



EFFECTS OF DIVERSITY TRAINING ON PERFORMANCE OF COUNTY GOVERNMENT OF KAKAMEGA, KENYA

Sore, A. T., & Juma, D.

EFFECTS OF DIVERSITY TRAINING ON PERFORMANCE OF COUNTY GOVERNMENT OF KAKAMEGA, KENYA

Sore, A. T.,^{1*} & Juma, D.²

^{1*}Master Scholar, Jomo Kenyatta University of Agriculture & Technology [JKUAT], Kenya

²Ph.D, Lecturer, Jomo Kenyatta University of Agriculture & Technology [JKUAT], Kenya

Accepted: April 25, 2019

ABSTRACT

The objective of the study was to assess the effects of Diversity Training on Performance of County Government of Kakamega. The target population for the study was 408 employees of County Government of Kakamega through the Ministry of Public Service and Administration. Stratified random sampling was used to collect useful information from County Government employees. The tools were tested for reliability using Cronbach's alpha with an alpha of 0.824 ($\alpha=0.824$) achieved. The questionnaires were distributed through the drop and pick later method to help increase the response rate. Inferential statistics were used in this study to analyze quantitative data, which was obtained from the closed-ended questions. Descriptive statistics that were used in this study include mean standard deviation, percentages, and frequencies. A sample size of 120 (29%) was acquired using a sampling formula by applying an attrition of 10% from a sampling frame. The scope was across the board from the casual workers, workers on a contract and permanent staffs. This study used descriptive cross-sectional Research designs. Questionnaires were used as an instrument for data collection. Data collected was analysed using Statistical Package for Social Scientists (SPSS v. 25). The data was presented by the use of Text analysis, tables, frequencies polygons, pie charts, and Bar graphs. Results from the study would be of high benefit value to the County Governments on how to handle diversity at the workplace management practices and its effects on the county governments. There was a response of 94.2%, majority 61% being Male Gender and of age between 31-40 years being 44.25%. Degree holders were the majority 35.4%, Luhya 58.4% and the Luo 15.9% community. The study concluded that there was need for employees training with a high significant relationship between ethnicity management practices and employee performance. The study recommended that the county government should increase training of their workers to increase competence of their workers at their workplace. Future studies should be conducted to find out the factors on diversity management practices how they can be improved to ensure easy and management of workforce.

Keywords: Diversity management, Performance, County Government

CITATION: Sore, A. T., & Juma, D. (2019). Effects of diversity training on performance of county government of Kakamega, Kenya. *The Strategic Journal of Business & Change Management*, 6 (2), 763 –769.

INTRODUCTION

Human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them (Snell, Morris & Bohlander, 2015). HRM is the single most critical department in an organization. Human Resource (HR) department play a pivotal role in setting the cultural tone of an organization (Nasurdin, Ahmad & Ling, 2015). Globally, HRM influences employees' behaviors in an organization. Employees may take their cue on how to do their jobs from HR the moment the organization hires them.

The concept of diversity management entails the application of varying methods of operations that accommodate individuals from different cultural and social backgrounds. According to Henderson (1994), the concept also entails the application of sound managerial strategies that promote optimal utilization of Human Resources in an organization. Leach *et al* (1994), explain that managing diversity is an inappropriate term and instead propose the use of the terms 'working with diversity' to imply the drive to experiment, interact and reflect on different issues. In the authors' opinion, working with diversity helps the employees become patient, relevant and wasing to learn. Cox (1993) maintains that the invisible aspects of diversity are defined by the values and norms which are socially constructed in society. To reduce racial and gender bias in the United States, the Government has implemented measures that ensure equal employment chances for all. Diversity Management involves the utilization of cultural alterations, ideas, and creativity in contributing towards the realization of corporate goals (Adler, 2005). Within this framework, HRM management oriented to diversity can be defined as a coherent set of practices aimed at promoting equal opportunity and plurality within the organization (Mor-Barak, 2005). It includes selection criteria based on valuing candidate's identity without favoring any kind of pre-

defined categories; training programs aimed at diffusing the appreciation for plurality and at encouraging the knowledge diffusion.

