INFLUENCE OF WORKFORCE DIVERSITY ON EMPLOYEE PRODUCTIVITY IN SELECTED DEPARTMENTS WITHIN NAKURU COUNTY GOVERNMENT, KENYA

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INFLUENCE OF WORKFORCE DIVERSITY ON EMPLOYEE PRODUCTIVITY IN SELECTED DEPARTMENTS WITHIN NAKURU COUNTY GOVERNMENT, KENYA

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DECLARATION AND APPROVAL

This dissertation is a product of my own work. It is not work done in collaboration and it has not been presented previously to any institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of St. Paul's University.

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DEDICATION

This research dissertation is dedicated to my dear Mom, Gladys Ngunju Chiri. She has been very supportive both financially and spiritually through prayers.

ABSTRACT

The general purpose of this study was to examine the influence of workforce diversity on employee productivity in selected departments at the Nakuru County Government. The study sought to address five specific research objectives: to examine the influence of gender diversity on employee productivity in selected departments at the Nakuru County Government, to assess the influence of age diversity on employee productivity in selected departments at the Nakuru County Government, to establish the influence of physical ability diversity on employee productivity in selected departments at the Nakuru County Government, to examine the influence of ethnic diversity on employee productivity in selected departments at the Nakuru County Government and to assess the influence of skill inventory diversity on employee productivity in the selected departments at the Nakuru County Government. The study adapted a descriptive research design. The population of this study comprised all the 5,762 permanent employees working in the Nakuru County Government. The study used clustered sampling where a sample 152 employees were selected from two departments of the Nakuru County Government. Taro Yamane formulae was used to calculate the sample size. Data was collected using structured questionnaires and semi-structured interviews. Validity was assessed by subjecting the instruments to scrutiny by university supervisors while reliability was determined by conducting a pilot study. The collected data was analysed using the SPSS computer software version 22.0. Descriptive statistics were used to analyse quantitative data and results presented in form of percentages, frequencies, mean and standard deviation. The independent sample t-test and multiple linear regression analysis were used to examine the influence of workforce diversity on employee productivity in selected departments at NCG. Findings revealed that gender (β= 0.154, p= .048), physical ability (β= 0.212, p= .007), and skill inventory diversity (β= .495, p= .000) have a positive and statistically significant influence on employee productivity at selected departments at NCG. Ethnic diversity (β= -.171, p= .039) was found to have a negative and statistically significant influence on employee productivity in selected departments in NCG. Age diversity had no effect on employee productivity (β= 0.018, p= 0.739). The study recommends that to improve employee productivity, NCG management should improve gender, physical ability, and skill inventory diversity. They should also develop strategies for fostering positive ethnic relations within the workforce.

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ABBREVIATION AND ACRONYMS

AD:	Administrator
CGIAR:	Consultative Group for International Agricultural Research
ICT:	Information and Communication Technology
NACOSTI:	National Commission for Science Technology and Innovation
NCG:	Nakuru County Government
NCIC:	National Cohesion and Integration Commission
NGOs:	Non-governmental Organizations
PA:	Physical Ability
PWD:	People with disabilities
SCT:	Self-Categorization Theories
SPSS:	Statistical Package for Social Sciences
U.S.A:	United States of America

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Workforce diversity refers to human resource made up of people with different qualities or that come from different cultural groups. From individual perspective, diversity is viewed in terms of age, ethnicity, gender, race or physical ability. Diversity includes, race, ethnicity as well as generational diversity (Dike, 2013). Workforce diversity is becoming an important subject in organizational research because the society in which most organizations operate has also become diverse. Diversity in society has been driven by various factors including increased mobility, population growth, high education levels, and globalization (Bove & Elia, 2017). Traditionally, creating a diverse workforce was viewed as a strategy for increasing the legitimacy of organizations within the society in which they operate. It was argued that organizational were more likely to be accepted by society when their workforce reflect the composition of the society.

Studies conducted in different parts of the globe give contradicting results regarding the effect of workforce diversity. In the United States of America (USA), Saxena (2014) found that workforce diversity increases the productivity of the workforce by introducing diverse views, assortments of ideas, varied ways of thinking, different ways of accomplishing tasks, and multiple ways of solving problems. In India, Bedi, Iakra, and Gupta (2014) found that organizations with diverse workforce are likely to be more innovative and creative because diversity introduces different ways of thinking into the organizations. In a study focusing on airline workers in Malaysia, Mun, Chern, Fong, and Yuan (2011) found that gender and education diversity had a positive significant influence on employee performance. On the other hand, age diversity had a negative significant influence on the workers' performance. Ethnic diversity had no significant influence on staff performance.

Workforce diversity has also become a subject of interest in the African setup. Zhuwao (2017) in his study on the effect of workforce diversity on employee performance in the University of Venda in South Africa, found that there is a significant and positive relationship between gender, ethnic and education diversity and employee performance. However, age diversity and employee performance was

not statistically significant. On the other hand, Ekot (2017) in his studies that examined the effect of workforce diversity on employee performance in Nigeria banking industry. The results showed that there is a significant relationship between gender, age and education diversity and employee performance. However, the results indicated that ethnic diversity does not have a significant relationship with employee performance. Thus, the body of literature has not been consistent regarding the impact of workforce diversity on employees' productivity.

The subject of diversity is given prominence within the Kenyan public sector workforce. The Constitution of Kenya 2010 introduced the 2/3 gender principle that requires that no more than 2/3 of the employees of a given public institution be of the same gender. Section 65 of the County Government Act also requires that at least 30% of public positions in county government be filled by people that are not from the dominant communities (Musau, 2015). There are also a handful of laws that call for the inclusion of youths and persons with disability in public sector workforce. Despite the introduction of these policies in the Kenyan public sector close to a decade ago, their implication on the productivity of the public sector workforce is not clear.

County governments are devolved units of governance that were introduced after the promulgation of the Constitution of Kenya 2010 with the aim of decentralizing government functions and services from the national to the local levels (Republic of Kenya, 2010). A total of 47 counties were established under the devolved system of government. The county government comprises of two arms: the County Assembly and the County Executive. The County Assembly is responsible for legislation and oversight while the County Executive is responsible for service delivery (UNDP, 2016). The constitution also provided a wide range of legal principles and provisions on how county governments should be set-up and operated. One such principle was that no more than two-thirds of the workforce in each county government shall be of the same gender (Republic of Kenya, 2010). Another principle entails promotion of regional and ethnic inclusion. Nakuru County Government was established as one of the 47 counties in devolved system.

The subject of workforce diversity is of particular importance in Nakuru County. This is because Nakuru is a multicultural county that comprises of individuals from

different ethic and sociocultural backgrounds (County Government of Nakuru, 2018). The estimated population of 2 million people comprises of all major ethnic groups. The county's population is also diverse in terms of age, gender, skills, and physical abilities. These characteristic have made it increasingly paramount for public organizations operating in this region to ensure that its works is inclusive of all groups within the population (Kathimba & Anyieni, 2018). As the entity that is expected to promote development in the County, the Nakuru County Government has the onus of ensuring that it workforce represent that face of the county in terms of gender, ethnic composition, age, skills, and physical ability.

1.2 Problem Statement

The Kenya Constitution has provision for inclusion of youth, gender, people with disabilities, and other minority group in public positions. Article 27 Section 6 of the Constitution of Kenya 2010 requires the state to take measures and affirmative action programmes and policies aimed at addressing any disadvantage suffered by individuals and groups because of past discrimination. Article 27 Section 6 prescribes that not more than two-thirds of elective and appointive positions shall be of the same gender. Despite promoting equity, the representation of these diverse groups does not guarantee competency and productivity. This could be a hindrance to the county development projects. The composition of the reserved position skill inventory does not at any level measure the county development plans.

The Nakuru County Government (NCG) has made noteworthy progress in terms of implementing the diversity provision stipulated in the constitution. A study by the National Cohesion and Integration Commission (2015) ranked Nakuru among the top three counties that have embraced other ethnic groups other than the dominant ones in county jobs. The Nakuru County Assembly (2014) also enacted the Gender Equality and Women Empowerment Act and the Nakuru County Persons with Disability Act to empower women and persons with disability and promote their inclusion in the appointment and decision making structures of the county. It is not clear how such initiatives have affected productivity in the NCG

Although there quite a number of studies have been conducted to examine the influence of workforce diversity on employee productivity in the Kenyan context, few have focused on county governments. Ikama (2010) examined benefits and challenges

of workforce diversity at CGIAR centers while Mwangi (2015) examined influence of workforce diversity on organizational performance at the Kenya Revenue Authority. Only the study by Mwatuma (2015) focused on workforce diversity in county government with a specific focus on Mombasa County. The study however found that ethnic, gender, and educational background diversity had no effect on employees' performance. The study recommended that to fully understand this relationship, further studies should be conducted in other counties. It is in this light that the current study sought to examine the influence of workforce diversity on employee productivity in selected departments at the Nakuru County Government.

1.3 General Research Objective

The general research objective was to examine the influence of workforce diversity on employee productivity in selected departments at the Nakuru County Government.

1.4 Specific Research Objectives

The following were the specific research objectives**;**

i. To examine the influence of gender diversity on employee productivity in selected departments at the Nakuru County Government.
ii. To assess the influence of age diversity on employee productivity in selected departments at the Nakuru County Government
iii. To establish the influence of physical ability diversity on employee productivity in selected departments at the Nakuru County Government
iv. To examine the influence of ethnic diversity on employee productivity in selected departments at the Nakuru County Government
v. To assess the influence of skill inventory diversity on employee productivity in selected departments at the Nakuru County Government

1.5 Research Questions

i. What are the influences of gender diversity on employee productivity in selected departments at the Nakuru County Government?
ii. What are the influences of age diversity on employee productivity in selected departments at the Nakuru County Government?
iii. What are the influences of disability (physical disability) diversity on employee productivity in selected departments at the Nakuru County Government?

iv. What are the influences of ethnic diversity on employee productivity in selected departments at the Nakuru County Government?
v. What are the influences of skills inventory diversity on employee productivity in selected departments at the Nakuru County Government?

1.6 Justification of the study

This study sought to draw attention on the status of workforce diversity in selected departments the county government of Nakuru and how it has affected productivity of employees as well as that of the county government as a whole. This knowledge will be of benefit to the following stakeholders:

1.6.1 Management of the County Government of Nakuru

First, the study will be useful to the County Government of Nakuru as it has highlighted the extent to which various diverse groups have been included in its workforce and how this diversity has impacted employee productivity. Specifically, the county will be able to know how each aspect of diversity affects employee productivity and thus develop policies and programs that link the positive aspects of workforce diversity and productivity.

1.6.2 Employees at the County Government of Nakuru

The study will also be beneficial to the employees of the county government of Nakuru as it has highlighted how diversity issues affect them and their productivity. If recommendations of the study are implemented, they will improve how diversity is managed within the county government resulting in a better work environment.

1.6.3 Other County Governments and Public Organizations

The study will also be valuable to other county governments and public organizations in the country as findings and recommendation can be generalized. Other county governments with similar characteristic might be able to make use of findings to inform their human resource and diversity management policies and programs.

1.6.4 Researchers and Scholars in the Organization Development Field

The study will also benefit researchers and scholars as findings and recommendations have added on to the body of knowledge that exists on workforce diversity management. The study has also recommended areas for further studies thus

supporting future research on the subject of workforce diversity and employee productivity.

1.7 Scope of the study

The study was confined to the Nakuru County Government (NCG). It only focused on the influence of workforce diversity on employee productivity in selected departments at the NCG: Education & ICT and health department. Education & ICT was selected because all people are pegged to ICT in that they use technology. Health department was selected since the entire workforce has to be in good health. In addition the two departments extend their services to the community. The department provide primary services that require staff to have direct contact with members of the public and thus the issue of workforce diversity is extremely important in these departments. To achieve this, the study only focused on employees of the organisation and the study was conducted from September 2018 to May 2019. The study utilized the descriptive survey design where both quantitative and qualitative data was collected.

1.8 Limitation and Delimitation

Department heads were busy and had numerous meetings and thus were difficult to find ample time for the interviews. This limitation was addressed by requesting for short interviewees. Consequently, the interview sessions were shorter than expected.

Operational employees also had busy schedules and thus most questionnaires had not been completed when the researcher went back to the organization to pick them. This hurdle was managed by giving the employees more time to complete the questionnaires.

1.9 Definition of Terms

Age Diversity: Refers to the inclusion of people of different ages within the organization's workforce (Gitonga, Kamaara and Orwa, 2016)

County Government: It is the institution responsible for the public administration of a county; geographical units created by the Constitution of Kenya 2010 as units of devolution (Republic of Kenya, 2010). It comprises of three arms: the county executives, the legislature, and the county

public service. This study is concern with influence of diversity on productivity of county public service workforce.

Employee productivity: Refers to the extent to which employees perform their duties efficiently and effectively (Itumbiri, 2013).

Ethnic Diversity: Refers to inclusion of people from different ethnic backgrounds in the workplace (Dike, 2013)

Gender Diversity: Refers to inclusion of people of different genders within the workforce (Dike, 2013). It refers to equitable or fair representation of male and female within the workforce.

Physical ability diversity: Refers to inclusion of individual with different physical abilities in the workplace (Dike, 2013)

Skill inventory diversity: Refers to the inclusion of people with different skills within the organization's workforce (Kyomugisha, 2016).

Workforce diversity: Refers to human resource made up of people with different qualities or that come from different cultural groups (Dike, 2013).

1.10 Chapter Summary

This chapter has discussed background of the study, problem statement, general research objectives, specific research objectives, research questions, scope of the study, justification of the study, and assumptions of the study. The next chapter discusses theoretical and empirical literature related to the subject of workforce diversity and its influence on employee productivity.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a critical review of the literature related to workforce diversity and employee productivity, and highlights the gaps in these studies. This chapter also reviews theories on which the study was anchored.

2.2 Theoretical Literature

This study was guided by three theories: Resource-Based Theory, Value-in-Diversity theory and Self Categorization theory.

2.2.1 Resource-Based Theory

This study was informed by the Resource-based theory developed by Itami in 1987. Resource-based theory suggests that the productivity and performance of an organization is largely dependent on its resources. This theory was used to explain the relationship between different phenomena and performance of organizations. Itami (1987) argued that the competitive advantage of firms is not dependent on traditional resources such as natural resources, economies of scale, and technology as this can easily be imitated. According to this theory, competitive advantage of an organisation is dependent on resources that exists in the organisation and are valuable, rare and hard to imitate. According to Itami (1987), the human resource and the knowledge they bring into the organization is one of the valuable and rare resources of an organization.

In the context of workplace diversity, the theory suggests that diversity affects the productivity of organizations by affecting organizational resources particularly the human resource. Firms that embrace diversity are less associated with labour turn over and are associated with creativity that leads to innovativeness (Carolina & Paulo, 2018). This theory was relevant to the current study because it provided a framework for explaining how workforce diversity influences employee productivity. According to the theory, an organization becomes more productive when it develops resources that are valuable, rare, and inimitable. Entrenching diversity values helps an organization to create a human resource that has varied skills, multiple ways of thinking, different ways of solving problems, and is more creative and innovative. The human resource thus becomes more valuable to the organization.

2.2.2 Value-in-Diversity Theory

The study utilized Value-in-Diversity theory was developed by Cox and Blake (1991), who put forth six benefits that organizations accrue by developing and maintaining a diverse workforce. These benefits include creativity and innovation, marketing success, talent attraction, organization flexibility, and improved problem-solving. According to this theory, contact between people of different backgrounds leads to development of novel solutions to workplace challenges. The innovative solutions enable diverse work teams to outperform homogenous work groups. The theories suggest that diverse teams are more likely to generate different opinions and views and engage in thorough analysis of situations thus make high quality decisions (Czerny, Steinkellner, & Zehetner, 2011).

