WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE OF PRIVATE CHRISTIAN UNIVERSITIES IN KIAMBU COUNTY, KENYA

Mungai, A. N., & Muli, J.

WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE OF PRIVATE CHRISTIAN UNIVERSITIES IN KIAMBU COUNTY, KENYA

[1] **Mungai, A. N., &** [2] **Muli, J.**

[1]Student, Department of Business Management, School of Business, Kenyatta University [KU], Kenya
[2]Doctor, Lecturer, Department of Business Management, School of Business, Kenyatta University [KU], Kenya

ABSTRACT

Workforce diversity in Private Christian Universities involves different abilities and skills that each worker contributes to the organization. Notwithstanding, the effort to value the diversity of the workforce in order to improve employee overall performance is still dim and still yet to be largely felt. The gap is still yet to be filled. The research intended to examine the influence of workforce diversity on employee performance in private Christian Universities in Kiambu County, Kenya, as a result of this unfilled void. The research was driven by four objectives; to determine the influence of ethnicity, marital status, education level and gender on employee performance in private Christian Universities in Kiambu County, Kenya. The research was based on three theories which included stereotyping and discrimination, pluralism, and equity. The theory of pluralism was the philosophy of the study's field. Descriptive research design was employed. The study used stratified random sampling methodology which allowed the scholar to collect the desired data across the various subgroups which included senior managers, department heads, full-time lecturers and office administrators. A sample of 60 out of the total target population of 180 respondents was chosen. The scholar sought help of a research assistant to quicken the process of distributing questionnaires to the study respondents. Afterward, data collected was analyzed using SPSS software which offers extensive data handling capability and numerous statistical analyses such as descriptive and inferential statistics. Descriptive statistics included mean, mode, average, frequencies and standard deviation. Inferential statistics on the other hand, included cross-tabulation and regression. In addition, content analysis was performed and analyzed the obtained qualitative data. All the analysis was presented in tables, charts and graphs with percentages and frequencies. The findings from the analysis established that ethnicity, marital status, education level and gender diversity had positive and statistically significant correlation with employee performance. A regression analysis was run and the results showed that all the variables had a strong positive effect on employee performance, though they were moderately practiced in the private Christian universities in Kiambu County. Recommendations such as equal employment opportunities (EEO) in the universities were given and areas for future studies such as carrying out this study in public universities were also suggested.

Keywords: Workforce diversity, Performance, Ethnicity

INTRODUCTION

Worldwide, workforce diversity at the Private Christian Universities is about how each and every employee brings different skills into the institution. According to [7] higher private education institutions hire over 3.5 million people, ranging from youths to people of age to ensure a variety of workforce thus mirroring the demographics of the nation. Successful learning institutions have revealed to be ready to use diverse resources just to ensure they have achieved diversity at their offices [13]. In the last few decades, diversity has been approached as legality in countries like the United States of America and India, where Private Christian Universities were prohibited by law to discriminate any person on any basis [3]. However, in the last few years, private institutions have realized that workforce diversity is not just a legal issue, but a concept that must be embraced in any institution for it to run smoothly [6].

Workforce diversity has been seen as the key to cultivating employee performance of any Private Christian institution hindering improvement in service delivery as well as employees fulfillment. In African Private Christian Universities, workforce diversity was used to improve individual performance, team or an entire institution. However, the performance per individual till 21st century is still not appreciable especially in Egypt as revealed by [2].

Workforce diversity in an institution plays an important role in aiding employee knowledge and experience, tackling skill shortages, widening recruitment base and increasing profits by attracting more learners as per [8] ,[1] studies. Workforce diversity makes every single person feel more valued thereby making them give the best in their duties.

[9] noted that St. Paul's University and The Presbyterian University of East Africa have engaged in a number of activities to manage the diversity of their workforce. Moreover, they provide training and education on workforce diversity that targets sexual harassment, value variations (e.g. sexuality, ethnicity, age, culture, disability, faith, sexual preference) and diversity administration (providing mentoring, training, community / employee-friendly policies, alternative work schemes as lamented by [12].

Statement of the Problem

Notwithstanding the attempt of debating and embracing workforce diversity in the private Christian universities in order to improve worker's performance, most workers' performance is still mediocre and still mostly unnoticed as revealed by [12]. Taking into account the increasing level of international students enrolling in universities, the varied idea of the language lessons offered and the systems changed The Presbyterian University of East Africa in Kiambu County and the St. Paul's University, workforce diversity is needed by university's employees to increase their productivity as well as to understand the university goals set as revealed by [12].

St. Paul's University and The Presbyterian University of East Africa since their inception, have put up information management systems to facilitate the exchange of information, productive tracking of university employees and revision of student sector programs, however, employee's performance is stunned [10]. In this respect, more private Christian universities managements have embraced a proficient way of distribution knowledge to improve employees' interaction. Nonetheless, efficiency is relatively low, particularly when measured on the capacity to deliver services that fulfill students' demands and goals set. Poor output is a result of inadequate training and educational opportunities for most employees and students.