According to Cascio (2000), performance is defined as working effectively which is the way in which somebody does a job, judged by its effectiveness. It is how well an employee is fulfilling the requirements of a job (Rue & Byars, 1993). Smith (2010), argued that good workforce diversity practices in the area of human resources are believed to enhance employee and organizational performance. According to Cornelius (1999), effective performance can be a key determinant in the achievement of business objectives while maximizing the contribution of employees. Schuler (1992), observed that a performance appraisal system should be objective, relevant to the job and the organ. Research shows that performance appraisal has significant relationship with job commitment, mediated by intrinsic motivation. Email questionnaire was distributed in a small bank of Norwegian. Analysis was done through correlation (Kuvaas 2006). 185 retail sales people and 58 sales mangers revealed that there are some mediating factors that influence the job commitment and job satisfaction, which increases the job performance of the employees (Pettijohn, et al. 2001).

Further studies have been conducted to demonstrate the relationship between T&D and performance in Peshawar on banking sector. Sample size was of 80. Data was collected through questionnaires and coorelation analysis was used to analyze the data. The results showed that there is a significant relation between these two variables (Tahir, *et al.* 2014).

In Kenya, research aimed to find out the effectiveness of training and development on the Postal Corporation of Kenya. The study proceeded as a case study. The population was of 350 employees. Sampling was done. Analysis techniques of both discriptve and regression were used to analyze the

data. It was concluded from the research study that training methods, policies and techniques have a positive influence on the job performance of the employees while training evaluation has an opposite influence on the performance of the employees (Jepkoech, 2012). The main purpose of this study is to know the impact of Human Resources factors like performance appraisal and training & development on employee performance in the County Government of Kakamega.

METHODOLOGY

Descriptive survey design was used in this study. Mugenda and Mugenda (2003) describe descriptive research as the process of data collection which answers the questions with reference to the present conditions of the subject under investigation. The sampling frame consisted of the employees of the County Assembly of the County Government of Kakamega. Simple random sampling was used to select the respondents based on Mugenda and Mugenda formula (2003) for descriptive survey research. The study used questionnaires to find the scenario on the data collection. The questionnaires were considered suitable due to their versatility and can serve a large group of respondents. A pilot study was carried out at Bungoma County in Western Kenya because it had the same features as those of Kakamega County. Descriptive and inferential statistics were used using SPSS v. 25 to analyse the data.

RESULTS

A reliability analysis was conducted. The Cronbach's alpha for effects of ethnicity management practices was $\alpha=0.790$. Effects of recruitment practices on employee performance had an alpha of $\alpha=0.747$ and the employee performance on the county government of Kakamega had an alpha of $\alpha=0.842$. For the 30 items on the questionnaire, the standardized Cronbach's was $\alpha=0.894$. Before analysis was done the data was tested for Outliers.

Using SPSS, a box and whisker plot was utilized. There were no outliers for the tested variable on the influence of workplace Diversity management practices on employee performance at the county government of Kakamega. No data which exceeded +3 or was below -3 z-score. Similarly, there were no extreme deviations from -1 and +1 were observed for both skewness and kurtosis measures. The research had a high response rate of 94.2% (113) with 61.1% (69) male and 38.94% (44) female. 31-40 years dominated the respondents which were 44.25% (50). Most of the respondents 35.4% (40) were Degree holders with the Luhya community being the majority 58.4% (66). 31.9% (36) were Directors in the county of different departments, 23.9% (27) were Human Resource workers, 18.6% (21) were Office Admin workers while 15.9% (18) and 9.7% (11) were Administrators and Staff respectively. To determine what were the Effects of Diversity Training on Performance of County government an array of questions was asked to determine diversity training on performance on a Likert scale ranging from Strongly Agree to Strongly Disagree. The respondents were asked whether Employment opportunities helped to utilize their skills, Majority of the respondents 31.0% (35) Agreed, 30.1% (34) Disagreed, 23.9% (27) Strongly Disagreed, 11.5% (13) and 3.5% (4) Strongly Agreed and Neutral respectively. On whether Opportunities for growth and advancement existed for all trained employees at County. Majority of the respondents 33.6% (38) Disagreed, 24.8% (28) Agreed, 19.5% (22) Neutral. 12.4% (14) and 9.7% (11) Strongly Agreed and Strongly Disagreed respectively. The respondents were asked whether they thought. The County's training and development program is structured to meet the job requirement of all employees. 45.1% (51) of the respondents Agreed, 21.2% (24) Disagreed, 15.9% (18) Neutral, 10.6% (12) and 7.1% (8) were Strongly Agree and Strongly Disagree Respectively. Respondents were asked whether they were positive about diversity training at the County.