The value-in-diversity theory proposed that diverse groups perform better and present greater value than homogenous groups. The first value emanates from the contribution made by members based on their unique attributes and differences in information that each employee uniquely holds (Ramarajan & Thomas, 2010). However, the theory asserts that the mere presence of different groups of people in the workplace does not guarantee additional value to the organization. The benefits can only be realized when members of the organization recognize, embrace, and appreciate the differences and diversities that exists among them (Sherwood, 2017). The diversity must promote positive intergroup relations rather being a source of conflict. There must also be positive intergroup emotion such as liking as well as respect between the various groups within the workforce.

The Value-in- Diversity theory was relevant to the current study as it provide a framework not only for understanding how diversity translate to employee performance, but also points out conditions in which diversity can have a positive effect on performance. According to the theory, workforce diversity can only have a positive effect on performance if there are positive relations between the diverse groups that make up the organization's workforce. Negative relations between different groups translate to poor performance.

2.2.3 Self Categorization Theory

The study used self-categorization theory (SCT) was first proposed by Turner (1978) to explain how people define themselves as individual and group entities. According

to Turner (1978), people categorize themselves into psychological identity groups such as male or female, black or white, or according to profession such as engineers. Categorization based on race, gender, and age is common. According to this theory, individuals tend to develop strong emotional attachment and value to their memberships in these groups. Diversity within the workforce can thus lead to development of cliques or factions within the workforce that lead to negative group behaviours such as breakdown in communication, stereotypes, disunity, low cooperation, and increased conflict among group members (Turner & Reynolds, 2012).

Within an organizational context, psychological group processes determine the extent to which different groups are included or excluded, the development of in-and out-groups, and team formation (Holck, Muhr, & Villeseche, 2016). Formation of psychological groupings classify whether people belong or not, provide organization's members with systematic means for defining others and for locating oneself. Self-categorization theory is often used in consideration of the negative effect of workforce diversity. According to this theory, self-categorization may lead to marginalization and devaluation of members of minority groups. Self-categorization can also affect performance negatively by creating legitimacy threats where people fail to live up to the expectations or idealized image of their social identity group (Roberts & Creary, 2013). This theory has however been criticized for depersonalizing employees by viewing them as an embodiment of the in-group prototype.

2.3 Empirical Literature Review

This section reviews empirical literature on workforce diversity and its influence on employee productivity.

2.3.1 Employee Productivity

Employee productivity is the extent to which employees perform their duties efficiently and effectively (Itumbiri, 2013). Various indicators are used to measure productivity including the amount of goods or services that an employee produces in a given period, efficient utilization of resources, and customer satisfaction. Employee productivity is the pillar of any organization. The success of any institution is closely tied to diligence and productivity of its workers. As Nwannebuife (2017) explained, the human elements within the organization play the essential role of utilizing other

resources to generate output. If the manpower of an organization is not efficient and effective, the other resources of the organization become less effective.

A workforce that is more committed and more productive makes a big difference to organization bottom-line. Employees who get their job done promote the growth and progress of their organization. On the other hand, employees who do not perform their duties adequately stem the progress of the organization. According to Malaolu and Ogbuabor (2013), the performance of an organization is largely dependent on the competency, innovativeness, and commitment of the labour force.

Understanding factors that influence employee productivity is critical to organizational development. Existing body of literature has examined various factors that have the potential of influencing productivity (Hunjura, Raza, & Munir, 2014). One of the factors that have become important in modern organization is the diversity of the workforce. Due to factors such as globalization and increased mobility, the society is increasingly becoming diverse in terms of age, gender, ethnicity, education background, and economic and social status among other variables (Bove & Elia, 2017). This diversity is also reflected in company's workforces. On the issue of workforce diversity and employee productivity, a number of studies have been done in different organisations. The following sections examine these studies.

Several studies have examined the issue employee productivity in the Kenyan public sector. The study by Hope (2012) examined efforts made to transform the productivity of the public sector in Kenya. The study observed that the Kenyan public sector was characterized by underperformance and inefficiency. The study noted that several strategies had been initiated with the view of transforming public sector productivity including streamlining the organizational structure, creating appropriate staffing levels, developing pay and benefits schemes that attract and retain talent, rationalizing personnel management policies, and introducing performance management systems. Although the study by Hope (2012) examined the issue of productivity in the Kenyan public sector, it does not link it to the subject of workforce diversity, which is the goal of the current study.

In another study, Lankeu and Maket (2012) also examined strategies that can be used to ensure that the public service sector in Kenya delivers the desired results. The study had observed that the Kenyan civil service was characterized by low productivity,

high levels of corruption, inefficiency, and lack of transparency. It recommended decentralization of services, reduction of bureaucracy, staff empowerment, installation of values, promotion of lifelong learning, and development of performance management system as some of the strategies that could enhance the productivity of the sector. Again, the study by Lankeu and Maket (2012) did not link employee productivity to workforce diversity, which is the aim of the current study.

2.3.2 Gender Diversity and Employee Productivity

Gender is one of the important dimensions of diversity in organizational workforce. Gender parity in the workforce has become a critique issue in the modern society. There is increased pressure for organizations to ensure men and women are adequately represented in the workforce. More companies are putting in place measures to ensure that there is gender equality in their labour force. A research by Pew Research Centre found that women constitute 40% of the labour force in more than 80 countries around the globe (Dahir, 2017). The top five countries with highest representation of women are in sub-Sahara Africa namely Zimbabwe, Malawi, Gambia, Liberia, and Tanzania. Women representation in the workforce is also relatively high in developed countries such as U.S.A (46.8%), Canada (47.3%), and France (48%). In Kenya, women representation in the workforce stood at 48.5% in 2017 (World Bank, 2018).

Although a lot of progress has been made in terms of ensuring women are adequately included in the workplace, there is no consistent evidence regarding how this gender diversity impact the productivity of the workforce. Ekot (2017) in his study on banking industry in Nigeria on the effect of workforce diversity on employee performance found out that there is a statistically significant positive relationship between gender diversity and employee performance. The study found that both genders are given equal opportunity for growth and development, and recommended that the management of First Bank should support diversity policies and procedures and train its employees on diversity issues so as to increase the benefits of diversity. The study by Ekot (2017) however, was conducted in First Bank in Nigeria and may not reflect the situation within the county governments in Kenya. This is because Banks are commercial entities that operate in an environment that differ from that of public institutions. In addition, being another country means that the bank was

exposed to different economic, social, political, cultural, and other macroeconomic variables.

Similarly, Zhuwao (2017) agreed with Ekot in his studies on higher education institution in South Africa on the effect of workforce diversity on employee performance. The study revealed that there is a significant and positive relationship between gender diversity and employee performance and recommended that higher education institutions should embrace programs that promote diversity management so as to improve the effectiveness of workforce diversity thus improving employee performance. In contrast, Darwin and Selvaraj (2015) assessed the effect of workforce diversity on employee performance in manufacturing and service industry in Singapore. The results showed that there is no statistically significant relationship between gender diversity and performance of employees. This inconsistency regarding the effect of gender diversity on employee outcomes warrant further investigation. In addition, the two studies were conducted in other countries and thus findings may not reflect the current situation in Kenya. Each country has its unique social, cultural, economic, and political environment and thus organization operating in different countries may not have similar experiences and challenges.

In Kenya, Mwatumwa (2015) examined the effect of workforce diversity on employee work performance in the county government of Mombasa and found that gender diversity does not influence employee performance. He recommended that other studies should be conducted in the county government of Mombasa to understand the challenges that employees' encounter that acts as a hindrance to provision of effective and efficient services to the residents of Mombasa County. Stephen *et al.* (2018) examined impact of gender diversity on public organisations. Results showed that gender diversity in workplace had a positive and significant association with organisational productivity. The study recommended that public organisations should embrace policies that promote gender diversity to enhance the overall productivity of organisations. The studies by Mwatumwa (2015) and Stephen *et al.* (2018) arrived at different conclusions regarding the influence of gender diversity on organizations. This inconsistency in results warrants further investigation. The inconsistency may imply that gender diversity affects different organizations differently. It may imply that gender diversity interacts with other institutional variables leading to varied outcomes.

In another study, Mudanya (2014) assessed the effect of diversity management on performance of technical university of Mombasa. The study established that there is a positive and significant relationship between gender diversity and performance and recommended that the technical university of Mombasa should have a look at policies on employment especially those concerning gender. Kyalo and Gachunga (2015), in their study on the topic effect of work diversity on employee performance in the banking industry in Kenya, they found out that gender diversity affects employee performance to an adequate level. They recommended that all commercial banks in Kenya should give equal opportunities to male and females in recruitment and growth opportunities. The studies by Mudanya (2014) and Kyalo and Gachunga (2015) were conducted in contexts that are different from that of the county governments in terms of services offered, goals, and type of workforce, and thus, they may not reflect the existing situation in Nakuru County.

2.3.3 Age Diversity and Employee Productivity

Age diversity refers to the inclusion of people of different ages within the organization's workforce. Age is recognized as an important diversity dimension in the Kenyan public service diversity policy (Kenya Public Service Commission, 2016). In addition, the Constitution of Kenya 2010 demands the provision of equal opportunity for all individuals when it comes to public service employment. Despite these laws and policies, the Kenyan public sector has not been inclusive to younger people, below the age of 35 years. The National Manpower Survey 2011 showed that 58% of employees in the Kenyan civil service are above 36 years while in the private sector, 60% of the employees are below 35 years (Kenyan National Bureau of Statistics, 2011). The Kenya public service diversity policy had identified a number of strategies aimed at enhancing inclusion of people of all ages including mentorship programmes, internships, affirmative action during recruitment, and succession management programmes.

A number of studies have examined the effect of age diversity on employees' outcomes. Ehimare and Oghene (2011) interrogated the impact of workforce diversity on organisational effectiveness in Nigeria bank. He found out that age diversity positively correlated and significantly influenced employee productivity and performance. He recommended that executives of companies should formulate effective strategies to manage workforce diversity. The study further recommends that

other similar studies should be conducted to reveal variables that influence workforce diversity to enhance positive performance outcomes.

In a different study, Gitonga *et al.* (2016) explored the effect of workforce diversity on performance in telecommunication firms in Kenya. Results revealed that there is a statistically significant and positive relationship between age diversity and employee performance. When old and young employees are merged together, they pull together their knowledge and creativity is increased improving employee performance. This study was however done in the telecommunication firms that have different operating environment from county government. The study by Gitonga *et al.* (2016) was however done in telecommunication firms most of which were private organization and thus have a different operating environment from county government. Their findings may not therefore reflect the situation at the NCG and thus the need for a study that specifically examines the influence of age diversity on productivity of employees in county governments.

Similarly, Muthiora (2017) found out that age diversity has a statistically positive and significant influence on employee performance. Her study focused on the influence of workforce diversity management on employee performance in National Biosafety Authority. She recommended that awareness and trainings should be conducted on workplace diversity to sensitize employees on diversity issues and also team building activities are encouraged so that employees interact at the social level as well as professional level. The study by Muthiora (2017) however measured employee performance only in terms output per employee and quality to work. The proposed study will use more comprehensive measures including innovativeness and creativity, teamwork, time spent working, and cohesion.

In addition, Muasa, Egondi and Mathuva (2017) found out that age diversity significantly and positively affected organisation performance. Their study examined the effect of primary factors of workforce diversity on organisational performance at Cargo Freight Stations in Mombasa County. The study recommended that human resource practices that promote heterogeneous workforce should be embraced in organisations to bring together different skills, knowledge and talent that result to higher outcomes. Organisations should also formulate and implement policies to promote diverse ages to enhance effective communication and problem solving

opportunities. The study by Muasa et al. (2017) was however conducted in a private owned company in Mombasa where workforce policies and practices may differ from a government institution. This therefore warrants further studies on the influence of workforce diversity on employee performance in NCG.

A similar study by Matelong (2017) examined the effects of workforce diversity on team performance at the Moi Teaching and Referral Hospital, Uasin Gishu County and found that age diversity had a significant relationship with team performance. The study recommended that the management of Moi Teaching and Referral should adopt diverse workforce strategies to provide effective and efficient services. The study by Matelong (2017) was conducted in Uasin Gishu County, the context is different from that of Nakuru County thus the findings by Matelong may not reflect the situation in Nakuru County thus need for further studies in Nakuru County on issues of workforce diversity and how they influence employee productivity.

2.3.4 Physical Ability Diversity and Employee Productivity

Physical ability diversity refers to inclusion of individual with different physical abilities in the workplace. It includes inclusion of people with physical impairments such as visual and hearing impairment. Physical ability diversity has become an important issue in the current society because statistics indicate that 1 in 5 people acquire some form of disability in their lifetime (Collier, 2016). These individuals become a major source of untapped talent because of the social stigma that they cannot perform like people without disability.

In their study on the effect of greater participation of people with disabilities (PWD) on productivity in Brazilian firms, Ferreira and Rais (2016) found that that there is no statistically significant positive or negative relationship between physical ability diversity and employee productivity. A positive relationship was found between people with disability and productivity was found in firms that embraced greater social commitment. A survey in Canada showed that 90% of PWD performed as well or better than persons without disability (Deloitte, 2010). The retention of staff with disability was also 72% higher than the retention rate of staff without disability. These studies (Ferreira and Rais 2016 and Delloitte 2010) were however conducted outside Africa where the socio-cultural, political and economic factors differ significantly from those in Kenya. The findings may therefore not reflect the situation in Kenya

thus the need for more studies in Kenya to understand how physical ability diversity influences performance

In a different study, Hartnett, Stuart, Thurman, Loy, and Batiste (2011) examined the perception of American employers regarding the benefits of accommodating people with disabilities within the workplace. The surveyed employers identified several benefits associated with the inclusion of PWD including enhanced capacity to retain quality employees, reducing the cost associated with hiring and training new employees, and increased company profits. Results also showed that inclusion of people with disability improves the organizational climate and culture, and fosters a sense of belonging as employees see that the employer values all workers as human beings. The study by Harttnett et al (2011) is however conducted in America and socio-cultural context is different from Kenya in terms of culture and level of development and thus findings may not reflect the reality in Kenyan organization. In addition, the study mainly relied on descriptive statistics and thus the relationship between physical ability diversity and organizational performance was not statistically tested. The current study used inferential statistics to test the effect of physical ability diversity on the productivity of workers in the County Government of Nakuru.

In addition, Hakeem (2015) examined the challenges that accompany PWD and their working life in Finish. The results indicated that there is a high rate of unemployment for people with disability compared to the entire population of Finish. The study also revealed that the society excludes PWD. The study recommended that the government should encourage labour organisations to include a reasonable proportion of their workers to be persons with disabilities. Lavasani, Wahat, Ortega (2015) examined the effect of workability of employees with disabilities in Malaysia. The results indicated that workability among employees with disabilities is influenced by the attitude and dispositional factors and not individual health status. These studies (Hakeem 2015 and Lavasani *et al.* 2015) highlighted the situation within the sampled organization with regard to inclusion of person with disability but did not examine how the inclusion affects employee productivity.

In Kenya, the National Disability Survey conducted in 2007 found that 4.6% of the general population has one or more forms of disability (National Coordination Agency for Population and Development, 2008). There are numerous laws that

require the provision of equal opportunity to persons with disabilities in Kenya. The study by Nyaguthii (2017) examined access to employment by PWD in Kenya. Findings revealed that the country had a robust legal framework that protects the rights of PWD to access employment. Findings however revealed that PWD still find it difficult to access employment due to barriers such as stereotypes and prejudices, stigma and ignorance, lack of proper work environment, lack of assistive devices, cost of disability, and lack of qualifications.

In a different study, Makonyango and Bichanga (2015) explored the contribution of employee diversity management on job performance in the Kenyan telecommunication industry with a specific focus on Safaricom Limited. The study revealed that Safaricom had developed facilities for meeting the needs of persons with disabilities such as amenities for facilitating their movement, flexible work schedules, extended leaves, and alternative career paths. The study further revealed that accommodating persons with disability has increased the company's appreciation by the community who describe the company as humane and thus boost the company's image and profits. Makonyango and Bichanga (2015) provide evidence regarding the effect of including persons with disabilities in the workforce of Kenyan organizations. However, the study was limited to a commercial organization whose goals, priorities, and resources differ from public service organization such as county governments. Therefore, the results of this study may not necessarily reflect how the inclusion of person with disability has affected productivity at the County Government of Nakuru.