In addition, the extent to which diversity of ethnicity, marital status, gender and level of education affects performance of job in the two private Christian universities continues to remain very unclear. The research therefore attempted to analyze the impact of workforce diversity on performance of employees in privately owned Christian Universities operating within Kiambu County, Kenya.

Objectives of the Study

The main aim of the research was to determine the influence of workforce diversity on the productivity of employees in private Christian universities operating in Kiambu County, Kenya. The study was guided by the following specific objectives;

- To assess the influence of ethnicity on the performance of employee in private Christian Universities in Kiambu County, Kenya.
- To establish the influence of marital status on the performance of employee in private Christian Universities in Kiambu County, Kenya.
- To determine the influence of education level on the performance of employee in private Christian Universities in Kiambu Kenya.
- To establish gender influence on the performance of employee in private Christian Universities in Kiambu County, Kenya.
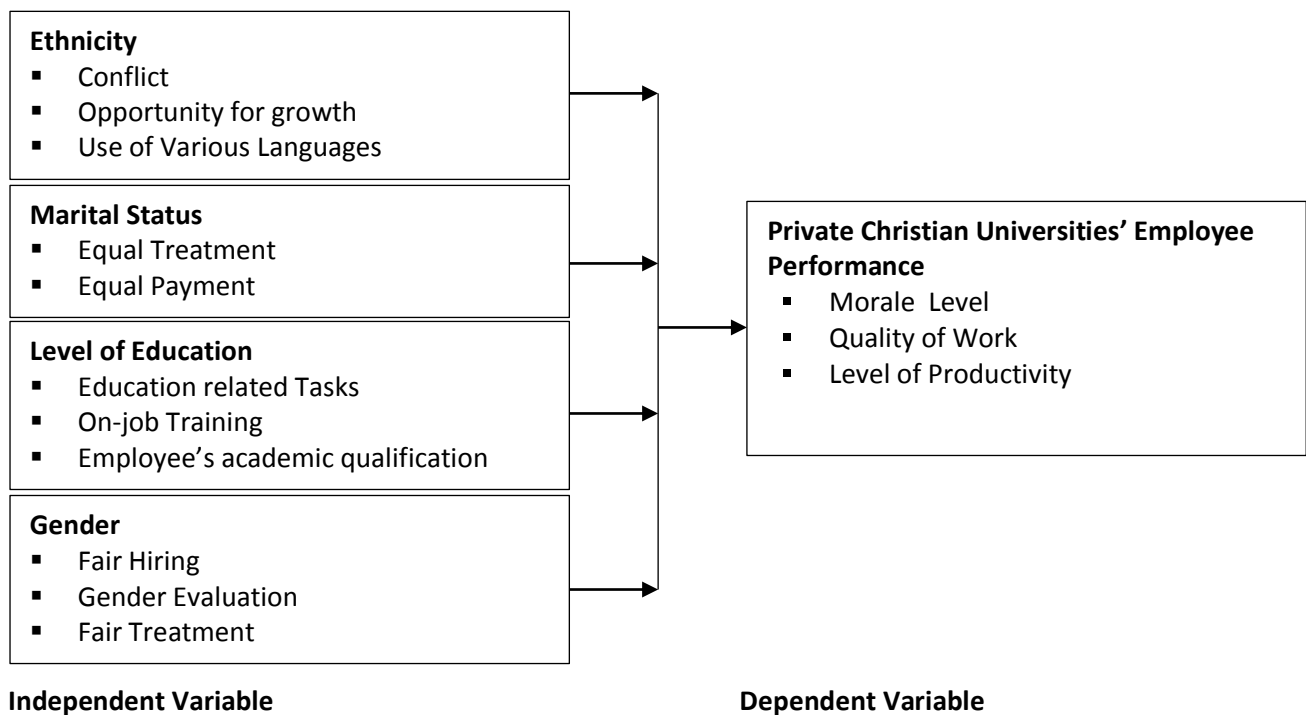
LITERATURE REVIEW

Theoretical Review

The study was grounded on the following theories which include stereotyping and prejudice, equity and pluralism. All the three theories related to the study variables, that is, ethnicity, marital status, education level, gender, and employee performance. Stereotyping and prejudice, as well as pluralism theories concentrated on discussing the predictor variables; ethnicity, marital status, education level and gender, on how they influence the employee performance. On the other hand, equity theory touched base on employee performance.