Majority of the respondents 43.4% (49) Agreed, 24.8% (28) neutral, 19.5% (22) Disagreed, 10.6% (12) Strongly Agreed and 1.8% (2) Strongly Disagreed that they were positive about diversity training at county Government. Majority 38.1% (43) of the respondents Agreed, 25.7% (29) Disagreed, 9.7% (11) and 3.5% (4) strongly Agreed ad Strongly Disagreed respectively that training and development at CGK is structured. On whether the County created training opportunities frequently for all its employees. Majority of the respondents 33.6% (38) Agreed, 31.0% (35) Disagreed, 15.0% (17) Strongly Agreed, 14.2% (16) and 6.2% (7) Strongly Disagreed and Neutral Respectively. 38.9% Strongly Agree, 35.4 (40)

Agreed, 10. 62% (12) Disagreed while 8.85% (10) and 6.19% (7) Neutral and Strongly Disagreed that they had acquired extra skills, since their recruitment at the County. On whether the respondents had developed career wise since their recruitment at the County, 36.28% (41) Strongly Agree, 30.97% (35) Agree, 14.16 (16) Disagreed, 9.73% (11) and 8.85% (10) Strongly Disagreed and Neutral respectively. Lastly the respondents were asked whether the county was the best place they've ever worked. Majority of the respondents 31.9% (36) Strongly Agreed, 23.0% (26) Neutral, 20.4% (23) Agreed, 16.8% (19) and 8.0% (9) Disagreed and strongly Disagreed.

Table 1: Descriptive Statistics

	Descriptive Statistics					
	N	Mean	Std. Deviation	Variance	Skewness	Kurtosis
all employees are given an opportunity to work in positions that utilize their skills, education and training	113	2.761	1.410	1.987	.162	-1.459
Opportunities for growth and advancement exist for all trained employees at County	113	2.964	1.216	1.481	.159	-1.067
County's training and development program is structured	113	3.309	1.134	1.287	-.487	-.762
diversity training at the County	113	3.415	.979	.959	-.341	-.640
training and development the program at CGK is structured	113	3.247	1.056	1.117	-.190	-.891
County creates training opportunities frequently	113	3.044	1.352	1.828	-.060	-1.387
Training and refresher courses are created frequently by the County	113	3.256	1.230	1.514	-.212	-.969
I have acquired extra skills, since my recruitment at the County	113	3.902	1.209	1.464	-1.042	.104
I have developed career wise since my recruitment at the County	113	3.699	1.348	1.819	-.767	-.699
The County is the best place I have ever worked in my career	113	3.513	1.310	1.716	-.369	-1.043

The first Null hypothesis was there was no significant relationship between diversity training and employee performance at County Government of Kakamega.

While setting the significance at .05 the table below showed the results on chi-square test.

Table 2: Chi-square tests

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.535 ^a	5	.215		
Continuity Correction	.455	5	.500		
Likelihood Ratio	2.588	5	.108		
Fisher's Exact Test				.578	.0001
N of Valid Cases	113				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.10.

For the relationship between Diversity training and Employee performance, a Crosstabulation was done between Recruitment practices and employee performance and the p values set at .05 the (df=5, $X^2=1.535$, $P<.0001$) this led to reject the null Hypothesis that states There is no significant relationship between diversity training and employee performance at county Government of Kakamega

DISCUSSION

The objective of this study was to determine what were the effects of Diversity Training on Performance of County government. To achieve this, an array of questions was asked to determine diversity training on performance. 31.0% of Employees Agreed they were given an opportunity to work in positions that utilize their skills, education and training at the county. Majority of the respondents 33.6% Agreed and acknowledged that Opportunities for growth and advancement existed for all trained employees while 9.7% Strongly Disagreed. On the County's training and development program 45.1% of the respondents Agreed while 7.1% Strongly Disagree. Majority of the respondents 43.4% Agreed while 1.8% Strongly Disagreed that diversity training existed at the County this was followed by 38.1% Disagreeing. The problem with the business case for diversity is that the data largely do not support it. Wasiams and O'Reilly (1998). Agreeing that training and development program at CGK is structured to meet the criteria/requirement of the male and female gender while 3.5% Strongly Disagreed to make this diversity a