In another study, Okello (2015) examined the effect of workforce diversity on State Corporation at the coastal region. Findings showed that the sampled state corporations had policies that guided the recruitment of persons with physical disabilities, ensure employees with special needs are fairly considered during appointments, have facilities for aiding employees with special needs to do their work, and ensure that person with physical disabilities are considered during training and promotion. The study further found that inclusion of persons with disabilities had a positive effect on organizational performance. However, the study by Okello (2015) examined the effect of physical ability diversity on organizational performance rather than employees' productivity. Although the two concepts are closely connected, they are quite different. Organization performance relate to institution wide goals while employee productivity related to the workmanship of individual employees. Even though

employee productivity affects organizational performance, the latter is also a function of many other organizational variables.

2.3.5 Ethnic Diversity and Employee Productivity

Ethnicity is another dimension of diversity that is receiving significant attention in the modern workplace. There is increased emphasis on the need to include individuals of different ethnic background. In the U.S.A, the issue of ethnic diversity gained impetus in the 1960s when members of minority ethnic groups particularly African American began agitating for equal rights (Dike, 2013). Various affirmative action programmes were introduced with the aim of increasing ethnic equality. The subject of ethnic diversity is also given prominence in Kenya. Inclusion of all ethnic communities in economic activities is a value that is entrenched in the Kenya constitution as well as other laws (Musau, 2015).

Several studies have examined how ethnic diversity in the workforce. A study by the UK Government (2017) examined the strategies put in place by the UK government to make the civil service more inclusive. Results showed that ethnic minority staffs were more likely to experience bullying, discrimination, and harassment. There also low representation of minority ethnic groups in senior management levels. To promote ethnic diversity, the UK government has introduced fair recruitment and promotion practices, use of diverse selection panels, use of name-blind approach of staff selection, and developing role models from the minority ethnic groups. Although the UK Government (2017) study highlights the state of the civil service in the UK with regard to ethnic diversity, it did not assess how the diversity affects employees' productivity.

Another study by Maingi and Makori (2015) examined the effect of workforce diversity on employee performance in Kenya School of Government. The results showed that ethnic diversity significantly and positively influenced employees' performance in Kenya School of Government and they recommended that the Kenya school of government should embrace policies and strategies that are effective to achieve better employee performance at the Kenya school of government. However, the study by Maingi and Makori (2015) was conducted in an education institution and thus findings may not reflect the situation in Nakuru County. Education institutions

often differ from county government in terms of the kind of employees that they attract, the services they offer, and human resource practices.

Similarly, Kathima and Anyieni (2018) in their study on the effect of workforce diversity on performance of National Police Service in Nakuru County found out that ethnic diversity of national police service had a statistically significant positive relationship with performance. They recommended that national police service and other organisations should put in place proper mechanisms for promoting diversity so as to manage discrimination that affects the work morale of employees negatively. On the other hand, Busolo (2017) assessed the impact of workforce diversity on organisational performance at AAR Group of Companies. Results revealed that there exists a weak positive relationship between ethnic diversity and organisational performance. The study recommended that corporates should embrace ethnic diversity as it helps organisations in achieving marketing and sales objectives and promotes employee job satisfaction. However, this study was conducted in private organization where the context is different from county governments. Therefore, the findings cannot capture the reality at the NCG and thus the need for a study that is specifically focused on this context.

In another study, Wachira (2016) explored the effect of employee diversity on organisation performance of selected state corporations in Kenya. Findings showed that ethnic diversity did not have a positive significant influence on performance of corporate in Kenya. The study recommended that state corporations should improve social diversity by improving regional representation of employees as this increases customer satisfaction and loyalty translating into organization performance. The study by Wachira (2016) however examines the effect of ethnic diversity on organizational performance rather than employee productivity. Employee performance was just one of the concepts that was used to measure organizational performance and thus it was not measured comprehensively. The current study particularly focused on employee productivity and used a variety of productivity measures including creativity and innovation, quality of services, time spent working, and efficient utilization of resources.

2.3.6 Skill-Inventory Diversity and Employee Productivity

Skill inventory diversity refers to the inclusion of people with different skills within the organization's workforce. Various studies have been conducted on the effect of educational diversity on employee productivity. Al-Ahmad and Alkhawlani (2017) examined the effect of workforce diversity on employee performance in Al-Madinah International University in Malaysia. Results showed that there exists a significant relationship between education background and employee performance. The study recommended that Al-Madinah International University should enhance educational diversity as this increases awareness and knowledge as mutual learning with intellectuals with wider knowledge is promoted resulting in greater performance. This study was however conducted in Malaysia thus may not reflect the situation in Kenya because the social, cultural, and political context in Malaysia is different from that of Kenya. In addition, Al-Ahmad and Alkhawlani (2017) focused on learning institutions that is largely different from a county government.

In another study, Rizwan, Khan, Nadeem and Abbas (2016) assessed the impact of workforce diversity on employee performance in the banking sector of Pakistan. It was observed that there is a positive significant relationship between educational background and employee performance. The study recommended that organisations should formulate policies on how employees should deal with diversity issues so as to enhance productivity. The study was however, conducted in the banking sector in Pakistan thus it may not provide an accurate view of the situation in Kenyan county governments. The study was however, conducted in the banking sector in Pakistan thus it may not provide an accurate view of the situation in Kenyan county governments because policies of Pakistan government differs from those of Kenya government.

In India, Amla (2017) investigated the impact of workforce diversity on employee performance on textile industry. He found that education background influences employee performance and recommended that similar studies should be conducted to discover other factors that affect diversity in the workplace. Parrotta, Pozzoli and Pytlikova (2011) in their study on the topic effect of labour diversity on firms' productivity in Denmark found that education diversity influences productivity of employees. The study recommended that organisations should implement diversity

management, modern techniques and integration practices to promote a heterogeneous workforce and this increases competitive advantage.

In Kenya, Kyomugisha (2016) examined the effect of workforce diversity management on performance of international development non-governmental organisations in Kenya. Results showed that diversity in training influences organisational performance. The study recommended that equity in recruitment process should be enhanced to tap employees who are qualified and skilled. The study further recommended that special training should be given especially to persons with disability. The study by Kyomugisha (2016) was however conducted in the international development NGOs in Kenya whose contexts are different from county governments. The findings may not be similar to those of government institutions and hence need for studies on influence on skill inventory diversity on employee productivity in NCG.

Similarly, Munjuri (2012) studied the effect of workforce diversity management on employee performance in the banking sector in Kenya. She found that there exists a significant level of association between education and employee performance. She recommended that banking sector should introduce strategic human resource management studies for human resource managers so as to embrace a diverse workforce that promotes knowledge sharing and improved performance. However, the study by Munjuri (2012) was conducted in the banking sector that mainly comprises of commercial and profit-oriented organizations. Findings may therefore fail to reflect the situation in county governments whose mission is to provide basic services to members of the public.

In addition, Gaunya (2015) probed the effect of workforce diversity management on employee performance in the public sector in Kenya. Results revealed that there is a positive relationship between educational background diversity and employee performance. The study recommended that leaders in organisations should implement educational diversity initiatives so as to motivate and encourage individual employees so as embrace team work with other employees to achieve organisational goals.

2.4 Conceptual Framework

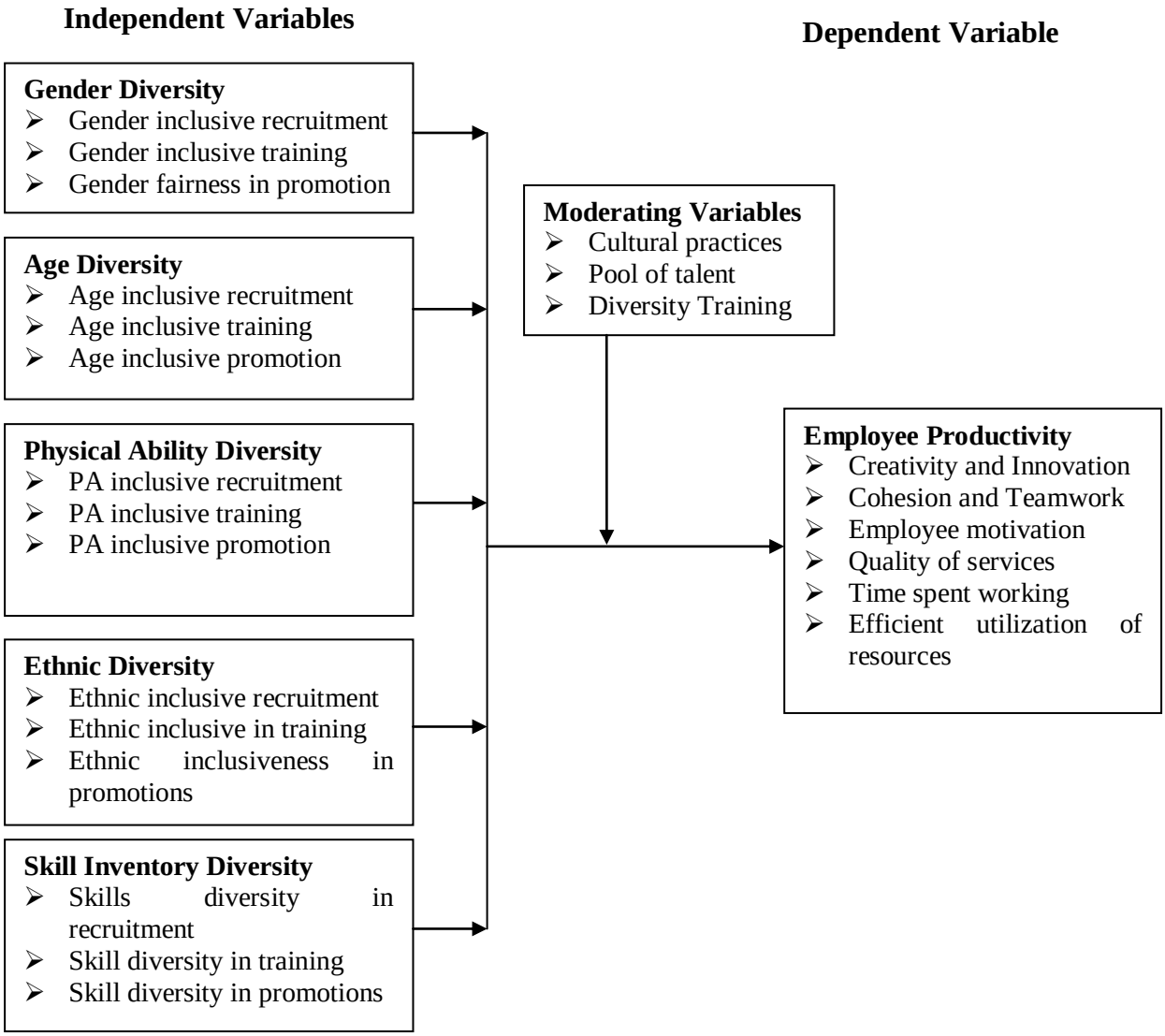


Figure 2.1: Conceptual Framework

Source: Author (2019)

As illustrated in Figure 2.1, the study focused on five diversity variables namely: gender, age, physical ability, ethnic, and skill inventory diversity. These were the independent variables of the research.

Gender diversity was assessed in terms the extent to which the recruitment, training, and promotion process consider the needs of both male and female candidates. The study theorized that gender diversity would translate to high employee productivity by ensuring that the county government has a workforce that have diverse skills and represents the face of the county.

Age diversity was measured in terms of extent to which the recruitment, training, and promotion practices of the county government consider the needs of candidates of all ages. The study posited that age diversity would improve the productivity of the county government by ensuring that the workforce has an optimal blend of youthfulness and experience.

Physical ability diversity was interrogated in terms of the extent to which the recruitment, training, and promotion practices of the county governments cater to the needs of people with different physical abilities. The study presumed that physical ability diversity improves workforce productivity by ensuring that the workforce has greater legitimacy by having an outlook that represents that face of the county population.

Ethnic diversity was examined in terms of the degree to which the recruitment, training, and promotion practices of the country government are inclusive of the needs of individuals of different ethnic groups. It was presumed that ethnic diversity improve workforce productivity by ensuring that the workforce has diverse ideas, varied ways of thinking and doing things, and multiple ways of solving problems.

Skill inventory diversity was assessed in terms of the level to which the recruitment, training, and promotion activities of the county government are inclusive of the needs of individuals with different skills. The study contended that skill inventory diversity improved productivity by ensuring that the county workforce has a wide pool of skills and talent.

Employee productivity was the dependent variable of the study. It was measured in terms of creativity and innovation, cohesion and teamwork, employee motivation, quality of services, time spent working, and efficient utilization of resources.

The framework also postulates that the relationship between workforce diversity variables and employee productivity is affected by a number of intervening variables including cultural practices, pool of talent, and diversity training. For instance, the cultural practices of an organization can affect how employees perceive issues of diversity and thus is likely to influence the relationship between workplace diversity and employee productivity. Where employees have negative believes and perception regarding diversity or inclusion of a certain group in the workplace, creating a diverse workforce is bound to have a negative effect on productivity.

2.5 Research Gap

The literature review has established that there are a number of studies that have examined the impact of workforce diversity on organizations. However, the majority of these studies such as Ekot (2017); Zhuwao (2017); Darwin and Selvaraj (2015); Al-Ahmad and Alkhawlani (2017); Amla (2017); and Rizwan *et al.*, (2016) have been conducted in other countries. Since countries differ in terms of culture, values, and legal framework, findings of these studies may not reflect the current situation in Kenya with regard to how workforce diversity affects employee performance.

A few studies have however been conducted in Kenya. However, most of these studies have been conducted in other organisations rather than the county governments. For instance, Gitonga *et al.* (2016) examined the influence of workforce diversity on organisational performance at Kenya telecommunication firms. The results revealed that there is a significant and positive relationship between age, gender, work experience and cultural diversity and organisational performance. The study by Kyalo and Gachunga (2015) examined the effect of diversity in workplace on employee performance in Kenya banking industry. Results showed that education diversity has a positive influence on employee performance while Ethnic diversity had both positive and negative influence on performance. Gender diversity was found to have a moderate effect on employee performance while age diversity affected employee performance negatively.

Stephen, Mathuva, and Mwenda (2018) examined the effect workforce diversity on the public organisations in Mombasa. The results indicated that provision of equal job opportunities to both genders helps to improve performance of employees in an organisation. Heterogeneity in relation to age affects organisational productivity positively and educational diversity has a positive influence on organisational productivity. Mwatuma (2015) examined the effect of workforce diversity on employee work performance on the county government of Mombasa. Results indicated that workforce diversity has been embraced in the county government of Mombasa. Results also indicated that there is no significant relationship between employee's ethnic background, gender and educational background and employee work performance. Therefore, workforce diversity does not influence employee work performance at the County Government of Mombasa.

As highlighted in the studies cited above, literature is not consistent regarding how having a diverse workforce affects productivity and performance of an organization. Some studies suggest that workforce diversity increase productivity by bringing different way of thinking within the organization. Other studies suggest that workforce diversity lowers productivity by reducing the level of cohesion within the workforce and increasing conflict. The premise here is that when the workforce has people from different backgrounds, the level of cohesion is likely to decline due to differences in interest, ideas, and opinion. Some studies suggest that there are certain dimensions of workforce diversity that have a positive influence on productivity while there some that have a negative influence. These discrepancies regarding the influence of workforce diversity on performance warrant further investigations.

The fact that most of the studies have been conducted in private organization also implies that they may not accurately capture the existing situation with regard to the effect of workforce diversity on employee performance in county government. Only the study by Mwatumwa (2015) has examined the effect of workforce diversity on employee work performance within the context of county government. The study focused on the county government of Mombasa and recommended that future studies be conducted in other counties to shade more light on this issue and support generalization of findings.

2.6 Summary of Chapter

This chapter has reviewed theories and empirical studies related to the subject of workforce diversity and employee productivity. The chapter has also presented the conceptual framework that details the variables of the study and relationships between them. The chapter has also assessed gaps that exist within the body of literature on workforce diversity and employee productivity.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an outline of the methods and procedures that were used in this research study. It defines the research design, study location, target population, research instruments, the sampling methods including procedures for data collection and analysis.

