]
iii) Not Sure   [   ]
iv) Less Effective   [   ]
v)   Least Effective   [   ]

Section D: The Influence of Diverse Work teams on Employees' Performance

9. a) Comment on the availability of the guidelines and provisions of the diverse Work teams aimed at enhancing employees' performance in your ministry in line with workforce diversity management.

_____

b) By use of a tick, indicate your extent of agreement on the following aspects regarding the influence of Work teams on workforce diversity management and employees' performance in your ministry. Key-Scale: 1- Strongly Agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly Disagree.

Statements	SA	A	UD	D	SD
i) Work teams in your ministry have brought Inherent Synergies.	☐	☐	☐	☐	☐

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ii) Through work teams in your ministry, Employees Satisfaction has been enhanced. ☐ ☐ ☐ ☐ ☐

iii) Work teams have reduced Turnover rate in your ministry and hence improved performance. ☐ ☐ ☐ ☐ ☐

c) To what extent have Work teams been able to address the following aspects in order to enhance workforce diversity management and performance in your ministry?

Key and scale: 1-GrE- Greatest Extent, 2-GE- Greater Extent, 3-UN- Undecided, 4-LE- Lesser Extent, 5-LeE- Least Extent.

Factors	GrE	GE	UD	LE	LeE
i) Inherent Synergies	☐	☐	☐	☐	☐
ii) Employee Satisfaction	☐	☐	☐	☐	☐
iii) Turnover rate	☐	☐	☐	☐	☐

d) How can you rate the effectiveness of Work teams in terms of enhancing work force diversity management and employees' performance in your ministry?

i) Very Effective   [   ]
ii)   Effective   [   ]
iii) Not Sure   [   ]
iv) Less Effective   [   ]
v) Least Effective   [   ]

Section E: The Influence of Affirmative Action on Employees' Performance

10. a) Comment on the availability of the guidelines and provisions of the Affirmative Action aimed at enhancing employees' performance in your ministry in line with the workforce diversity management.

_____

b) By use of a tick, indicate your extent of agreement on the following aspects regarding the influence of the Affirmative Action on Workforce diversity management on employees' performance in your ministry. Key-Scale: 1- Strongly Agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly Disagree.

Statements	SA	A	UD	D	SD
i) Affirmative Action in your ministry has been able to enhance employees' Recruitment.	☐	☐	☐	☐	☐
ii) Through consistent Affirmative Action in your ministry, there are Equal Training Opportunities.	☐	☐	☐	☐	☐
iii) Affirmative Action in your ministry has brought about advancement opportunities and thus led to the improved performance.	☐	☐	☐	☐	☐

c) To what extent has the Affirmative Action been able to address the following aspects in order to enhance workforce diversity management and employees' performance in your ministry? Key and scale: 1-GrE- Greatest Extent, 2-GE- Greater Extent, 3-UN- Undecided, 4-LE- Lesser Extent, 5-LeE- Least Extent.

Factors	GrE	GE	UN	LE	LeE
i) Recruitment	☐	☐	☐	☐	☐
ii) Training Opportunities	☐	☐	☐	☐	☐
iii) Advancement Opportunities	☐	☐	☐	☐	☐

d) How can you rate the effectiveness of the Affirmative Action in your ministry in terms of enhancing workforce diversity management and performance?

i) Very Effective   [ ]

ii) Effective   [ ]

iii) Not sure   [ ]

iv) Less Effective   [ ]

v) Least Effective   [ ]

Section F: The Influence of Work committees on Employees' Performance

11. a) Comment on the availability of guidelines and provisions of the Work committees aimed at enhancing employees' performance in your ministry in line with workforce diversity management.

_____

b) By use of a tick, indicate your extent of agreement on the following aspects regarding the influence of Work committees on Workforce diversity management and employees' performance in your ministry. Key-Scale: 1- Strongly Agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly Disagree.