Ethnicity
- Conflict
- Opportunity for growth
- Use of Various Languages

Marital Status
- Equal Treatment
- Equal Payment

Level of Education
- Education related Tasks
- On-job Training
- Employee's academic qualification

Gender
- Fair Hiring
- Gender Evaluation
- Fair Treatment

Private Christian Universities' Employee Performance
- Morale Level
- Quality of Work
- Level of Productivity

Independent Variable   Dependent Variable

Figure 1: Conceptual Framework Source: Researcher (2020)

METHODOLOGY

Descriptive study design was adopted by the researcher. The explanation behind choosing the descriptive survey research design is that it mainly focuses on describing the study phenomena as it is. Therefore, the study was interested on the current affairs in the field and no factor would be manipulated [11]; [4]. The research method therefore helped to take a broad view on the findings to a larger population. The study was then in a better position to evaluate the influence of workforce diversity on staff performance in The

Presbyterian University of East Africa and St. Paul's University in Kiambu County, Kenya. The target population chosen was attributed to the fact that workforce diversity indeed took place in the organizations. The Universities selected were amongst the first to be chattered as the Private Christian Universities. The target population for this study included senior managers, departmental heads, full time lecturers and office administrators from both universities whose total population at the time of study was 180. A population replica of 60 was then selected on the basis of a percentile system reflecting 30% of the study population.

Data Collection Instrument

A semi-structured questionnaire tool was used during this research which facilitated data collection because the analysis benefits of the instrument includes time standby, privacy and the greatest source of indispensable information. The reasoning behind the use of the instrument is that it had the potential to allow respondents the time to collect themselves and thus provide reliable information on their behaviors, experience of life, actions and concerns. The tool also allows the collection of mass data. It also made it easier to manage and evaluate data within the short timeframe. The instrument allowed the gathering of mass data. It consisted of 5 sections where section 1 provided the demographic information, section 2 provided information on ethnicity, section 3 on marital status, section 4 on education level and finally, section 5 on employee performance.

The research, content, inferential and descriptive statistics were both conducted. Data collected using the research questionnaire was then analyzed, and a code given to each category for close-ended questions whereas open ended questions were listed and tallied. The counting of the coded data was done manually. Collected data was cleaned, coded and organized systematically to facilitate SPSS analysis. This was crucial as it offered extensive handling of data and numerous statistical analyses that could analyze large and small data. Additionally, the research employed inferential analysis which included regression model. Multi-regression analysis was then used to analyze the data to determine the effect of ethnicity, marital status, education level and gender on employee performance. After analysis, data was presented using tables, graphs and charts with percentages and frequencies. The multi-regression model was as expressed below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Whereby;

Y = Private Christian Universities' employee performance

α = Regression intercept

$\beta_1 ... \beta_4$ = Coefficients for independent variables $X_1 .... X_4$,

X_1 = Ethnicity

X_2 = Marital status

X_3 = Education level

X_4 = Gender

ε = Error term

FINDINGS

Descriptive analysis

Descriptive statistics helps in understanding how the data has been distributed, while at the same time, it elaborates on the how the respondents agree toward the statements concerning workforce diversity in their places of work. The researcher used simple descriptive tools to analyze the responses of the participants. The tools helped in displaying the result that the distribution pattern has gotten from the respondents.

Demographic Information

The section contains the bio-data of the study participants that was collected from the survey and returned. It includes their gender, marital status, education level, years of experience as well as their job designation.
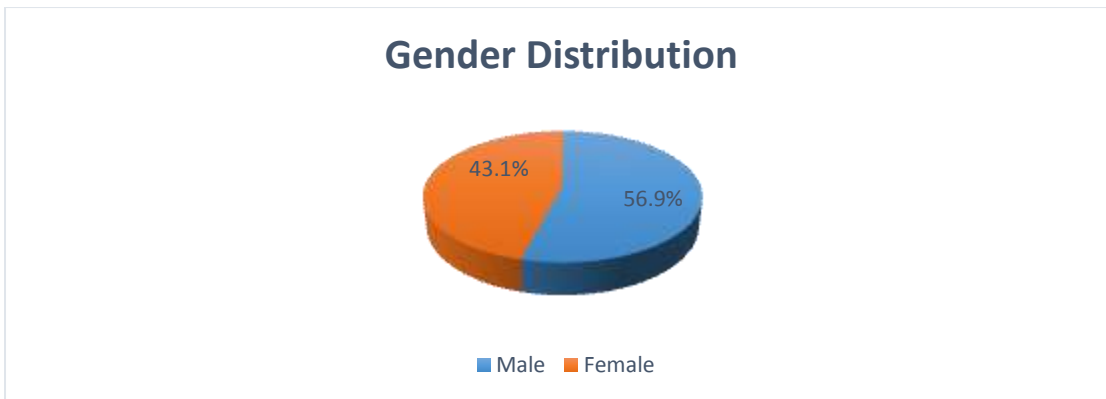
Gender Distribution

Figure 2: Gender distribution
Source: Survey Data (2020)

As illustrated in the figure above, male were the majority of the respondents in the survey with a percentage of 56.9 while the female were 43.1%. This showed that many male worked in universities compared to women. However, the disparities between the male and female was not that high.