3.2 Research Design

The study sought to utilize the descriptive research design. Descriptive research design is used to describe the features of a group of individuals and gives information of things as they are (Kothari, 2009). The design was chosen because it helped the researcher to obtain appropriate information on how workforce diversity influences employee productivity. Descriptive research design also assisted the researcher to examine the influence of age, gender, physical ability, ethnic, and skill inventory diversity on employee productivity without the need to manipulate any of the variables.

3.3 Target Population

The target population was 5,762 employees of the NCG. It comprised of all persons employed by the County Government of Nakuru on a full-time basis under the various county departments. The population of staff at the NCG is summarized in Table 3.1.

Table 3.1: Target Population

Department	No. of Staffs
Health/ Medical Services	2,135
Education & ICT	1,664
Agriculture	224
Finance	296
Infrastructure	231
Lands and Planning	273
Public Service	78
Trade, Tourism, and Cooperative	264
Water & Environment	326
Youth, Gender, and Social Services	271
Total	**5762**

Source: County Government of Nakuru

3.4 Sample Design and Procedure

3.4.1 Sample Design

The clustered sampling technique was utilized to sample employees working in the NCG. The clustered sampling method entails dividing the population into several heterogeneous groups known as clusters and then selecting participants from only a few of the clusters (Cooper & Schindler, 2013). In this study, the 10 departments at the NCG were used as clusters. The 152 participants were selected from two departments in order to facilitate comparison of workforce diversity as well as the productivity of employees. These departments are: (1) Health/ Medical Services and (2) Education & ICT. An equal number of respondents were selected from each of the two departments.

According to Elfil & Negida (2017), clustered sampling is appropriate where the population of study is large making it less feasible to collect data from all sub groups within the population. The Health/ Medical Services Department, and Education & ICT Departments were selected because these are among the largest departments in the NCG and thus provided a sufficient and representative sample. The department also provide primary services that require staff to have direct contact with members of the public and thus the issue of workforce diversity is extremely important in these departments. Systematic sampling method was used to select participants from each of the two departments. Every 10^{th} staff on the list of employees in each department was selected until the required number (76 respondents per departments) was attained.

3.4.2 Sampling Technique

The sample size was determined using the Taro Yamane sample size formulae

$$n = \frac{N}{1 + Ne^2}$$

Where

n= Sample size

N= Population (in this case 5,762 workers).

e= Margin of errors (in this study set at 8%).

$$n = \frac{5{,}762}{1 + 5{,}762(8\%)^2}$$

Therefore, the sample size for this study is 152 respondents.

3.5 Data Collection Instruments

Data was collected through the use of questionnaires and semi-structured interviews. The questionnaire consisted of close-ended questions, which provided respondents a pre-defined set of responses to choose from mainly in the form of Likert scale. As Sullivan and Artino (2013) explained, Likert-type items are the best for measuring less concrete concepts such as employee productivity and workforce diversity where single survey questions are incapable of comprehensively capturing the concepts. The questionnaire targeted the employees of NCG.

The interviews were semi-structured in nature meaning that they comprised of a set of uninform questions for all interviewees, and then follow-up questions were asked based on interviewees responses to the initial questions. The semi-structure approach of conducting the interview facilitated open discussion while at the same time ensuring that the interview does not deviate from issues of study. The interviews targeted the administrators within the selected departments. A total of four interviewees were conducted.

3.6 Pilot Testing

A pilot study was conducted where the instrument was administered to 30 staffs (20% of the sample for the main study), who were selected from the Department of Finance. The pilot data enabled the researcher to assess the validity and reliability of the research instruments.

3.6.1 Validity of Instruments

The validity of data collection instruments was improved through expert judgment (Sullivan, 2011). The researcher sought the input of university research supervisors, who check all the questions to ensure clarity of the questions and that the questions captured what the study intends to measure. The validity of the instrument was also enhanced by conducting a pilot study.

3.6.2 Reliability of Instrument

Reliability of the instruments was examined by analysing the data collected during the pilot study using the Cronbach alpha methods. The Cronbach alpha method is often used when assessing the reliability of questionnaires that comprise of Likert-type items (Berchtold, 2016). The method gives an alpha value for each scale, which is compared with a pre-determined threshold often set at 0.7. Results of the reliability analysis are presented in Table 3.1.

Table 3.1: Cronbach Alpha Results

Variable	No. of Items	Cronbach's Alpha
Gender Diversity	7	0.786
Age Diversity	7	0.788
Physical Ability Diversity	7	0.735
Ethnic Diversity	7	0.899
Skill Inventory Diversity	7	0.770
Employee Productivity	7	0.734

Source: Pilot Data (2019)

As Table 3.1 shows, the Likert scale for all the six main variables of the study had a Cronbach alpha that was above the acceptable value of 0.7. This implies that all the items in the Likert scale were worthy of being retained.

3.7 Data Collection Procedure

The researcher obtained an introduction letter from St. Paul's University. Thereafter the researcher obtained a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then sought permission from the NCG administrators to carry out the research within their organisation. Once permission was granted, the researcher with the help of a research assistant reached out to the participants of the study and sought for their consent.

Having been granted the consent, the researcher and research assistant distributed the questionnaires to the employees working in the two departments of the NCG. Respondents were given a period of one weeks after which the researcher and researcher assistant returned to pick the completed questionnaires. Those who had not completed the questionnaires by then were provided with one more week to complete after which the researcher went back to collect the questionnaire. Yet another week

was added for those who had not completed the questionnaire in the second week so as to give them ample time to do so.

Concerning the interview, the researcher made prior appointments with the administrators so as to agree on the appropriate time to have the interviews within the study timeframe. The researcher agrees on a date with each of the four interview targets. The interviewees took place in the interviewee offices and took an average of 30 minutes.

3.8 Data Analysis and Presentation

Once the data was collected, it was cleaned and coded into meaningful parameters that can be read by the computer to ease analysis of the data. Close-ended questions in the questionnaire was analysed using the descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) and presented in form of frequencies, percentages, means and standard deviation. Data from the semi-structured interviews was analysed using the thematic technique. The data was grouped into theme according to the objectives and presented in form of narratives.

The independent sample t-test was used to assess the influence of the five workforce diversity (gender diversity, age diversity, physical ability diversity, ethnic diversity and skill inventory diversity) on employee productivity. This test is usually used to compare the difference in mean between two groups (Kothari, 2009). In this study, the independent sample t-test was used to compare the mean employee productivity score of the two departments of NCG: (1) education & ICT and (2) Health. The t-test was also used to compare the mean score of the two departments in the five workforce diversity variables. The goal was to establish whether the department with the highest employee productivity score would also have the highest score in the five diversity variables.

The multiple regression analysis was conducted in order to examine how the five diversity dimensions influence workforce diversity. According to Alexopoulos (2010), multiple regression analysis is useful in determining the relationship between a dependent variable and multiple independent variables. The following regression model was formulated:

$Y= \beta_0+ \beta_1X_1+ \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + e$

Where, Y= employee productivity in selected departments at the NCG

β_0 = constant, β_1, β_2, β_3, and β_4= Beta coefficients,

X_1 = Gender diversity,

X_2 = Age diversity,

X_3 = Physical ability diversity,

X_4 = Ethnic diversity

X_5 = Skill inventory diversity, and e= error term.

e= error term

3.9 Ethical Considerations.

The researcher explained the study to the participants so that they understand what the research entails. Participants were allowed to voluntarily and openly participate in the study. The participants were notified of their rights to pull out from the study. The researcher ensured that the privacy and anonymity of respondents was upheld. During data collection, the privacy of the participants was upheld by ensuring that the administrators of NCG do not access information that is given. The study operated under the do no harm principle of research that the respondents were no left hurting or vulnerable after the research was done. Studies by other scholars cited in this research were cited in the references.

3.10 Chapter Summary

This chapter has presented the research design, study location, target population, sample determination, and sampling technique, data collection instrument, data collection procedures, data analysis and presentation, and ethical considerations. The next chapter presents and discusses the results of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the outcomes of the study. Specifically, the chapter presents the response rate, respondents' background information, employee productivity at the NCG, gender diversity and employee productivity, age diversity and employee productivity, physical ability diversity and employee productivity, ethnic diversity and employee productivity, and skill inventory diversity and employee productivity.

4.2 Response Rate

Response rate refers to the proportion of the sample that was able to complete the study. Statistics on the study completion are summarized in Figure 4.1:

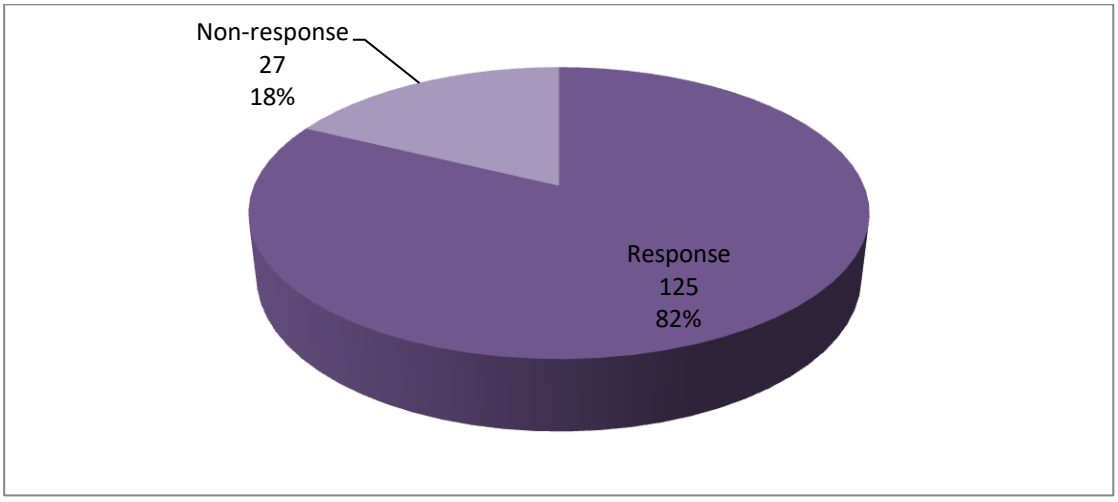


Figure 4.1: Response Rate

Source: Field Data (2019)

As Figure 4.1 reveals, 125 out of the 152 questionnaires that were distributed were dully completed and returned to the researcher. This figure marks a response rate of 82.2%. According to Mugenda and Mugenda (2003), a response rate of 70% and above is excellent. The high response rate is attributed to the researchers' strategy whereby several follow-up were made so as to remind respondents to complete the questionnaires. Respondents were also given ample opportunity to complete and return their questionnaire.

4.3 Respondents' Background Information

The background information of the respondents was assessed in terms gender, age, education level, department, and year of service at the NCG.

4.3.1 Gender of Respondents

This section examines the gender of respondents who participated in the study. This information is summarized in Figure 4.2.

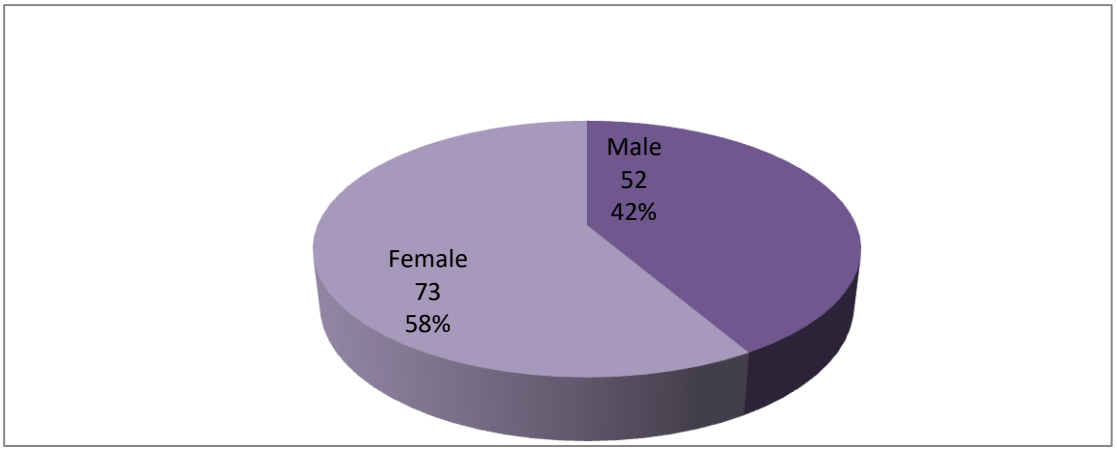


Figure 4.2: Distribution of Respondents by Gender

Source: Field Data (2019)

As Figure 4.2 displays, 73 out of the 152 respondents were female, which equals to 58% of the sample. A total of 52 male employees completed the study, which equals to 42%. From the findings, it is evident that all genders were adequately represented in the study. The results also provide an indication that both genders are adequately represented in the NCG workforce.

4.3.2 Age of Respondents

The section examines the age of respondents who completed the survey. Participants were asked to indicate their age in the questionnaires. Results are presented in Table 4.1.

Table 4.1: Respondents Age Statistics

Statistic	Value
Mean	36.10 years
Standard Deviation	10.043
Minimum	20
Maximum	59

Source: Field Data (2019)

As presented in Table 4.1, the mean age of the respondents was 36.1 years. The youngest respondent was 20 years old while the oldest was 59 years. This statistics indicate that the sample was inclusive of individual of different ages. The findings also highlight the age diversity in the workforce of the NCG.

4.3.3 Respondents Education Level

The respondents' highest level of education is examined in this section. The respondents were grouped into five groups depending on the education level: primary, secondary, diploma, degree, and postgraduate and above. Results are presented in Table 4.2.

Table 4.2: Distribution of Respondents by Highest Education Level

Education Level	Frequency	Percent
Primary School	2	1.6
Secondary School	9	7.2
Diploma	48	38.4
Degree	54	43.2
Postgraduate and above	12	9.6
Total	**125**	**100.0**

Source: Field Data (2019)

As Table 4.2 demonstrates, people with bachelors' degree had the highest representation in the sample at 43.2% followed by people with the diploma education at 38.4%. About 9.6% of the respondents had attained at least the postgraduate level of education, 7.2% had the secondary level of education, and 1.6% had the primary level of education. The results indicate that the sample was inclusive of people with different level of education.

4.3.4 Respondents Department

The respondents department was also assessed in terms of whether the respondents worked in the education or health department. Results are presented in Figure 4.3.

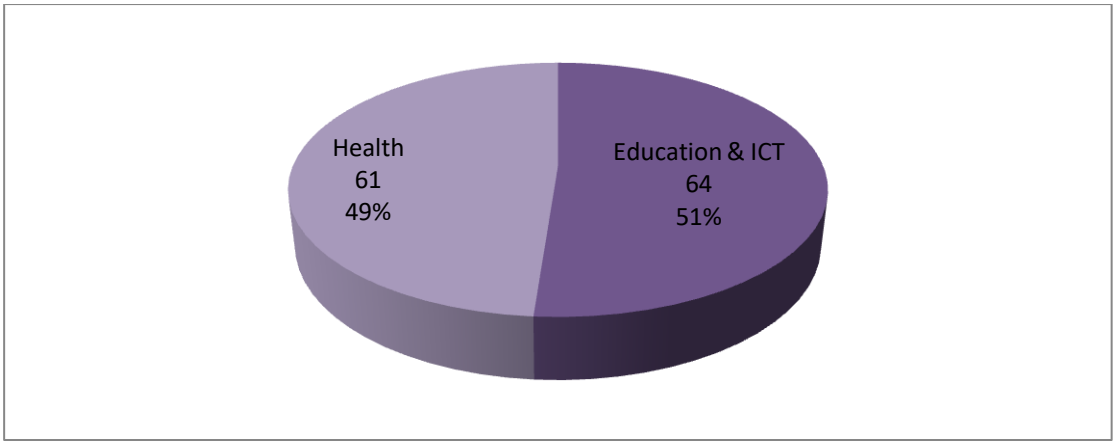


Figure 4.3: Distribution of Respondents by Department

Source: Field Data (2019)

As Figure 4.3 illustrates, 64 respondents that were equal to 51% of the sample were from the Education & ICT department while the remaining 61 (49%) were from the health department. The results indicate that both departments had fair representation in the sample.