Aspects	SA	A	UD	D	SD
i) Work committees in your ministry have facilitated the Recruitment of employees.	☐	☐	☐	☐	☐
ii) Work committees in your ministry have created training Opportunities for all employees.	☐	☐	☐	☐	☐
iii) Work committees in your ministry have brought about Advancement Opportunities for the employees.	☐	☐	☐	☐	☐

c) To what extent have Work Committees been able to address the following aspects in order to enhance workforce diversity management and performance in your ministry? Key and scale: 1-GrE- Greatest Extent, 2-GE- Greater Extent, 3-UN- Undecided, 4-LE- Lesser Extent, 5-LeE- Least Extent

Statement	GrE	GE	UN	LE	LeE
i) Employees Collaboration	☐	☐	☐	☐	☐
ii) Types of Results	☐	☐	☐	☐	☐
iii) Process of Advocacy	☐	☐	☐	☐	☐

d) How can you rate the effectiveness of the Work Committees in your ministry in terms of enhancing work force diversity management and performance?

i) Very Effective   [   ]

ii) Effective   [   ]

iii) Not Sure   [   ]

iv) Less Effect   [   ]

v) Least effective [ ]

Section G: Employees' Performance

12. a) Comment on whether human resource department conduct performance appraisal in your ministry.

_____
_____
_____
_____
_____
_____

b) Comment on the performance of employees' in your respective ministry

_____
_____
—
_____
_____
—

c) By use of a tick, indicate your extent of agreement or disagreement on the following statements concerning the employees' efficiency in your ministry. Key-Scale: 1- Strongly Agree, 2- Agree, 3- Undecided, 4- Disagree, 5- Strongly Disagree.

Efficiency	SA	A	UD	D	SD
Proper performance appraisal helps in making administrative decision and enhance employees' efficiency	☐	☐	☐	☐	☐
Appraisal helps in determining future use of employees and so their efficiency.	☐	☐	☐	☐	☐
Appraisal encourages and motivates employees to improve their efficiency.	☐	☐	☐	☐	☐
Identification of employee's current level of performance helps improve their efficiency.	☐	☐	☐	☐	☐
Appraisal helps in succession planning which leads to employees' efficiency.	☐	☐	☐	☐	☐
Responsiveness					

Employees' satisfaction in their tasks leads to greater responsiveness to customers' needs.	☐	☐	☐	☐	☐
Employees' engagement in organizational needs leads to greater responsiveness.	☐	☐	☐	☐	☐
Employees' flexibility leads to their responsiveness in their co-workers' needs	☐	☐	☐	☐	☐
Employees' involvement in general public needs leads to higher level of responsiveness.	☐	☐	☐	☐	☐
Employees' inclusion in decision making make them to be more responsive to organizational objectives.	☐	☐	☐	☐	☐

Customer Satisfaction

There have been no complaints regarding the quality of services provided by our ministry.	☐	☐	☐	☐	☐
The customers prefer the price of your services over those of competitive organizations.	☐	☐	☐	☐	☐
Most of our customers are as a result of referral from previous customers.	☐	☐	☐	☐	☐
There are few complaints received in your ministry from the public.	☐	☐	☐	☐	☐
The customers are generally satisfied with the services provided by your ministry.	☐	☐	☐	☐	☐

Appendix VII: Table For Determining the Needed Size of a Randomly Chosen Sample From a Given Finite Population

Population	Sample	Population	Sample	Population	Sample
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	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1000	278	75 000	382
210	136	1100	285	1 000 000	384
Population	**Sample**	**Population**	**Sample**	**Population**	**Sample**

Appendix VII: List Of Government Ministries Involved in the Research

1. Ministry of Agriculture, Livestock, Fisheries and Irrigation
2. Ministry of Defence
3. Ministry of Interior and Co-ordination of National Government
4. Ministry of Devolution and the ASALS
5. Ministry of East African Community (EAC) and Regional Development
6. Ministry of Education, Science and Technology
7. Ministry of Energy
8. Ministry of Environment and Forestry
9. Ministry of Foreign Affairs and international Trade
10. Ministry of Industry, Trade & Co-operatives
11. Ministry of Information, Communication and Technology (ICT)
12. Ministry of Labour and Social Protection
13. Ministry of Health
14. Ministry of Petroleum and Mining
15. Ministry of Sports, Culture and Heritage
16. The National Treasury and Planning
17. Ministry of Transport, Infrastructure, Housing, Urban Development and Public Works
18. Ministry of Lands, Housing and Urban Development