This result showed how progress had been made especially in the African culture to include women in the work space, which was not the case in yester years. The results showed that the notion that men are the more productive gender is being washed away.
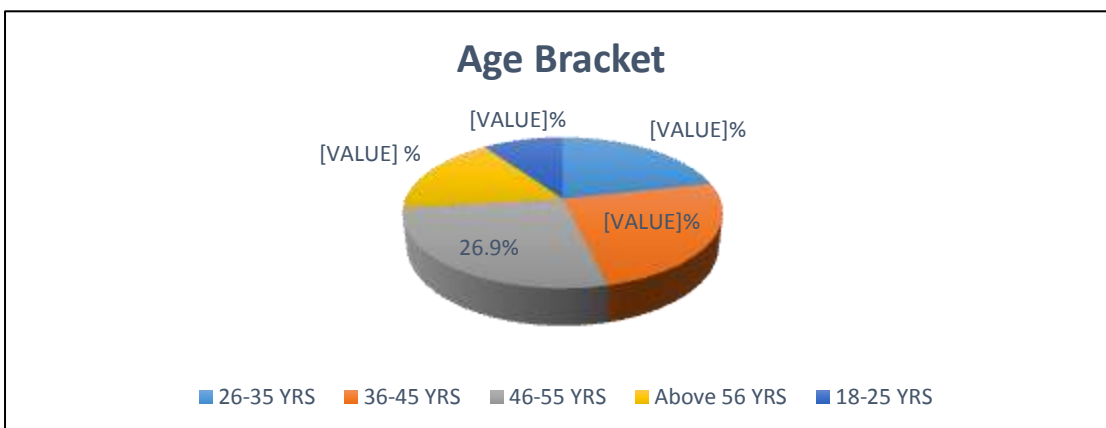
Age Bracket

Figure 3: Respondent age bracket
Source: Survey Data (2020)

From the result analysis displayed in figure 3, majority of the respondents belonged to the age bracket of 46-55 years which represented 26.9%, which was followed by those belonging to the 36-45 years age bracket accounting to 24.7%. Respondents belonging to 26-35 accounted for 21.5%, while those in the age bracket between 18 to 25 years made up for 9.7% and those above 56 years accounted for 17.2%. These results gave the impression that in most of the institutions, majority of those in senior management position, heading departments, full time lecturers and office administrators belong to the age bracket of 46 to 55 years. This could be attributed to the fact that people belonging to that group have years of experience to hold top office.
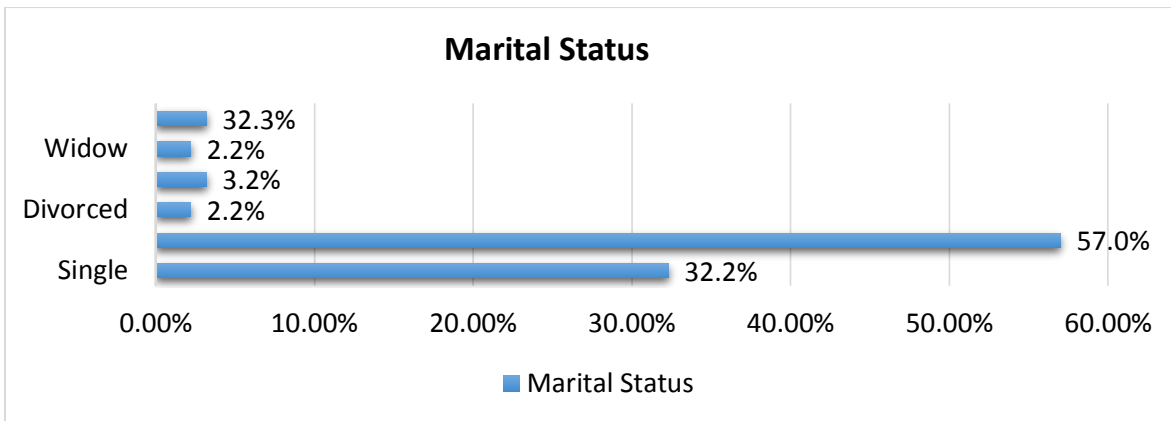
Figure 4: Marital Status
Source: Survey Data (2020)