4.3.5 Respondents Years of Service at NCG

The respondents' years of service at NCG was also assessed in order to ascertain their capability to provide informed opinion regarding the current situation at the county government with regard to employees' productivity and workforce diversity. This information is summarized in Table 4.3.

Table 4.3: Respondents Years of Services at NCG Statistics

Statistic	Value
Mean	9.38 years
Standard Deviation	8.132
Minimum	1
Maximum	41

Source: Field Data (2019)

As Table 4.3 shows, the respondents had served at the NCG for an average of 9.38 years. This duration is sufficient to give the respondents adequate understanding of the current situation within NCG. The respondents with the least experience had worked at NCG for 1 year while the most experienced respondent had worked at the organization for 41 years.

4.4 Employee Productivity at the NCG

The aim of the study was to examine the influence of workforce diversity on the productivity of employees working for the NCG in the selected departments. To realize this objective, the study began by examining the current status of employee productivity at the NCG. Employees were presented with a list of 7 items relating to employee productivity and asked to indicate the extent to which they agreed with each statement on five point scale: 5= Strongly Agree, 4 =Agree, 3= Neither Agree nor Disagree, 2 =Disagree, and 1= Strongly Disagree. Results are presented in Table 4.4.

Table 4.4: Descriptive Statistics for Employee Productivity

No.	Statement	N	Mean	S.D
1	There is a high level of creativity and innovation within the department leading to greater productivity	125	3.69	.971
2	There is a high level of cohesion and teamwork among the employees department leading to greater productivity	125	3.85	.916
3	There is a high level of motivation among the staff of the department leading to greater productivity	125	3.66	1.023
4	The departments' workforce comprises of people with different skills leading to greater productivity	125	3.91	1.032
5	The department offers high quality services to its clients leading to greater productivity	125	3.95	.869
6	There is low level of absenteeism among the employees of the department leading to greater productivity	125	3.83	.940
7	There efficient utilization of resources by the department's employees leading to greater productivity	125	4.00	.907
	Aggregate Score	**125**	**26.90**	**5.389**

Source: Field Data (2019)

As illustrated in Table 4.4, respondents were presented with several statements aimed at assessing the level of employee productivity in the selected departments at the NCG. The first statement was whether there was high level of creativity and innovation within their department leading to greater productivity. The statement is based on the rationale that to be more productive, employees need to have the capacity to devise new ways of doing things and resolving problems (Malaolu and Ogbuabor, 2013). It has also been argued that diversity contributes to productivity by introducing multiple ways of thinking, thereby increasing creativity and innovation. As indicated by the mean of 3.69, the majority of the respondents agreed that that there was a high level of creativity and innovation within their department. The issue

of creativity and innovation was captured during the interviewee by one administrator who shared that:

> "*Employees have developed creative ways of managing problems within the department by supporting new communication systems such as watssup groups and Instagram pages where they can easily communicate on issues affecting them as well as new criteria of handling issues."(Interviewee, AD1, 2019)*

The second statement was whether there was a high level of cohesion and team work within the respondents department. Cohesion and team work have also been cited as essential indicators of productivity (Muthiora, 2017). Cohesion and teamwork is also considered as one of the pathways through which workforce diversity influences workers productivities. In response to this issue, the majority of the respondents also agreed (mean= 3.85) that there was a high level of cohesion and team work within their departments. Cohesion and team work was captured during the interviewee with the administrators who shared that:

> *"When people work together as a team, they create a sense of trust with each other and thus they feel secure to raise their voices on issues affecting them, issues that add value to their departments resulting to increased productivity." (*Interviewee, AD4, 2019)

The issue of cohesion and team work was also raised by another administrator who said that:

> *"Employees who work together develop a sense of belonging to the organisation. Since they feel that they are part and parcel of the organisation, they increase efforts in their assigned roles so as to develop their organisation."*(Interviewee, AD2, 2019).

Productivity was also assessed in terms of level of staff motivation. According to Roberts and Creary (2013), workforce diversity can affect employees' productivity by influencing the level of staff motivation by either making staffs feel included or excluded within the workplace. Therefore, assessing the level of staff motivation would give a useful indication of the level of workers' productivity. From the results in Table 4.4, the respondents agreed (mean= 3.66) that there is a high level of motivation among the staff in their respective departments. Staff motivation was highlighted during the interviewee where one of the administrators mentioned that:

> "*Employees working within the department are self-motivated, they do not need to be followed around to check whether they have accomplished their tasks and when they check in and check out in the department, they voluntarily work in their respective departments as is expected of them."* (Interviewee, AD1, 2019)

Another item that was used to assess productivity was whether surveyed departments had staff with different skills. It has also been argued that one of the ways in which workplace diversity contributes to productivity is by bringing people with diverse skills and talents into the organization (Ramarajan & Thomas, 2010). As indicated by the mean of 3.91, the respondents agreed that their departments comprised of people with different skills. Different skills within the department were captured during the interview. One of the administrators shared that:

> "*Different skills are needed in the department. Formal and informal skills are all needed as each of the respective individuals is assigned to a specific role that needs unique skills for the accomplishment of these different roles. Different diverse skills results to diverse ideas resulting to implementation of the best thus increasing productivity*." (Interviewee, AD2, 2019).

Respondents were also asked whether their department provides quality services to clients. Quality of service is also an important indicator of productivity. A productive workforce should be in a position to provide goods and services that satisfy customers' needs. In response to this issue, the respondents agreed (mean= 3.95) that by their department offered high quality services to staff. During the interviewee, one of the administrators shared that:

> "*It is the mandate of the employees working at the NCG, to provide quality services to its clientele, there are telephone numbers provided to report any issues pertaining the provision of substandard services and any misconduct of the employees*." (Interviewee, AD1, 2019).

Statement six in the Likert scale sought to assess productivity from the perspective of workers absenteeism. This item is informed by the rationale that high rate of absenteeism is bound to affect the productivity of a particular government department as employees are not there to work. Workforce diversity can contribute to high level or low level of absenteeism depending on workers feel adequately included in the workforce. From Table 4.4, the respondents agreed (mean=3.83) that there were low levels of absenteeism in their departments.

The final indicator that was used to measure productivity was efficient utilization of resource. A workforce becomes more productive when it develops the capability to use the resources at its disposal more efficient and effectively. It has been argued that workforce diversity tends to promote efficiency by introducing diverse ideas regarding how organizational resources should be utilized. On this issue, the respondents agreed (mean=4) that there is efficient utilization of resources by

department employees leading to greater productivity. However, during the interview one of the administrators mentioned that:

> "*Regular training is important to increase the technical know-how of the employees especially in the health department. Provision of physical resources is one thing and training the personnel of how to effectively use these machines and equipment's is another thing. The provision of these equipment, and the training on the usage so go hand in hand to facilitate productivity*. (Interviewee, AD1, 2019)

The overall productivity score was 26.90 out of a highest possible score of 35 (7 *5). Therefore, according to the respondents rating of the seven items, the productivity level of the NCG stands at 76.9%. The finding is not consistent with earlier studies such as Hope (2012), who found that the public sector in Kenya has been underperforming and not servicing the public interest with optimal capability. Lankeu and Maket (2012) also found that the public service in Kenya was characterized by low productivity, corruption, inefficiency, and lack of productivity. To facilitate comparison, the productivity scores of each of the two departments under study (health and education) were computed as shown in Table 4.5.

Table 4.5: Difference in Employee Productivity Score between two Departments

Department	N	Mean (μ)	μ Difference	T	Sig.
Education & ICT	64	28.52	3.25	3.253	.000
Health	61	25.27			
Total	**125**	**26.90**			

Source: Field Data (2019)

As displayed in Table 4.5, the Education and ICT department had a higher employee productivity score (mean= 28.52) than the health department (mean= 25.27). The difference in the mean employee productivity score of the two departments of 3.25. The independent sample t-test showed that this difference in mean employee productivity score was statistically significant (t=3.253, sig.= 0.000). This implies that the education and ICT department had a significantly higher level of employee productivity than the health department.

4.5 Gender Diversity and Employee Productivity

The first objective of the study was to examine the influence of gender diversity on employee productivity in the selected departments at the NCG. To achieve this objective, it was essential to first establish the level of gender diversity within the

NCG. Consequently, participants were presented with a set of seven statements related to the subject of gender diversity and asked to indicate their level of agreement with these statements on five-point scale (1= strong disagree and 5= strongly agree). Their responses are summarized in Table 4.6.

Table 4.6 Descriptive Statistics on Gender Diversity

No.	Statement	N	Mean	S.D
1	Our department observes gender balance during recruitment	125	3.26	1.212
2	Employees of all genders are given equal consideration when it comes to training and development opportunities	125	3.56	1.035
3	All genders are given equal opportunities when it comes to promotions	125	3.70	1.055
4	Men and women are adequately represented in the departments workforce	125	3.58	1.137
5	The department has facilities that support inclusion of female employees such as creche, maternity benefits, and flexible work arrangements	125	3.64	1.011
6	There exists a positive relationship between male and female employees within the department	125	3.70	.977
7	There is a mutual respect between employees of different genders	125	3.80	1.024
	Aggregate Gender Diversity Score	**125**	**25.25**	**5.917**

Source: Field Data (2019)

As Table 4.6 illustrates, gender diversity was assessed from different perspectives including inclusion of all genders during recruitment, and training and development, promotion. The respondents agreed with all the statements apart from the first statement where the mean score was 3.26, which rounds-off to 3 (neither agree nor disagree). This implies that the respondents were not sure whether their departments observe gender balance during recruitment. This is a point of concern given that recruitment is the first step in the staffing process and thus it has a significant bearing on the composition of the workforce. During the interviewee one of the administrators shared that:

> *"During recruitment, we are sensitive to ensure that there is gender representation of both male and female applicants. However, when one gender is not represented in the interviewees we are forced to choose from the gender that is represented and qualifies for the position*". (Interviewee, AD2, 2019)

The final statement had the highest mean (mean=3.80) suggest that there was strong consensus among the respondents that there exist mutual respect between employees of different gender. Mutual respect between genders is a vital indicator of gender diversity as it tends to create a work environment that is inclusive of both male and female employees. Mutual respect of employees of different genders was captured during the interviewee, where one of the administrators mentioned that:

> "*Gender of employees is defined by biological constructs and the social roles assigned to them. In the department male and female employees treated each other with mutual respect and work together as a team towards the achievement of the set goals*." (Interviewee, AD3, 2019).

The third and sixth statement had the joint second highest means of 3.70 meaning that there was also a high level of agreement among respondents with regards to these statements. The second statement concerned provision of equal opportunity to all genders during promotion while the sixth statement was about the existence of a positive relationship between male and female employees. As Sherwood (2017) explained, it is not adequate to have both genders represented in the organizations workforce. For this representation to have a positive impact on productivity there must be a good working relationship between the genders.

The second statement has a fairly low mean score of 3.56 suggesting that respondents barely agreed that employees of all genders are given equal opportunity when it comes to training and development. The low mean score suggests that the respondents might have had some issues with gender inclusion during training and development. Respondents also marginally agreed with the statement that men and women are adequately represented in their departments' workforce as indicated by the mean of 3.58. This suggests that there were also reservations among respondents on this issue.

The aggregate score for gender diversity was 25.25 also out of a highest possible score of 35 (7*5). This implies that based on the seven items in the gender diversity scale, respondents rated the level of gender diversity in the NCG workforce to be 72.1%. This finding is consistent with the report by World Bank (2018), which found that Kenya is among the countries that had high women representation in the workforce in 2017 at 48.5%. The findings also reflect the impact that legal provisions such as the 2/3 gender principal in the Constitution of Kenya 2010 have had on the public sector workforce in Kenya with regard to gender diversity.

4.5.1 Influence of Gender Diversity on Employee Productivity

To examine how gender diversity has influenced the productivity of employees in the selected departments at the NCG, the gender diversity score for the two departments (Education and Health) were computed and then compared using in the independent sample t-test. The goal was to establish whether the education and ICT department, which had a significantly higher employee productivity score, will also have a higher gender diversity score. Results are presented in Table 4.7.

Table 4.7: Difference in Gender Diversity Score of the two Departments

Department	N	Mean (μ)	μ Difference	t	Sig.
Education & ICT	64	27.54	3.11	3.143	.001
Health	61	24.43			
Total	**125**	**25.25**			

Source: Field Data (2019)

As displayed in Table 4.7, the education and ICT department had a higher mean gender diversity score (mean=27.54) than the health department (mean 24.43). From this finding, it is evident that the department that had the highest mean employee productivity score also had the highest gender diversity score suggesting the existence of a positive relationship between these two variables. The difference in mean gender diversity score of the two departments was 3.11. The independent sample t-test showed that this difference is statistically significant (t= 3.143, sig.= .001). The findings thus led to the conclusion that gender diversity has a significant positive influence on employee productivity at the NCG.

This findings is consistent with earlier studies such as Ekot (2017), Zhuwao (2017, Mudanya (2014), and Kyalo and Gachunga (2015), which also found that gender diversity has a positive and statistically significant effect on employee productivity. The findings however challenges the studies by Darwin and Selvaraj (2015) and Mwatumwa (2015), which found that gender diversity did not have a statistically significant influence of employees' outcomes.

4.6 Age Diversity and Employee Productivity

The second objective of the study was to assess the influence of age diversity in the productivity of employees in the selected departments at the NCG. Like in the first objective, the first step was to assess the prevailing situation at the NCG with regard

to age diversity. Age diversity was assessed by presenting a set of seven statements to the respondents and asking them to indicate their level of agreement with each statement on a five-point scale (1=strongly disagree and 5= strongly agree). Results are summarized in Table 4.8.

Table 4.8: Descriptive Statistics for Age Diversity

No.	Statement	N	Mean	S.D.
1	My department considers people of all ages during recruitment	125	3.41	1.108
2	Employees of all ages are given equal opportunity when it comes to training and development	125	3.51	1.133
3	Employees of all ages are given equal opportunity when it comes to promotion	125	3.47	1.082
4	Employees of all ages are adequately represented in the department's workforce	125	3.93	1.742
5	The climate with our department supports the inclusion of people of different age groups	125	3.71	1.054
6	There exists a positive relationship between employees of different age group within the department	125	3.71	1.015
7	There is mutual respect between employees of different age group	125	3.70	1.057
	Aggregate Age Diversity Score	**125**	**25.44**	**7.000**

Source: Field Data (2019)

From Table 4.8, respondents agreed with all the statements apart from the first and third statement. The first statement had a mean of 3.41 which rounds-off to 3 (neither agree nor disagree). This indicates that respondents were not sure whether their departments consider people of all ages during recruitment. It implies that the majority of the respondents were sceptical about the efforts made by the NCG to ensure that staff recruitment processes are inclusive to people of all ages. The issue of age diversity during recruitment was captured during the interviewee where one of the administrators shared that:

> "*Jobs are given to all ages between 18-60years as long as they qualify for the job that has been advertised. Jobs cannot be given to young people who lack the qualifications and work experience at the expense of older interviewees who have the experience and qualifications for the jobs that have been advertised."* (Interviewee, AD4, 2019)

The third statement had a mean of 3.47, which also indicates that respondents were not sure whether employees of all ages are given equal opportunity when it comes to promotion. The doubt expressed by respondents highlight an underlying problem with

regards to the inclusivity of the job promotion practices at the NCG. Dissatisfaction with promotion process is an issue of concern as employee perceptions regarding the promotion practices has a major bearing on their level of job commitment and consequently their productivity.

The fourth statement had the highest mean of 3.93 suggesting that there was high level of agreement among respondents that employees of all ages are adequately represented in their departments' workforce. This finding is not consistent with the National Manpower Survey 2011, which found that 58% of workers in the Kenyan civil service were over 36 years despite individuals aged between 18 and 35 years making up 60% of the country's labour force.