source of creativity, complementarity, and greater effectiveness' (Stockdale & Crosby, 2004). On the County created training opportunities frequently for all its employees this was backed up by a majority of the respondents 33.6% who Agreed and 6.2% were Neutral on whether Training and refresher courses were created frequently by the County for its employees to gain knowledge 29.20% of the respondents Agreed and 38.9% Strongly Agreed that the respondents had acquired extra skills, since their recruitment at the County. Finally, the respondents were asked whether the county was the best place they've ever worked. Majority of the respondents 31.9% Strongly Agreed while 8.0% strongly Disagreed. Cox addressed that there were two approaches to diversity management. The macro or organizational-level approach speaks to organizational designs for diversity and suggested organizational change processes toward the multicultural organization.

CONCLUSION AND RECOMMENDATIONS

Based on the research findings the following recommendations are made; 1) County government should increase training of their workers to increase competence of their workers at their workplace. 2) Diversity training should be included to as part of staff development.

Future studies recommendations

More studies should be conducted on how factors on diversity management practices can be improved to ensure easy and management of workforce. It is noteworthy that our more research should be

conducted to enhance the discussion of macro and micro models of diversity management leads us to conclude that organizations are better off using color-conscious rather than color blind diversity management practices.

REFERENCES

- Snell, S. A., Morris, S., & Bohlander, G. W. (2015). *Managing human resources*. Nelson Education.
- Nasuridin, A. M., Ahmad, N. H., & Ling, T. C. (2015, January). High performance human resource practices, identification with organizational values and goals, and service-oriented organizational citizenship behaviour: A review of literature and proposed model. In SHS Web of Conferences (Vol. 18). EDP Sciences.
- Mor Bark, M. E. (2005). *Managing Diversity: Towards a Globally Inclusive Workplace*. Thousand Oaks, CA: Sage.
- Smith, J. J. (2014). Banning the Box but Keeping the Discrimination: Disparate Impact and Employers' Overreliance on Criminal Background Checks. *Harv. CR-CLL Rev.*, 49, 197.
- Rea, L. M., & Parker, R. A. (2014). *Designing and conducting survey research: A comprehensive guide*. John Wiley & Sons.
- Redding, W. C. (1979). Organizational communication theory and ideology: An overview. *Communication yearbook*, 3, 309-341.
- Rosenbaum, Milton E. (1986). The Repulsion Hypothesis: On the Nondevelopment of Relationships. *Journal of Personality and Social Psychology* 51 (6): 1156-1166.
- Shih, M., Young, M. J., & Bucher, A. (2013). Working to reduce the effects of discrimination: Identity management strategies in organizations. *American Psychologist*, 68(3), 145.
- Singh, Ramadhar, and Soo Yan Ho. (2000). Attitudes and Attraction: A New Test of the Attraction, Repulsion and Similarity-Dissimilarity Asymmetry Hypotheses. *British Journal of Social Psychology* 39 (2): 197-211.
- Smith, G. J. (2014). *Opening the black box: The work of watching* (Vol. 27). Routledge.
- Smith, J. J. (2014). Banning the Box but Keeping the Discrimination: Disparate Impact and Employers' Overreliance on Criminal Background Checks. *Harv. CR-CLL Rev.*, 49, 197.
- Snell, S. A., Morris, S., & Bohlander, G. W. (2015). *Managing human resources*. Nelson Education.
- Stahl, G., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., & Wright, P. (2012). Six principles of effective global talent management. *Sloan Management Review*, 53(2), 25-42.
- Sturm, S. (2001). Second generation employment discrimination: A structural approach. *Colum. L. Rev.*, 101, 458.
- Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2012). *Bullying prevention and intervention: Realistic strategies for schools*. Guilford press.

Taylor, S. (2013). Workplace bullying: Does tenure change anything. *Workplace bullying in higher education*, 23-40.

Van Knippenberg, D., De Dreu, C. K. W., & Homan, A. C. (2004). Work group diversity and group performance: An integrative model and research Agenda. *Journal of Applied Psychology*, 89, 1008-1022.

Wajcman, J. (2013). *Managing like a man: Women and men in corporate management*. John Wiley & Sons.

Wilson, F. M. (2013). *Organizational behaviour and work: a critical introduction*. Oxford University Press.