From the results displayed in figure 4, majority of the respondents from the private Christian universities were married. They accounted for 57.0%. Widowers and those who were single followed closely with 32.3% and 32.2% respectively. Those who were separated represented 3.2% while widows and divorced respondents accounted for 2.2% each.
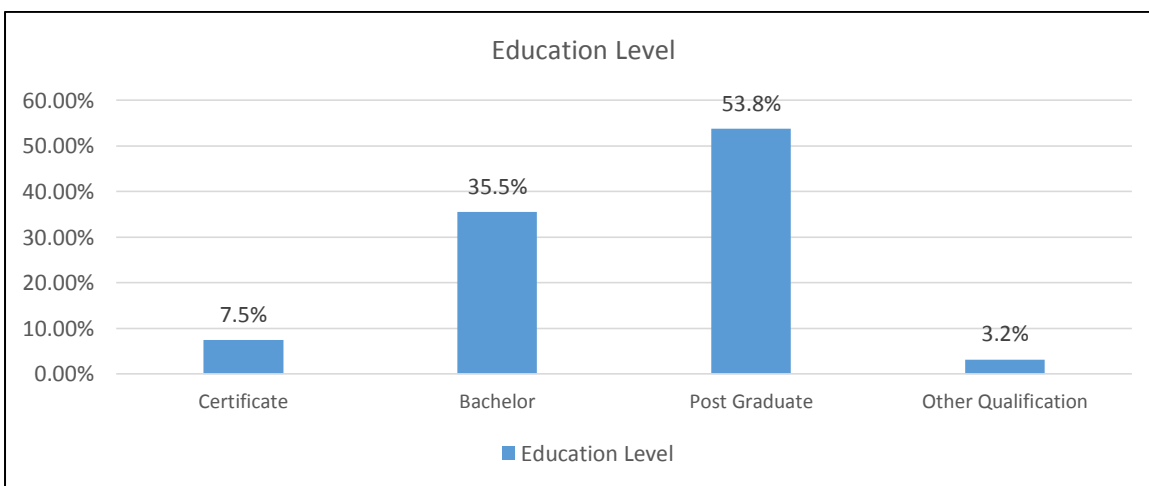

Figure 5: Education level
Source: Survey Data (2020)

As from figure 5 above, it can be seen that respondents with other qualifications were the least represented as they accounted only for 3.2%. Respondents with Certificate or Diploma levels were the least majority as they were represented with 7.5% of the total number of respondents. Those with post graduate qualifications were the majority of participants as they accounted for 53.8% followed closely with those that had Bachelors qualifications who accounted for 35.5% of the population. These findings indicated that the employees' in these institutions were well qualified to conduct their work. The higher the education qualification of staff, the more capable they were to perform assignments and possess adequate skills to perform their job perfectly.
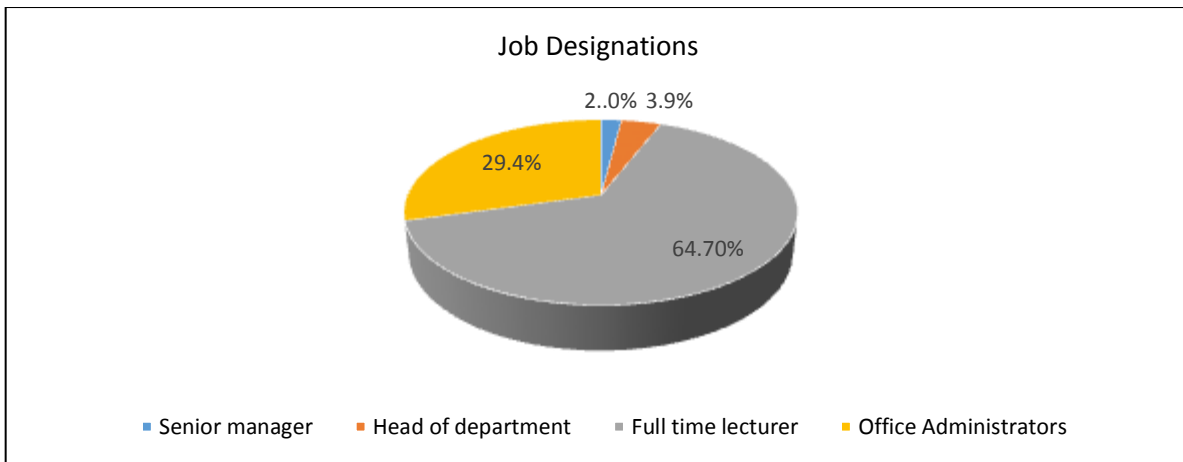
Page: 559

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

Figure 6: Job Designations

Source: Survey Data (2020)

Figure 6 above gave a description of the analysis results portraying the job designations of the survey participants. The results indicate that majority of the respondents were the full time lecturers and office administrators, both of who accounted for 64.7% and 29.4% respectively. The heads of departments were represented by a percentage of 3.9 while the senior managers were the least represented, as they accounted for only 2.0%. This response rate can be attributed to the fact that office administrators are mostly available in the office and their workload can be stated to be fairly minimal compared to senior managers whose schedules can be quite hectic at times hence the low rate of response from them.
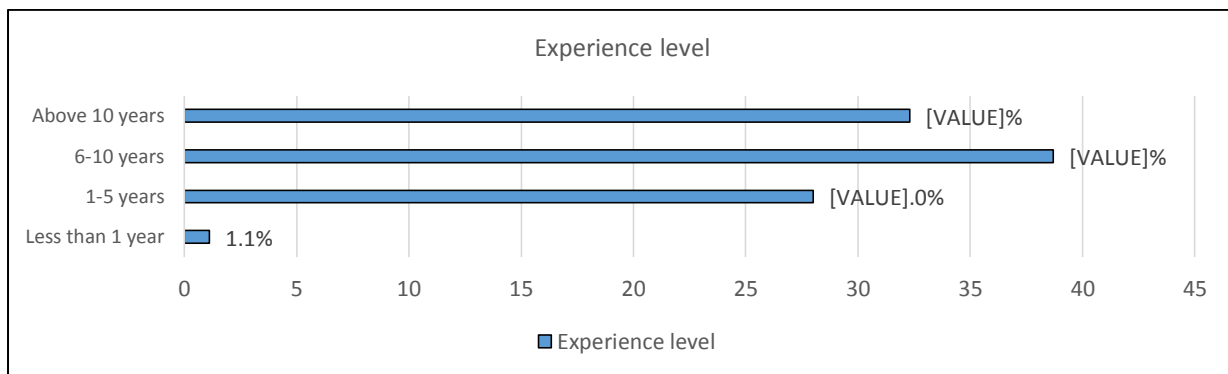