Statements five and six had the joint second highest mean of 3.71. In statement five, respondents agreed that the climate within their departments supports the inclusion of people of different age groups. An inclusive climate tends to create a sense of belonging for all groups of employees resulting in greater workforce diversity (Hartnett *et al.,* 2011). In statement six, respondents agreed that there exist a positive relationship between employees of different age groups within their departments. This findings is consistent with a statement that was captured during the interviewee where one of the administrators highlighted that:

> "*Employees within the department work together as a team irrespective of the differences in their age groups. The younger employees are conversant with the new technology and how it can be applied to improve the productivity of the organisation, whereas the old employees have the work experience, when they team up, they increase their productivity."* (Interviewee, AD1, 2019)

The aggregate age diversity score was 25.44 out of a highest possible score of 35. This implies that based on the seven items in the Likert scale, respondents rated the level of age diversity at the NCG to be 72.7%. This finding also challenges the National Manpower Survey 2011 that found that the workforce in the Kenyan public sector was not inclusive of youths.

4.6.1 Influence of Age Diversity on Employee Productivity

To determine how age diversity influences the level of employee productivity in the selected departments at NCG, the difference between the age diversity scores of the education and ICT department and the health department was computed and analysed using the independent sample t-test. Results are displayed in Table 4.9.

Table 4.9: Difference in Age Diversity Scores of the two Departments

Department	N	Mean (μ)	μ Difference	t	Sig.
Education & ICT	64	26.23	1.57	1.946	.012
Health	61	24.66			
Total	**125**	**25.44**			

Source: Field Data (2019)

As Table 4.9 shows, the education department also had a higher age diversity score (mean= 26.23) than the health departments (mean= 24.66). The difference in the mean score of the two departments was 1.57. The independent sample t-test showed that this difference in age diversity score was statistically significant (t=1.946, sig.= .012). These findings show that the education department that had a higher level of employee productivity also had a higher level of age diversity. The findings thus led to the conclusion that age diversity has a positive and statistically significant influence on employee productivity.

This finding is consistent with the study by Gitonga *et al.* (2016) who found that there is a statistically significant and positive relationship between age diversity and employee performance in telecommunication firms in Kenya. Results revealed that when old and young employees are merged together, they pull together their knowledge and creativity is increased improving employee performance. The findings are also congruent with the study by Muthiora (2017) who found that age diversity has a positive and significant influence on employee performance at the National Biosafety Authority.

4.7 Physical Ability Diversity and Employee Productivity

The third objective of the study was to establish the influence of physical ability diversity on employees' productivity in the selected departments at NCG. In line with this objective, respondents were presented with a set of statement relating to physical ability diversity and asked to indicate their level of agreement on five point scale (1=strongly disagree and 5 = strongly agree). Their responses are summarized in Table 4.10

Table 4.10: Descriptive Statistics for Physical Ability Diversity

No.	Statement	N	Mean	S.D
1	The department gives consideration to people with different physical abilities during recruitment	125	3.50	1.104
2	People with physical disabilities are given equal opportunity when it comes to training and development	125	3.54	1.059
3	People with physical disabilities are given equal opportunity when it comes to promotions	125	3.70	.984
4	People with physical disabilities are adequately represented in the departments workforce	125	3.56	1.088
5	The department has facilities that support inclusion of people with physical disabilities such as widened doorways, ramps, easy to reach switches and door handles, audio visual fire alarms, and accessible toilet facilities	125	3.70	.967
6	There exists a positive relationship between employees with different physical abilities within the department	125	3.75	1.037
7	There is a mutual respect between employees with different physical abilities	125	3.90	.928
	Aggregate Physical Ability Diversity Score	**125**	**25.66**	**5.850**

Source: Field Data (2019)

As Table 4.10 reveals, respondents agreed with all the seven items relating to physical ability diversity. The last item on the scale had the highest mean of 3.90 suggesting that respondents were highly in agreement with the claim that there mutual respect between employees with different physical abilities. Developing mutual respects between employees with different physical ability is a critical ingredient for promoting physical ability diversity (Collier, 2016). Mutual respects tend to create a work environment where individuals with different physical abilities feel included. The aspect of mutual respect between employees with different physical abilities was captured during the interviewee where an administrator mentioned that:

> *"Employees with physical disability challenges and those who are not challenged physically respect each other as they understand that everyone is a candidate to physical disability as some are born with the challenge while others are affected at various levels in their lives. They thus work together with respect and assist those with challenges to ensure that they have a conducive environment to perform their assigned roles*." (Interviewee, AD3, 2019).

The sixth item had the second highest mean of 3.75 also suggesting that respondents pretty much agreed with the assertion that there exists a positive relationship between employees with different physical abilities within the department. These statements further reinforce the finding discussed in the previous paragraph as mutual respect and

positive employee relationship are closely intertwined concepts. A high level of mutual respect between employees is more likely to cultivate a positive relationship.

The first statement had the lowest mean of 3.50 suggesting that respondents barely agreed with the contention that their departments give consideration to people with different physical abilities during recruitment. This finding suggest that a good number of respondents felt that the measures put in place to make the recruitment process at NCG inclusive of people with different physical ability are not adequate. The second statement also had a low mean of 3.58 suggesting there was a low level of agreement with the claim that people with physical disabilities are given equal opportunities when it comes to training and development. This finding was echoed during the interviewee where one administrator shared that:

> "*Training of employees with physical challenges requires some special attention as some may require special facilities during the trainings that are not facilitated. This therefore means that they might end up missing some training sessions."* (Interviewee, AD2, 2019).

The aggregate physical ability diversity score was 25.66 out of a highest possible score of 35. This implies that based on the seven items in the physical ability scale, respondents rated the level of physical ability diversity at the NCG to be 73.3%. This finding is consistent with the study by Nyaguthii (2017) who found that Kenya had a sound legal framework that safeguards the rights of person with disabilities to access employment.

4.7.1 Influence of Physical Ability Diversity on Employee Productivity

To establish the influence of physical ability diversity on employee productivity in the selected departments at the NCG, the physical ability diversity scores for each department were computed and their difference compared using the independent sample t-test. Results are presented in Table 4.11.

Table 4.11: Difference in Physical Ability Diversity Score of the two Departments

Department	N	Mean (μ)	μ Difference	t	Sig.
Education & ICT	64	26.92	2.54	2.691	.006
Health	61	24.38			
Total	**125**	**25.66**			

Source: Field Data (2019)

As Table 4.11 shows, the education and ICT department also had a higher physical ability diversity score (mean= 26.92) than the health department (mean= 24.38). The difference in the mean physical diversity scores of the two departments was 2.54. The independent sample t-test showed that this difference was statistically significant (t=2.69, sig.= .006). It is evident that the department that had a higher mean employee productivity score also had a statistically significant higher mean physical ability score. These findings led to the conclusion that physical ability diversity has a statistically significant and positive influence on employees' productivity at the NCG.

These findings reinforces earlier studies such as the study by Hartnett *et al.* (2011), who found that the inclusion of PWD presented various benefits to an organization including enhanced capacity to retain quality employees, reducing the cost associated with hiring and training new employees, and increased company profits. Results also showed that inclusion of people with disability improves the organizational climate and culture, and fosters a sense of belonging as employees see that the employer values all workers as human beings. The findings are also in line with the study by Makonyango and Bichanga (2015), who found that inclusion of PWD in Safaricom Limited workforce, has increased the company's appreciation by the community who describe the company as humane and thus boost the company's image. A better company image tends to improve productivity by increasing employees' self-esteem as well as attracting talented workers.

4.8 Ethnic Diversity and Employee Productivity

The fourth objective of the study was to examine the influence of ethnic diversity on employee productivity in the selected departments at NCG. To achieve this objective, respondents were presented with a set of statement relating to ethnic diversity and asked to indicate their level of agreement on five point scale (1=strongly disagree and 5 = strongly agree). Their responses are presented in Table 4.12

Table 4.12: Descriptive Statistics for Ethnic Diversity

No.	Statement	N	Mean	S.D
1	My department give consideration to people from different ethnic backgrounds during recruitment	125	3.22	1.267
2	People from all ethnic backgrounds are given equal opportunity when it comes to training and development	125	3.70	2.907
3	People from all ethnic backgrounds are given equal opportunity when it comes to promotions	125	3.32	1.242
4	Minority ethnic groups are adequately represented in the departments workforce	125	3.42	1.290
5	The organisation's climate supports the inclusion of people from minority ethnic groups	125	3.52	1.147
6	There exists a positive relationship between employees of different ethnic groups within the department	125	3.28	1.168
7	There is mutual respect between employees of different ethnic groups	125	3.42	1.109
	Aggregate Ethnic Diversity Score	**125**	**23.87**	**7.992**

Source: Field Data (2019)

As Table 4.12 illustrates, the respondents on average indicated that there were not sure with most of the assertion apart from statements two and five. The second statement had the highest mean of 3.70 suggesting that respondents were in agreement that people from all ethnic backgrounds are given equal opportunity when it comes to training and development. The study by the UK Government (2017) showed that training and development is one of the avenues that the civil service can use to promote ethnic diversity. The UK has managed to increase ethnic diversity in its civil service by developing training and development programmes that mentor people from all ethnic groups to improve themselves and advance their career.

Statement five had the second highest mean of 3.52 also suggesting that respondents agreed with the assertion that the organization climate at NCG supports the inclusion of people from minority ethnic groups. The theme of inclusion of people from minority ethnic groups was mentioned during the interviewee, where one of the administrators shared that:

> "*Employees working at the NCG represents the ethnic groups of the Kenya community. All are inclusive even the minority groups have been given opportunity to head some ministries within the county government.*" (Interviewee, AD4, 2019)

Organization climate is also an important ingredient for promoting ethnic diversity within an organization's workforce. As Sherwood (2017) explained, the organizational climate should bring about psychological attachment and a sense of belonging among employees from all ethnic backgrounds for it to promote ethnic diversity.

The first statement had the lowest mean of 3.22 suggesting that on average respondents neither agreed nor disagreed with the claim that their departments give consideration to people of different ethnic backgrounds during recruitment. The fact that the statement had the lowest score suggested that respondents had reservations regarding the ethnic inclusiveness of NCG recruitment process. This finding also raises concerns regarding the implementation of the public service diversity policy that allows public bodies not to unduly rely on merit in making appointments for purposes of ensuring representation of members of all ethnic communities (Kenya Public Service Commission, 2016).

The sixth statement had the second lowest mean of 3.28 also indicating that on average respondents neither agreed nor disagreed with the claim that there exists a positive relationship between employees of different ethnic groups within their departments. This outcome raises questions regarding the relationship that exist between employees of ethnic groups. In the interviewee, one of the administrators shared that:

> *"The relationship between employees of different ethnic groups is founded upon suspicion and most at times employees engage with employees from similar ethnic background as they feel secure rather than those from different ethnic backgrounds."* (Interviewee, AD2, 2019)

Sherwood (2017) asserts that for diversity to translate to better employee outcomes there must be a good relationship between the diverse groups that exists within the workforce.

The aggregate ethnic diversity score was 23.87 out of a highest possible score of 35. This implies that based on the seven items in the ethnic diversity scale, respondents rated ethnic diversity at NCG to be 68.2%. The score is suggests that most of the indicators on ethnic inclusion have been met. However, this score is the lowest among the diversity dimensions that have been analysed so far suggesting that the NCG has not done so well in this area when compared to other diversity dimensions. This

finding therefore challenges the study by the National Cohesion and Integration Commission (2015) that ranked NCG to be among the top three counties in terms of inclusion of minority ethnic groups in its workforce. It is however worth noting that the NCIC study only examined the proportion of minority ethnic group in the NCG workforce but did not assess other aspects of inclusion such as fairness in training and development, promotion, and the work climate.

4.8.1 Influence of Ethnic Diversity on Employee Productivity

To establish the influence of ethnic diversity on the productivity of employees in the selected departments at the NCG, the ethnic diversity score for each department was also computed and the difference in scores assessed using the independent sample t-test. Results are presented in Table 4.13.

Table 4.13: Difference in Ethnic Diversity Scores of the two Departments

Department	N	Mean (μ)	μ Difference	t	Sig.
Education & ICT	64	23.19	1.03	1.345	.039
Health	61	24.57			
Total	**125**	**23.87**			

Source: Field Data (2019)

As displayed in Table 4.13, the health department had a higher ethnic diversity mean score (mean= 24.57) than the education and ICT department (mean = 23.19). From this finding, the department that had a higher employee productivity score had a lower ethnic diversity scores suggesting the existence of a negative relationship between ethnic diversity and employee productivity. The difference in the diversity scores of the two departments was 1.03. The independent sample t-test showed that this difference is statistically significant (t=1.345, sig=.039). These findings led to the conclusion that ethnic diversity has a negative and statistically significant influence on employee productivity at the NCG.

These findings are not consistent with the study by Kathima and Anyieni (2018) who found that ethnic diversity in National Police Service had a statistically significant positive relationship with employees' performance. The findings are also congruent with the study by Maingi and Makori (2015) who found that ethnic diversity significantly and positively influenced employees' performance in Kenya School of Government. Busolo (2017) also found that there exists a weak positive relationship

between ethnic diversity and organisational performance at AAR Group of Companies.

4.9 Skill Inventory Diversity and Employee Productivity

The final objective of the study was to assess the influence of skill inventory diversity on employee productivity in the selected departments at NCG. To fulfil this objective, respondents were presented with a set of seven statement relating to skill inventory diversity and asked to indicate their level of agreement on five point scale (1=strongly disagree and 5 = strongly agree). Their responses are presented in Table 4.14

Table 4.14: Descriptive Statistics for Skill Inventory Diversity

No.	Statement	N	Mean	S.D
1	My department give consideration to people with different skills during recruitment	125	3.66	1.047
2	People with different skills are given equal opportunity when it comes to training and development	125	3.78	.974
3	People with different skills are given equal opportunity when it comes to promotions	125	3.73	1.019
4	The departments workforce comprises of people with different skills	125	3.91	.942
5	The organisation's climate supports the inclusion of people with different skills	125	3.72	.997
6	There exists a positive relationship between employees with different skills within the department	125	3.82	.979
7	There is mutual respect between employees with different skills	125	3.99	.808
	Aggregate Skill Inventory Diversity Score	**125**	**26.61**	**5.505**

Source: Field Data (2019)

As Table 4.14 illustrates, respondents on average agreed with all the seven statements on skill inventory diversity. The last statement had the highest mean of 3.99 suggesting that respondents pretty much agreed with the claim that there is mutual respect between employees with different skills. This finding is supported by an administrator during the interview who mentioned that:

> "*Employees with different skills interact well as they exchange ideas towards achievement of the objectives of the department. Others would also love to have basic information from the people with different skills to enrich their know-how skills."* (Interviewee, AD2, 2019)

The fourth statement had the second highest mean of 3.91 also indicating that there was a high level of agreement with the assertion that the workforce in the

respondents' departments comprises of people with different skills. This finding was brought forth during the interviewee where one of the administrators highlighted that:

> *"The department has several units that need specific specialization. It's because of these specializations that different skills are needed to provide the expertise needed towards the achievement of the set goals and development*." (Interviewee, AD2, 2019)

However, during the interview, one of the administrators shared that:

> "*There is a skill mismatch within the county government as the government inherited the workforce from the previous municipal council whose skills does not match the functions that are current allocated to county government*." (Interviewee, AD4, 2019)

The first statement had the lowest mean of 3.66 suggesting that although respondents on average agreed with the claim that their department give consideration to people with different skills during recruitment, the level of agreement was weak. The fifth statement had the second lowest mean of 3.72 also a weak agreement with the claim that the organization climate at NCG supports the inclusion of people with different skills. This finding is consistent with a statement made during the interviewee that:

> "*Some of the employees feel that the skills that they have acquired are special compared to other skills from other employees. This creates a climate of tension. However, the work of the administrator is to ensure that they recognize all skills as important as the organisation will function better if all parts- all skills are effectively utilized and work together."* (Interviewee, AD2, 2019)

The aggregate skill inventory diversity score was 26.61 out of a highest possible score of 35. This implies that based on the seven items in the skill inventory diversity scale, respondents rated the level of skill inventory diversity at NCG to be 76.0%. This is the highest aggregate score among the five diversity dimensions under study suggesting that the NCG has done relatively well in terms of promoting skill inventory diversity.

4.9.1 Influence of Skill Inventory Diversity on Employee Productivity

To establish the influence of skill inventory diversity on employee productivity in the selected departments at the NCG, the skill inventory diversity score for each department were computed and the difference in the scores of the two department compared using the independent sample t-test. Results are presented in Table 4.15.

Table 4.15: Different in Skill Inventory Diversity Scores of the Departments

Department	N	Mean (μ)	μ Difference	t	Sig.
Education & ICT	64	28.18	2.79	2.972	.003
Health	61	25.39			
Total	**125**	**26.61**			

Source: Field Data (2019)

As Table 4.15 reveals, the education & ICT department had a higher skill inventory diversity score (mean= 28.18) than the health department (25.39). From the findings, the department that had a higher employee productivity score also had a higher skill inventory diversity score. This finding suggests the existence of a positive relationship between skill inventory diversity and employee productivity. The difference in skill inventory scores of the education and health departments was 2.79. The independent sample t-test showed that this difference was statistically significant (t-2.972, sig.=.003). These findings led to the conclusion that skill inventory diversity has a positive and statistically significant influence on employee productivity at NCG.

These findings are consistent with the study by Rizwan *et al.* (2016), who found that there is a positive significant relationship between educational background and employee performance in the banking sector of Pakistan. The findings are also in line with the study by Kyomugisha (2016), who found that diversity in training had a positive influence on organisational performance of international development non-governmental organisations in Kenya. Parrotta *et al.* (2011) also found that education diversity influences productivity of employees in Denmark.

4.10 Moderating Variables

The study presumed that the influence of gender diversity on employee productivity is moderated by a number of factors including cultural practices, diversity training, and, pool of talent. To assess these variables, respondents were provided with a set of statements relating to the variables and asked to indicate their level of agreement with each on a five point scale. Results are summarized in Table 4.16.

Table 4.16: Descriptive Statistics for Moderating Variables

No.	Statement	N	Mean	S.D
1	The department has values and beliefs that supports workforce diversity	125	3.56	1.035
2	The departments have norms/traditions that supports workforce diversity	125	3.66	.941
3	The department's employees have some background training on workforce diversity	125	3.84	.987
4	The employees of the department have wide pool of talent that support workforce diversity	125	3.78	.958

Source: Field Data (2019)

As Table 4.16 illustrates, the mean score for statement 1 is 3.56 which indicates that on average the respondents agreed with the statement that the department has values and beliefs that supports workforce diversity. Values and beliefs are essential elements of organization culture. An organization is more likely to develop a diverse workforce when it has values and beliefs that underline the concept of workforce diversity (Ramarajan & Thomas, 2010). Respondents also agreed (mean =3.66) with the second statement which asserted that the selected departments have norms and traditions that support workforce diversity. Norms and traditions are also dimensions of organizational culture (Sherwood, 2017). Organizational norms and traditions have a strong influence on employees' behaviour. When the norms and traditions are supportive of workforce diversity, employees tend to develop behaviours that also support diversity.

Respondents also agreed with statement 3 (mean= 3.84) which claimed that the employees of the selected departments have some background training on workforce diversity. An organization is likely to have a more diverse workforce if employees are trained in areas such as cultural awareness, communication, and intercultural sensitivity (Sherwood, 2017). Diversity training help create an organizational climate where employees from different backgrounds can thrive by eliminating barriers such as negative stereotypes, prejudices, and attitudes. Similarly, respondents also agreed with the final statement (mean= 3.78) which posited that the employees of the department have a wide pool of talent that support workforce diversity. Managing diversity requires employees to have a variety of aptitude and abilities such as intercultural communication, conflict management, openness to new perspectives,

relating skills, tolerance to ambiguity, and adaptability and flexibility (Ramarajan & Thomas, 2010). Developing employees skills in these areas help to promote workforce diversity.

4.11 Regression Analysis

Regression analysis was also conducted to further explore the influence of workforce diversity on the productivity of employees of the selected departments at the NCG. The following model was formulated:

$$Y= \beta_0+ \beta_1X_1+ \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + e$$

Where, Y= employee productivity in selected departments at the NCG, β_0 = constant, β_1, β_2, β_3, and β_4= Beta coefficients, X_1 = Gender diversity, X_2 = Age diversity, X_3 = Physical ability diversity, X_4 = Ethnic diversity, X_5 = Skill inventory diversity, and e= error term. Table 4.17 presents a summary of the model.

Table 4.17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761[a]	.579	.567	2.797
a. Predictors: (Constant), Skill Inventory Diversity, Age Diversity, Ethnic Diversity, Physical Ability Diversity, Gender Diversity				

Source: Field Data (2019)

As Table 4.17 illustrates, the model has an r-square value of 0.579. According to Alexopoulos (2010), r-square indicates the proportion of total variation observed on the dependent variable that can be explained by the model. Therefore, the r-square value for the model suggests that the five workforce diversity variables explained 57.9% of the total variance in workforce productivity in the selected department. Alexopoulos (2010) further explained that any model with an r-square that is greater than 0.1 should be considered appropriate for predicting a social phenomenon such as workforce productivity. The r-square value shows how the independent variables influence the dependent variable, but cannot tell whether the influence is statistically significance. The significance of the relationship is determined by the analysis of variance (ANOVA) statistics presented in Table 4.18.

Table 4.18: ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2670.724	5	534.145	68.280	.000[b]
	Residual	930.924	119	7.823		
	Total	3601.648	124			
a. Dependent Variable: Employee Productivity						
b. Predictors: (Constant), Skill Inventory Diversity, Age Diversity, Ethnic Diversity , Physical Ability Diversity, Gender Diversity						

Source: Field Data (2019)

As Table 4.18, the ANOVA gave a p-value of less than 0.001, which indicates that the influence of the five workforce diversity variables on employee productivity at the NCG is statistically significant. This finding is consistent with the study Saxena (2014) who found that workforce diversity was significantly associated with the productivity of the workforce. The ANOVA statistics tell the significance of the relationship between employees' productivity and all the workforce diversity variables combined, but do not show the direction of the relation as well as the net effect of each diversity variable on employee productivity (Alexopoulos, 2010). This information is provided by the multiple regression beta coefficients presented in Table 4.19.

Table 4.19: Multiple Regression Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.720	1.307		2.847	.005
	Gender Diversity	.154	.077	.169	2.002	.048
	Age Diversity	.018	.053	.023	.334	.739
	Physical Ability Diversity	.212	.077	.231	2.754	.007
	Ethnic Diversity	-.171	.075	-.184	-2.280	.039
	Skill Inventory Diversity	.495	.081	.505	6.110	.000
a. Dependent Variable: Aggregate Productivity Score						

Source: Field Data (2019)

As Table 4.19 illustrates, gender diversity (β=.154), age diversity (β=.018), physical ability diversity (β= .212), and skill inventory diversity (β= .495) have positive beta values suggesting that they have a positive net influence on employee productivity. Ethnic diversity had a negative beta value (β= -.171) indicating that it has a negative influence on employee productivity. The p-values suggests that gender diversity (p=

.048), physical ability diversity (p=.007), ethnic diversity (p= .039) and skill inventory diversity (p=. 000) have a statistically significant net influence on employee productivity. On the other hand, age diversity (p= .739) does not have a statistically significant net influence on employee productivity.

These findings are consistent with the study by Munn *et al.* (2011), who found that gender and education diversity had a positive significant influence on employee performance in an airline company in Malaysia. However, current findings do not support Munn *et al.* (2011) finding that age diversity has a negative significant influence on the workers' performance. The current finding suggest that the effect of age diversity is positive (β= 0.018) but not statistically significant. The regression analysis findings on age diversity contradicts earlier results from the independent sample t-test, which showed that this variable have a significant influence on employee productivity. This inconsistency may be explained by the fact that multiple regression analysis gives the net effect of a given variable by holding all other factors within model constant. In the independent sample t-test, the interaction between age diversity and the other four diversity variables had not been controlled.

Skill inventory had the highest beta value of 0.495 suggesting that it has the strongest net influence on employee productivity. Specifically, this value indicates that if skill inventory score is increased by 1 unit, employee productivity score would increase by 0.495 units. Physical ability diversity had the second highest beta of 0.212, which signifies that if physical ability diversity score is improved by 1 unit, employee productivity score would improve by 0.212 units. Ethnic diversity has a negative beta coefficient of -0.171, which indicates that if ethnic diversity score is improved by 1 unit, employee productivity score would decline by 0.171.

4.12 Chapter Summary

This chapter has discussed the findings of the study. Findings reveal that gender, age, physical ability, and skill inventory diversity have a positive and statistically significant influence on employee productivity in the selected departments at NCG. Ethnic diversity was found to have a negative significant influence on employee productivity. The next chapter presents a summary of findings, conclusions, and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The aim of this study was to examine the influence of workforce diversity on employee productivity in the selected departments at the NCG. This chapter presents a summary of the study, conclusion and recommendations.

5.2 Summary of Findings

The following are the key findings of the study:

5.2.1 Employee Productivity

The study examined employee productivity on the following: creativity and innovation, cohesion and team work, motivation, different skills, quality services, low level of absenteeism, and efficient utilization of resources. Quality of service had the highest mean score of 3.95 which indicates that employees at the NCG have excelled in this area. Motivation had the lowest mean score of 3.65 suggesting that employee are not highly motivated thus having a negative impact on their productivity. Comparison on productivity between the two departments Education & ICT and Health department was done. The mean productivity score of Education & ICT was 28.52 and the score for the Health Department was 25.27. The difference mean score of the two departments was 3.25 indicating that Education & ICT department was more productive compared to the health department. The independent sample t-test showed that this difference was statistically significant (t=3.253, p=.000). This means that the Education & ICT department had a higher level of employee productivity than the health department.

5.2.2 Influence of Gender Diversity on Employee Productivity

The first objective of this study was to examine the influence of gender diversity on employee productivity in the selected departments at the NCG. Gender diversity was measured using various indicators including gender inclusiveness in recruitment and selection, promotion, training and development. Gender balance during training and development had the lowest mean score of 3.26 suggesting that NCG has not performed well on this indicator. The highest score was on the statement that there mutual respect between employees of different genders that had a mean score of 3.80. Mutual respect gained the highest mean score indicating that it was the gender

diversity statement that had a strong consensus among the respondents. The score on gender diversity was 25.25 out of 35 translating to 72.1% indicating that there are high levels of gender diversity within NCG. Education &ICT department had the highest gender diversity score of 27.54 compared to Health department that had a mean score of 24.43. The independent sample t-test showed that the difference in gender diversity scores in the two department is statistically significant (t= 3.143, p=.000). These findings suggest that gender diversity had a positive significant influence on employee productivity. This was confirmed by the multiple regression analysis results where gender diversity had a positive beta coefficient and a p-value of less than 0.05 (β= 0.154, p= .048).

5.2.2 Influence of Age Diversity on Employee Productivity

The second objective of the study was to assess the influence of age diversity on employee productivity in the selected departments at the NCG. Adequate representation of employees of all ages had a mean of 3.93 which was the highest score indicating that age NCG had excelled on this indicator. Consideration of people of all ages during recruitment had the lowest mean score of 3.41, which suggest that NCG has not excelled in this area. The aggregate score of age diversity was 25.44 out of 35 which translates to 72.7%. This figure indicates that the NCG has considered age diversity in its workforce. Age diversity mean score of Education & ICT department was 26.23 and Health Department mean score was 24.66. The difference in the age diversity mean score for the two departments was 1.57. The t-test showed that the difference in age diversity was statistically significant (t=1.946, sig=0.12). These findings indicated that Education & ICT department had a higher level of employee productivity and age diversity. This implies that age diversity has a positive and statistically significant influence on employee productivity at the NCG. The regression analysis however showed that age diversity does not have a statistically significant influence on employee productivity (β= 0.018, p= 0.739). This implies that the when the other four work diversity variables are held constant, age diversity does not have a significant effect on employee productivity.

5.2.3 Influence of Physical Diversity on Employee Productivity

The third objective was to establish the influence of physical ability diversity on employee productivity in the selected departments at NCG. Physical ability diversity was measured using seven Likert statements. There is mutual respect between

employees with different physical abilities scored a mean of 3.90 which was the highest mean score indicating that employees at NCG work together with respect irrespective of their differences. The statement with least mean score was that the department gives consideration to people with different physical abilities during recruitment with a mean score of 3.50, indicating that respondents barely agreed with the statement. This implies that NCG has not performed well in this area. The aggregate score on physical ability diversity was 25.66 out of 35 which translates to 73.3% indicating that NCG had considered physical ability diversity within the workforce. Education & ICT department had a higher physical ability diversity mean score of 26.92 than the Health department mean score of 24.38. The difference in the physical ability diversity between the two departments was 2.54. The independent sample t-test showed that this difference was statistically significant (t=2.69, sig=0.06). The department that had a higher physical ability diversity also had a higher mean on employee productivity leading to the conclusion that physical ability diversity has a significant and positive influence on employee productivity at the NCG. This relationship was confirmed by the multiple regression results where physical ability diversity had a positive beta coefficient and p-value of less than 0.05 (β= 0.212, p= .007).

5.2.4 Influence of Ethnic Diversity on Employee Productivity

The fourth objective of the study was to examine the influence of ethnic diversity on employee productivity in the selected departments at the NCG. Ethnic diversity was measured using seven Likert scale statements and measured on 5 point scale. The statement that the department give consideration to people from different ethnic background during recruitment and had a mean score of 3.22 which was very low mean score suggesting the NCG has not performed well on this indicator. The statement with the highest score was that people from all ethnic backgrounds are given equal opportunity when it comes to training and development with a mean score of 3.70 suggesting that this is the best performing area on the ethnic diversity scale. This mean suggested that when employees are already in the system they are treated equally in opportunities of training and development. The aggregate score on ethnic diversity was 23.87 out of a possible 35. Ethnic diversity was rated at 68.2% and it is the diversity dimension with the lowest score at NCG. Health department ethnic diversity had a mean score of 24.57 and Education &ICT department had a mean

score of 23.19. The difference in ethnic diversity score between the two departments was 1.03. Education & ICT department had a lower ethnic diversity score but a high employee productivity score, suggesting that there exists a negative relationship between ethnic diversity and employee productivity. The independent sample t-test showed that the difference is statistically significant (t=1.345, sig= .039). The findings led to the conclusion that ethnic diversity had a negative and statistically significant influence on employee productivity at the NCG. This conclusion was reinforced by the multiple regression results where ethnic diversity has a negative beta coefficient and p-value of less than 0.05 (β= -.171, p= .039).

5.2.5 Influence of Skill Diversity of Employee Productivity

The final objective of the study was to assess the influence of skill inventory diversity on employee productivity in the selected departments at the NCG. Seven Likert statements were used to measure skill inventory diversity. The statement that the department give consideration to people with different skills during recruitment had the lowest mean score of 3.66 indicating that NCG has not performed well on this indicator. The statement that there is mutual respect between employees with different skills had the highest mean of 3.99 showed that respondents strongly agreed with the statement. The aggregate mean score for skill inventory diversity was 26.61 out of a possible outcome of 35 which translates to 76.0% skill inventory diversity within NCG. Skill inventory diversity had the highest score out of the five diversity dimensions. The scores on skill inventory diversity were computed for the two departments and Education &ICT department had a mean score of 28.18, Health department had a mean score of 25.39. The difference in the skill inventory diversity for the two departments was 2.79. The department that high mean score on skill inventory diversity Education &ICT also had high employee productivity mean score. The independent sample t-test showed the difference was statistically significant (t=2.972, sig= 0.003). The findings thus led to the conclusion that skill inventory diversity has a positive and statistically significant influence on employee productivity at the NCG. This was confirmed by the multiple regression results where skill inventory diversity had a positive beta coefficient and a p-value of less than 0.05 (β= .495, p= .000).