Figure 7: Experience level

Source: Survey Data (2020)

As depicted in figure 7, majority of the respondents had a level of experience in their work that was between six to ten years. This accounted to 38.7%, which was the highest. Those that had an experience of above ten years followed and accounted for 32.3%. Respondents that had experience of between one to five years accounted for 28%. Those with experience less than one year were the least represented and they accounted only for 1.1% of the study's respondents. These results give an indication that the employees in the private Christian universities have adequate experience required to perform their job assignments.

Page: 560

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

Correlation Analysis

This section presents details concerning the correlation analysis among the variables of the study. To determine the bivariate correlation of the relationship existing between the dependent and the independent variables, the Pearson correlation was used for the analysis. Table 1 below illustrated the results of the correlation presented in a matrix form.

Table 1: Study Variables Correlation Analysis

	E	MS	EL	GD	EP
E	1	.688[**]	.577[**]	.363[**]	.394[**]
MS	.688[**]	1	.788[**]	.427[**]	.350[**]
EL	.577[**]	.778[**]	1	.685[**]	.403[**]
GD	.363[**]	.427[**]	.685[**]	1	.628[**]
EP	.394[**]	.350[**]	.403[**]	.628[**]	1

Key: Ethnicity (E), Marital Status (MS), Education level (EL), Gender diversity (GD) and Employee performance (EP)

Source: Survey Data (2020)

The correlation analysis result presented above showed that ethnicity was positively and significantly correlated with employee performance in private Christian universities in Kiambu County. Ethnicity had r=0.688, p=0.000, and α = 0.01. with the positive correlation, it shows that when the management of the private Christian universities made improvements on ethnicity in their institution, then employee performance significantly improved by 0.688 comparing to the indicators for measuring employee performance comprising of morale level of the employees, quality of work and level of productivity.

Significantly, marital status related both strongly and significantly to employee performance with r= 0.577, p= 0.000, and α = 0.01. With the positive correlation portrayed, it means that when more of the universities' managements improve on the marital status diversity, a positive increase in employee performance is also witnessed. The strong relationship between marital status and employee performance could be attributed to the fact that majority of the employees believed that with a marriage status comes new level of commitment and job appreciation.

The r=3.63, p=0.000, and α = 0.01 of education level displays a correlation that is both statistically significant and positively related to employee performance. It can be said that when the universities' management improves on the education level of their employees, then employee performance with also increase positively. The fact that majority of the respondents believed that a level of education helped employees work adequately with minimum training motivated them to acquire more skills so that they do not miss out on future opportunities.

With r=0.394, p=0.000 and α = 0.01 indicate that work diversity was positively and at the same time significantly related to employee performance in the private Christian universities. This further goes to show that when work diversity was improved by the universities' managements, then employee performance also improved in the same direction.

Multi regression analysis

The independent variables of the study were four and one dependent variable. The independent variables consisted of the variable ethnicity, marital status, and education level and gender diversity. On the other hand, employee performance was the dependent variable of the study. The multi-

regression analysis integrated the calculation of Analysis of Variances (ANOVA) and the coefficient of determination ($R^{2)}$) as well as regression coefficients.

Table 2: Multicollinearity Test

Model	t	Sig.	Collinearity Statistics	
			Tolerance	VIF
Constant	2.810	.006		
E	2.024	.046	.520	1.922
MS	1.015	.313	.292	3.421
EL	2.013	0.47	.243	4.123
GD	6.316	.000	.501	1.997

Key: Ethnicity (E), Marital status (MS), Education level (EL) and Gender diversity (GD)

Source: Survey Data (2020)

With regards to the analysis presented in table 2 above, the variance inflation factors (VIF) of the independent variables lie between 1 and 1.99.

This therefore gives an indication there is absence of multicollinearity symptom exists between the variables therefore, meaning that there is no linear relationship existing between the independent variables which are the predictor variables.
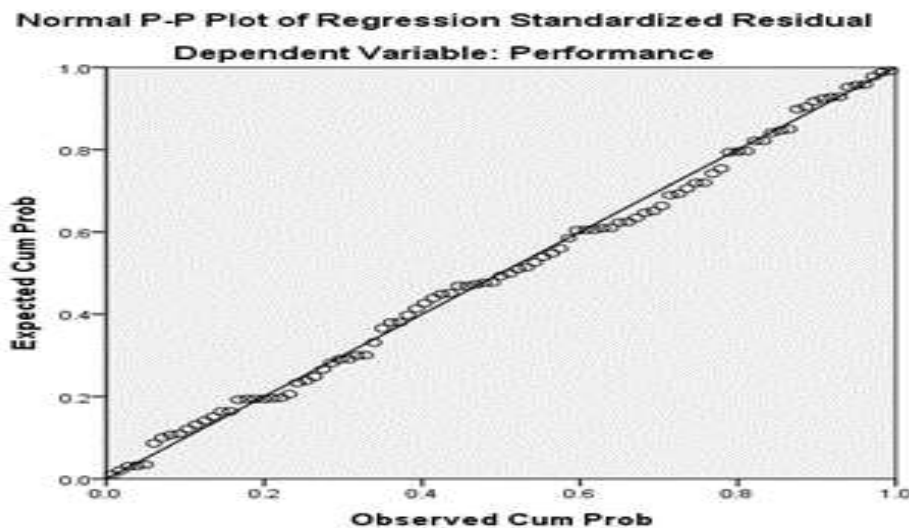

Figure 8: Normal distribution graph
Source: Survey Data (2020)

The figure above shows the results indicating that the scatter data points of the study lie close to the line of fit. The data points should lie close to the line of goodness of fit with a pattern that is clear to indicate that the data is normally distributed. The points are scattered far from the line of goodness of fit, hence the data is not distributed normally.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 [a]	.451	.426	.47436

a) Predictors: (Constant), Ethnicity, Marital Status, Education Level, Gender Diversity
b) Dependent variable: Employee Performance
Source: Survey Data (2020)

From the results of the analysis, table 3 presents the model summary of the analysis. R (0.672) represents the correlation coefficient between the independent variable workforce diversity and dependent variable employee performance. This demonstrated a relationship that was strong between the dependant variable and the independent variable. From the results presented, it is seen that 45.1% which is represented by R^2 as 0.451. This means that 45.1% of employee performance can be influenced by ethnicity, marital status, and education level and gender diversity and 64.9 % represent other factors not included in the model which can therefore also influence employee performance.

Table 4: ANOVA Analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	16.290	4	4.073	18.099	.000[b.]
1	Residual	19.802	88	.225		
	Total	36.092	92			

    a.   Dependent Variable: Employee Performance
    b.   Predictors: (Constant), Ethnicity, Marital Status,   Education Level, Gender Diversity

Table 4 gives a description of the results of the analysis. The significance of the model was 0.000, with an F value of 18.099. With a level of significance lower than α = 0.05 shows that workforce diversity has a statistical effect on employee performance.

Table 5: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.040	.370		2.810	.006
E	.190	.094	.222	2.024	.046
MS	.150	.148	.148	1.015	.313
EL	.302	.150	.323	2.013	.047
GD	.695	.110	.705	6.316	.000

Key: Ethnicity (E), Marital status (MS), Education level (EL), Gender Diversity(GD)
a. Dependent Variable: Employee Performance

Source: Survey Data (2020)

The analysis results presented in the table showed the coefficients of the independent variables comprising odd ethnicity, marital status, education level and gender diversity, both the t and p values. The multi-regression model also to test the relationship of the variables was estimated as shown below:

$$Y = 1.040 + 0.190X_1 + 0.150X_2 + 0.302X_{3} + 0.695X_{4} + \varepsilon$$

The aim of the researcher was to assess the effect of workforce diversity on employee performance in private Christian universities in Kiambu County using the regression model. The results from the regression analysis established that workforce diversity had a positive and statistically significant effect on employee performance with β_1 =0.190, t=2.024, p= 0.46 and α = 0.05. With β_1 having a positive value, it means that ethnicity had a direct link to employee performance. The effect of ethnicity on employee performance in private Christian universities was direct and positive. This

therefore means that when a unit of ethnicity is added in the private Christian universities, then employee performance additionally increases by 0.190.

The researcher was also keen to establish the effect of marital status on employee performance in private Christian universities in Kiambu County. The model's analysis results indicate that marital status both positive and statistically significant on employee performance. The result of marital status had a β_2 of 0.150, t=1.015, p=0.313 and α = 0.05. Consistently also, the value of β_2 was positive, which illustrate the positive effect that marital status had on employee performance in private Christian universities in Kiambu county. The positive effect and relation explains that when marital status is improved by a unit, the employee performance also increases positively by 0.150 units. This shows a relationship that is not only positive but also statistically significant.