5.3 Conclusions

5.3.1 Influence of Gender Diversity on Employee Productivity

The study concluded that gender diversity has a statistically significant and positive influence on employee productivity in the selected departments at the NCG. Results also led to the conclusion that the selected departments have not made major progress in terms observing gender balance during recruitment as this item had the lowest mean score in the gender diversity score. It also arose that the selected departments have not excelled in terms of ensuring employees of all genders are given equal consideration when it comes to training and development opportunities.

5.3.2 Influence of Age Diversity on Employee Productivity

Findings also led to the conclusion that age diversity has no statistically significant effect on employee productivity in the selected departments at the NCG. It was also determined that the selected departments have not made substantial progress in terms of making their recruitment processes inclusive of people of all ages. The departments have also made little progress in terms of ensuring that employees of all ages are given equal opportunity when it comes to promotion.

5.3.3 Influence of Physical Ability Diversity on Employee Productivity

On physical ability diversity, the study concluded this variable has a statistically significant and positive effect on employee productivity in the selected departments at the NCG. It however emerged that the selected department have not realized substantial success in terms of developing recruitment process that are inclusive to people with different physical abilities as this item had the lowest mean score. It also appeared that the department has not excelled in terms of ensuring that people with physical disabilities are given equal opportunity when it comes to training and development as this item also had a low mean score.

5.3.4 Influence of Ethnic Diversity on Employee Productivity

The study also arrived at the conclusion that ethnic diversity has a negative and statistically significant effect on employee productivity in the selected departments at the NCG. The study also concluded that ethnic diversity is the least developed dimension of workforce diversity in the selected departments as it had the lowest diversity score of 68.2%. It emerged that recruitment processes in the selected departments at NCG have low level of ethnic inclusiveness. It is seemed that the

departments have not achieved notable success in terms of promoting strong cohesion among employees of different ethnic groups.

5.3.4 Influence of Skill Inventory Diversity on Employee Productivity

Results also led to the conclusion that skill inventory diversity has a statistically significant and positive influence on employee productivity. The study also concluded that skill inventory diversity is the most developed dimension of workforce diversity as it had the highest diversity score of 76.0% of all diversity dimensions at the NCG. The regression beta coefficients results also led to the conclusion that skill inventory has the strongest effect on employee productivity.

5.4 Recommendations

5.4.1 Gender Diversity Recommendations

To improve gender diversity within the selected departments, the management should develop recruitment strategies and process that are inclusive of all genders. For instance, the department should ensure that job advertisements are placed in mediums that are accessible to all genders. Invitations for job interviews should balance between male and female candidates. The scoring system during selection should comprise of criteria that favour both male and female employees. The select panel should also be balanced in terms of gender. The selected department also need to make their training and development process inclusive of all genders.

5.4.2 Age Diversity Recommendations

On age diversity, the selected departments also need to develop recruitment strategies that are inclusive of people of all ages. For instance, vacancies should be communicated through platforms that can be accessed by persons of different age groups. The selection system should also be inclusive to person of all ages. Criteria such as work experience that favour elderly candidates should be balanced with criteria such as technological competence that favour younger candidates. The selection panel should also comprise of people of different age group. The selected departments should also ensure that the promotion practices are inclusive of people of all ages. Training programmes should also consider person of younger age as these will have a longer stay at the organization leading to greater impact on productivity.

5.4.3 Physical Ability Diversity Recommendations

Regarding physical ability diversity, the selected departments should make their recruitment processes inclusive of people with different physical abilities. The study recommends that the NCG should implement the public service diversity policy that allows public bodies not to unduly rely on merit in making appointments for purposes of ensuring representation of members of all ethnic communities. The department should also make their training and development processes inclusive to people with physical disabilities. Various training methods should be utilized such as brails for persons with blindness as they are able to understand and acquire the skills that are useful for provision of better services to the organisation.

5.4.4 Ethnic Diversity Recommendations

The study found out that ethnic diversity has a negative and statistically significant influence on employee's productivity. To improve on employee productivity, leaders in the selected departments should foster ways of promoting positive relationships among employees of different ethnic groups. Particularly, employees of the department should be trained on intercultural issues such as intercultural communication, tolerance to different views and beliefs, and intercultural relations. Recruitment process should also be inclusive to person of all ethnic groups.

5.4.5 Skill Inventory Recommendations

The study also found out that skill inventory diversity was the dominant diversity dimension within the selected departments at NCG. The study therefore recommends that to improve on employee's productivity, the management should make optimum use of the diverse skills present within the organisation to achieve the mission and vision of the organisation. The departments should also ensure that recruitment processes are design to attract candidates with diverse skills and competencies.

5.4 Recommendations for Future Studies

The current study was limited to NCG, thus findings may not apply to other institutions. Future studies should consider replicating this study to other county governments in order to support the generalisation of the findings.

The study has found out that ethnic diversity has a statistically significant negative association on employee productivity. Future studies should delve on how this diversity influences employee productivity.

The study also recommends that future studies should consider how skill inventory diversity which was the dominant diversity dimension affects employee productivity. Qualitative methods should be used in order to develop an in depth understanding of how skill inventory translates to high employee productivity.

Future studies should consider assessing other aspects of inclusion such as fairness in training and development, promotion, and the work climate as the current study focused on examining minority ethnic group in NCG.

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APPENDICES

Appendix 1: Research Questionnaire for Employees

My name is John Wacira Chiri a student at St Paul's University Nakuru Campus, pursuing a course in Masters in Development Studies (Organization Development). I am undertaking a research on the **INFLUENCE OF WORKFORCE DIVERSITY ON EMPLOYEE PRODUCTIVITY AT THE NAKURU COUNTY GOVERNMENT.** This questionnaire is strictly for academic purpose and all information given will be treated with the highest level of privacy and confidentiality.

Instructions

- Please answer all questions
- Please put a tick in the answer of your choice

Section A: Demographic Information

1. Gender

   Male [ ] Female [ ]

2. Department

   Health /Medical Services [ ]

   Education, I.C.T & E-government [ ]

3. Length of Service……..years

4. Age……..……..years

5. Education Level

   Primary School [ ]

   Secondary School [ ]

   Degree/ diploma [ ]

   Postgraduate [ ]

Section B: Gender Diversity

6. The following statements relate to gender diversity at your workplace. Tick the extent to which you agree with the statements using the following scale: **5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree 1. Strongly Disagree**

Statement	**1**	**2**	**3**	**4**	**5**
Our department observes gender balance during recruitment					
Employees of all genders are given equal consideration when it comes to training and development opportunities					
All genders are given equal opportunities when it comes to promotions					
Men and women are adequately represented in the departments workforce					
The department has facilities that support inclusion of female employees such as crèche, maternity benefits, and flexible work arrangements					
There exists a positive relationship between male and female employees within the department.					
There is mutual respect between employees of different genders					

Section C: Age Diversity

7. The following statements relate to age diversity at your workplace. Tick the extent to which you agree with the statements using the following scale: **5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree 1. Strongly Disagree**

Statement	**1**	**2**	**3**	**4**	**5**
My departments considers people of all ages during recruitment					
Employees of all ages are given equal opportunity when it comes to training and development					
Employees of all ages are given equal opportunity when it comes to promotion					
Youths (18-35years) are adequately represented in the departments' workforce					
The organization's climate supports the inclusion of people of different age groups					

There exists a positive relationship between employees of different age group within the department.					
There is mutual respect between employees of different age group					

Section D: Physical Ability Diversity

8. The following statements relate to physical ability diversity at your workplace. Tick the extent to which you agree with the statements using the following scale: **5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree 1. Strongly Disagree**

Statement	**1**	**2**	**3**	**4**	**5**
The department gives consideration to people with different physical abilities during recruitment.					
People with physical disabilities are given equal opportunity when it comes to training and development					
People with physical disabilities are given equal opportunity when it comes to promotions					
People with physical disabilities are adequately represented in the departments' workforce					
The department has facilities that support inclusion of people with physical disabilities such as widened doorways, ramps, easy to reach switches and door handles, audio visual fire alarms, and accessible toilet facilities					
There exists a positive relationship between employees with different physical abilities within the department.					
There is mutual respect between employees with different physical abilities					

Section E: Ethnic Diversity

9. The following statements relate to ethnic diversity at your workplace. Tick the extent to which you agree with the statements using the following scale: **5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree 1. Strongly Disagree**

Statement	**1**	**2**	**3**	**4**	**5**
My department give consideration to people from different ethnic backgrounds during recruitment					

People from all ethnic backgrounds are given equal opportunity when it comes to training and development					
People from all ethnic backgrounds are given equal opportunity when it comes to promotions					
Minority ethnic groups are adequately represented in the departments' workforce					
The organization's climate supports the inclusion of people from minority ethnic groups					
There exists a positive relationship between employees of different ethnic groups within the department.					
There is mutual respect between employees of different ethnic groups					

Section F: Skill Inventory Diversity

The following statements relate to skill inventory diversity at your workplace. Tick the extent to which you agree with the statements using the following scale: **5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree 1. Strongly Disagree**

Statement	**1**	**2**	**3**	**4**	**5**
My department give consideration to people with different skills and education background during recruitment					
People with different skills and education background are given equal opportunity when it comes to training and development					
People from all ethnic backgrounds are given equal opportunity when it comes to promotions					
The departments' workforce comprises of people with different skills					
The organization's climate supports the inclusion of people with different skills and education background.					
There exists a positive relationship between employees with different skills within the department.					
There is mutual respect between employees with different skills					

Section G: Employee Productivity

The following statements relate to employee productivity at your workplace. Tick the extent to which you agree with the statements using the following scale: **5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree 1. Strongly Disagree**

Statement	1	2	3	4	5
There is a high level of creativity and innovation with the department leading to greater productivity					
There is a high level of cohesion and teamwork among the employees of department leading to greater productivity					
There is a high level of motivation among the staff of the department leading to greater productivity					
The departments' workforce comprises of people with different skills leading to greater productivity					
The department offers high quality services to its clients leading to greater productivity					
There is low level of absenteeism among the employees of the department leading to greater productivity					
There efficient utilization of resources by the department's employees leading to greater productivity					

Section F: Moderating variables

The following statements examine how cultural practices, education, and pool of talents affect the relationship between workforce diversity and employee productivity at your workplace. Tick the extent to which you agree with the statements using the following scale: **5. Strongly Agree 4. Agree 3. Neither Agree nor Disagree 2. Disagree 1. Strongly Disagree**

Statement	1	2	3	4	5
The department has values and beliefs that supports workforce diversity					
The departments has norms/ traditions that supports workforce diversity					
The department's employees have some background training on workforce diversity					
The employees of the department have wide pool of talent that supports workforce diversity					

Thank You for Participating!

Appendix 2: Interview Guide for Administrators

1. Gender of Respondents

2. Department

3. What are your views regarding ensuring inclusion of all genders in the workplace?

4. Please briefly explain some of the measures that your department has put in place to ensure that all genders are adequately included in the workforce?

5. In your opinion, how has the inclusion of all genders impacted the productivity of the workforce?

6. Please briefly describe measures that your department has taken to ensure that people of all age groups are adequately included in the workforce.

7. In your opinion, how has the inclusion of people of all age groups impacted the productivity of the workforce?

8. Please clarify some of the measures that your department has taken to ensure that people with physical disability are adequately included in the workforce.

9. In your opinion, how has the inclusion of people with physical disability impacted the productivity of the workforce?

10. Please describe some of the measures that your department has initiated to ensure that the workforce in inclusive of people from different ethnicity?

11. In your opinion, how has the inclusion of minority ethnic groups in the workforce impacted the productivity of the workforce?

12. Please provide some of the measures that your department has created to ensure the workforce accommodates people of different skills?

13. In your opinion, how has the inclusion of people with different skills impacted the productivity of the workforce?

Appendix 3: Research Authorization Letter from St. Paul University

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: postgraduatestudies@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 728-062420
(0) 736-424440

BOARD OF POSTGRADUATE STUDIES

National Commission for Science, Technology and Innovation
Off Waiyaki Way, Upper Kabete
P.O Box 30623, 00100
Nairobi, KENYA.

Dear Sir/Madam,

RE: JOHN WACIRA- MDSNKR202918

This is to confirm that the above named is a final year student of St. Paul's University registered for Master of Arts degree in Development Studies.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is Influence of work force diversity on employee productivity at Nakuru County Government

The research will take place in Nakuru County from March 2019 to May 2019.

Kindly grant the student the required permit.

Yours Faithfully,

Regina Ndinda
For: Dr. Sammy Githuku
Director, Postgraduate Studies

BOARD OF POSTGRADUATE STUDIES
ST. PAUL'S UNIVERSITY
19 FEB 2019
KENYA
TEL: 020 - 2020505 2020510
P.O. PRIVATE BAG - 00217, LIMURU.

Appendix 4: Authorization Letter from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/82639/28681**

Date: **13th March, 2019**

John Wacira Chiri
St. Pauls University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of workforce diversity on employee productivity at the Nakuru County Government Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **12th March, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru 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 County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix 5: Research Authorization Letter from Ministry of Education

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION

Telegrams: "EDUCATION",
Telephone: 051-2216917
When replying please quote
Email:cdenakurucounty@gmail.com
Ref.CDE/NKU/GEN/4/1/21 VOL.VIX/55

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

29th March, 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION –JOHN WACIRA CHIRI
PERMIT NO. NACOSTI/P/19/82639/28681

Reference is made to letter NACOSTI/P/19/82639/28681 dated 13th March, 2019

Authority is hereby granted to the above named to carry out research on "***Influence of workforce diversity on employee productivity at the Nakuru County Government, Kenya***" for a period ending ***12th March, 2020.***

Kindly accord him the necessary assistance.

FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

G.N. KIMANI
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU

Copy to:

- St. Paul University
  Private Bag -00217
  LIMURU

Appendix 6: Research Authorization from County Commissioner's Office

THE PRESIDENCY
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Telegram: "DISTRICTER" Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU.

Ref No. CC. SR . EDU/12/1/2 VOL.IV/63

29th March 2019

TO WHOM IT MAY CONCERN

RE:- RESEARCH AUTHORIZATION – JOHN WACIRA CHIRI

The above named student from St. Pauls University has been authorized to carry out research on **"influence of workforce diversity on employee productively at the Nakuru County Government"** in Nakuru County for a period ending 12th March, 2020

Please accord him all the necessary support to facilitate the success of his research.

MARY W. MWANGI
FOR: COUNTY COMMISSIONER
NAKURU COUNTY

Appendix 7: Research Authorization Letter from Nakuru County Government

REPUBLIC OF KENYA
COUNTY GOVERNMENT OF NAKURU
DEPARTMENT OF PUBLIC SERVICE TRAINING AND DEVOLUTION

Telephone: +252 721 278 798 (051) 2214142
E-Mail:psm@nakuru.go.ke
Fb: nakuru county government-official

P.O. Box 2870-20100
Nakuru
www.nakuru.go.ke
twitter: @nakurucountygav

NCG /HRM/corres./VOL.I/ 55 26th November, 2018

TO OFFICERS
NAKURU COUNTY

AUTHORITY TO COLLECT DATA FOR RESEARCH – JOHN WACIRA CHIRI

The above named has been granted permission to carry out a research **on Workforce Diversity on Organization** in Nakuru County Government.

Kindly accord him the necessary assistance.

COUNTY HUMAN RESOURCES
MANAGER
NAKURU COUNTY

BII MOSES
FOR: COUNTY SECRETARY & HEAD OF PUBLIC SERVICE
NAKURU COUNTY

Appendix 8: NACOSTI Permit

THIS IS TO CERTIFY THAT:
MR. JOHN WACIRA CHIRI
of ST PAULS UNIVERSITY , 59-20107
Njoro,has been permitted to conduct
research in *Nakuru County*
on the topic: *INFLUENCE OF WORKFORCE DIVERSITY ON EMPLOYEE PRODUCTIVITY AT THE NAKURU COUNTY GOVERNMENT KENYA*
for the period ending:
12th March,2020

Permit No : NACOSTI/P/19/82639/28681
Date Of Issue : 13th March,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

National Commission for Science, Technology and Innovation