In addition, the research explorer also sought to assess the effect of education level on employee performance in the private Christian universities in Kiambu County. The regression analysis was run and the findings presented on the model. Education level had β_3=0.302, t=2.013, p=0.047 and α = 0.05. These results indicate that education level had a positive effect with employee performance the relationship was also statistically significant. By this result, it shows that when education level changes positively by one unit, employee performance corresponds by also increasing by 0.302 units.

Finally, the researcher also wanted to examine the effect of gender diversity on employee performance in private Christian universities in Kiambu County. The researcher established that gender diversity was both statistically significant and positive on employee performance. With β_4= 0.695, t=6.316, p=0.000 and α = 0.05. Since the value of β_4 was positive, it showed that gender diversity had a direct positive effect on employee performance in private Christian universities in Kiambu County. With this notion, when gender diversity was improved by one unit, it resulted with a

corresponding increase in employee performance by 0.695 units. The findings of the study showed a positive direct relationship between gender diversity and performance. In general, when all the independent variables are constant, then the employee performance in private Christian universities in Kiambu County is 1.040 units without any influence from the independent variables.

CONCLUSIONS AND RECOMMENDATIONS

The findings from the analysis established that the correlation between ethnicity and employee performance was strong and positive. The management in the private Christian universities should encourage the practice of ethnicity diversity when considering the workforce in their institutions. They should also take into consideration the effect that ethnicity has on employee performance and maximize on the strong points like contributing to a conducive working environment by reducing conflicts. The management should also involve employees in making decisions that involve ethnicity diversity and be open to accept and integrate different values of the employees.

Following the positive and statistically correlation between marital status and employee performance, management in the private Christian universities should make it legally bound that employees should maintain their level of professionalism and work ethics regardless of their marital status. On the same spirit, management of the institutions should be free of biases when recruiting employees. Those at the policy making level should come up with an approach that deals with those found to discriminate on staff based on their ethnicity, age, gender or marital status. This will help in ensuring equal treatment for all the employees which makes them feel safe at the work place.

Since there was a positive correlation between education level and gender diversity with employee performance in private Christian universities in Kiambu count, Kenya. It is evident that these two variables have an effect on employee performance,

therefore, management should come up with a well-structured motivation programs. This will help all the diverse workforce feel appreciated at the workplace, which in turn will boost their morale. Employees with happy work morale end up performing their tasks very well which reflects in the output.

Areas for Further Studies

The current research focused on assessing the effect of workforce diversity on employee performance in private Christian universities in Kiambu County, Kenya. Therefore, the results and findings were only applicable to universities in Kiambu County and in the private sector. Since this study focused on workforce diversities, future researchers can tackle the different aspects existing among the diverse workforce that can affect employee performance, rather than just leaving it at identifying the different workforce diversities. Other researchers can set out to identify if these four workforce diversities have the same effect on employee performance in the public sector since the current study only focused on private universities.

REFERENCES

[1] Al Shobaki, M., Abu-Naser, S. S., El Talla, S. A., & Amuna, Y. M. A. (2018). Performance Reality of Administrative Staff in Palestinian Universities.

[2] Alas, R., & Mousa, M. (2016). Cultural diversity and business schools' curricula: a case from Egypt.

[3] Cho, S., Kim, A., & MorBarak, M. E. (2017). Does diversity matter? Exploring workforce diversity, diversity management, and organizational performance in social enterprises. Asian Social Work and Policy Review, 11(3), 193-204.

[4] Flick, U. (2015). Introducing research methodology: A beginner's guide to doing a research project. Sage.

[5] Goswami, S., & Goswami, B. K. (2018). Exploring the Relationship between Workforce Diversity, Inclusion and Employee Engagement. Drishtikon: A Management Journal, 9(1).

[6] Knights, D., & Omanović, V. (2016). (Mis) managing diversity: exploring the dangers of diversity management orthodoxy. Equality, Diversity and Inclusion: An International Journal, 35(1), 5-16.

[7] Kundu, S. C., & Mor, A. (2017). Workforce diversity and organizational performance: a study of IT industry in India. Employee Relations, 39(2), 160-183.

[8] Malik, P., Lenka, U., & Sahoo, D. K. (2018). Proposing micro-macro HRM strategies to overcome challenges of workforce diversity and deviance in ASEAN. Journal of Management Development, 37(1), 6-26.

[9] Manyeki, K., Ongeti, W., & Odiyo, W. (2018). Influence of Porters Generic Strategies on Performance of Private Chartered Universities in Kenya: A Case of Nairobi County. Journal of Strategic Management, 2(5), 47-67.

[10] Ministry of Education. (2018). Management information system.

[11] Mugenda, O. M. & Mugenda, A. G. (2013). Research methods: Quantitative and qualitative Approaches. Nairobi: African Centre for Technology Studies.

[12] Njoroge, M. C. (2018). Language Politics in Kenyan Higher Education through the Lens of Teacher Training Programmes.

[13] Tran, V. C. (2019). Coming of age in multi-ethnic America: young adults' experiences with diversity. Ethnic and Racial Studies, 42(1), 35-52.

Page: 565

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com