



The Strategic
JOURNAL of Business & Change
MANAGEMENT

ISSN 2312-9492 (Online), ISSN 2414-8970 (Print)

www.strategicjournals.com

Volume 5, Issue 1, Article 20

INFLUENCE OF WORKFORCE DIVERSITY ON PRODUCTIVITY OF SELECTED UBLIC ORGANIZATIONS IN MOMBASA COUNTY

Stephen, J. K., Mathuva, E., & Mwenda, P.

INFLUENCE OF WORKFORCE DIVERSITY ON PRODUCTIVITY OF SELECTED PUBLIC ORGANIZATIONS IN MOMBASA COUNTY

Stephen, J. K., ^{*1} Mathuva, E., ² & Mwenda, P. ³

^{*1}Kenya Methodist University [KEMU], Mombasa, Kenya

²Kenya Methodist University [KEMU], Mombasa, Kenya

³Kenya Methodist University [KEMU], Mombasa, Kenya

Accepted: February 13, 2018

ABSTRACT

This study sought to establish the influence of employee diversity on organizational productivity in public organizations in Mombasa County, Kenya. Descriptive statistics established that; public organizations had implemented and supported gender diversity, there were slight resemblance aspects of age diversity in public organizations and finally there was some education diversification among employees in the public organizations. Generally, organizational productivity in public organizations was not clearly high. Correlation results established that gender, age and education diversity in the workplace were each positively and significantly correlated with organizational productivity. Regression analysis revealed that each diversity dimensions; that's, gender, age and educational diversity had positive significant influence on organizational productivity. The study concluded that when all other factors of production are held constant the increase of 16.5% were significant and each public organization should constantly be on its guide to make sure the policies are put in place to encourage the diversity perimeters used in this study. Age diversity in the public organizations workforce had a positive contribution to the level of organizational productivity. To improve productivity, policies should be established that nurture age diversity in the public organizations. Education diversity is a significant determinant of organizational performance in public organization. There should be policies that ensure a pool of educated employees who are trainable to acquire necessary organizational skills. Firms that are successful in creating a gender sensitive climate in their workplace associated with high productivity. Efforts and policies that create a gender diversity climate in the workplace are critical to public service productivity in Kenya. The study recommended that public organizations implement policies that ensure a positive environment in Education, Age and Gender diversity to increase their overall productivity by ensuring that all individual employees have a responsibility for conducive working conditions for workforce diversity in their units, by treating their co-workers with respect, consideration, and valuing their contributions to productivity of the organization.

Key Terms: Education Diversity, Age Diversity, Gender Diversity, Public Organization, Production

INTRODUCTION

Advances in technology and the advent of a global economy bring the people of the world closer together than ever before. Given this fact, businesses, educational systems and other entities are investigating ways to better serve their constituents. This includes being able to attract and retain the best and most qualified workers (Al-Rodhan and Stoudmann, G. 2006). Organizations that develop and employ the necessary policies and procedures to do this maintain a competitive advantage among their counterparts and increase their effectiveness. To achieve success and maintain a competitive advantage, companies draw on the most important resource such as the skills of the workforce. With the increasing richness of workforce diversity in the workforce, expand outlook and use creative strategies to be successful. Employees can provide this resource (Beaver & Hutchings, 2005).

In the Kenyan public service sector, there are many performance initiatives and program that were put up to improve performance right from early independence days to date. From 1980s, there was runaway wage bill and poor services in the public service (Bongo,2009). The aim of the initiatives was to put in place sustainable service delivery standards to the satisfaction of the citizens . in the 1990s the, the government was in a problem due to rising domestic debt forced up interest rates that were a major cause of slowdown in the economic growth and rising levels of poverty. With national economic and global competitive success becoming increasing determined by open markets, dynamic enterprises and highly skilled workforce, the public service had to enter the equation as an active player; proactively developing and responding to growing expectations of service quality (Reson & Lydia 2012). While the public service was being forced to produce more from fewer resources, it

also had to ensure that those products were the right ones.

In order to improve service delivery in the public service reforms a number of performance improvements initiatives being put in place. Examples include adoption of private sector business management code in the lines of New Public Management principles. The central theme running throughout was transformation of service delivery systems and processes in order to improve productivity, efficiency and effectiveness in service delivery reform programme in Kenya as in many countries

With the public service reforms laying more and more emphasis on performance management the introduction of performance contracts was not a surprise, reform initiatives had shown revealing signs of eventual movement in that direction.

In 1990 the Government approved the introduction of Performance Contracts in the management of public agencies. In 2003, the Government made a commitment to introduce performance contracts strategy as a management tool to ensure accountability for results and transparency in the management of public resources. The strategy focus for performance contracting in Kenya is aimed at transforming the public service delivery system and making it a net contributor to the growth of the economy Obongo (2009).

Obongo (2009), further observed that public services organizations in Kenya employee who have necessary skill to be productive and contributor to the growth of the economy, the organizations must be motivated enough with necessary skills to perform assigned tasks effectively. They should be able to work in stimulating environment and that motivates the worker to be more productive even under constrained resources. The Kenyan public service workforce is quite diverse in many dimensions- ethnic, age, culture, religion, gender,

education and economic class. Thus the workplace is becoming more and more diverse. The implication to the manager is that diversity management is critical in creating the stimulating environment to achieve full employee potential.

Success stories in the world have leveraged largely on competitive advantage, by continuously building efficiencies in the management of their public services (Aaker, 2012). This is because of the realization that performance of the public service defines and indeed forms the glass ceiling for the performance of the private and other sectors. The lack of development in the otherwise highly resourced countries in the third world, including countries in continental Asia, South America and Africa and the relative advancement of otherwise resource -deficit countries, is adequate evidence that comparative advantage in resource endowment is not a critical factor in economic development.

The introduction of Performance Contracts as the national management accountability framework in Kenya was premised on this need- to build the country's competitive advantage around the performance of the Public Service (Letangule D., & Nicholas 2012). The system redefined public sector 'performance' to mean focusing on outputs and outcomes, not on inputs, processes, or preoccupation with activities. To succeed, performance contracting initiative was envisioned to inculcate respect for the nation's diversity and patriotism (b0ng0, 2009).

Undoubtedly, diversity in the workplace has become an important concern in human resource management in any organization in the 21st Century than ever before (Baum, 2007). Social movements have been vocal putting pressure and in calling for deliberate workforce diversity practices in organizations (Siegel, 2003). They have advocated for strategies such as social values, promoting

change in legislation, and roles in the workplace. Civil rights, women's and persons with disabilities movements have to a large degree put pressure to ensure inclusion in the workplace. By so doing, there has been creation of opportunities for marginalized set of people from accessing societal resources and opportunities than ever before (Rao et al, 2015).

There has been a noticeable progress towards diversity in the workplace and which has enabled marginalized groups to join employment in the public sector in Africa and Kenya in particular (PSC,2016). The Kenya Public service Commission report-2016 indicated that the said groups encountered new challenges in career advancement as they get discriminated upon entering the service. This challenge has resulted in a situation where organizations are only assimilating and tolerating diverse groups instead of creating a sustainable diversity environment. According to Lawrence (2001), this kind of environment, employees not only feel included and appreciated, but also become collaborators in appreciating and utilizing the synergic effect of diverse groups in workplace, he further stated that, successful organization is one where workforce diversity is the norm and not the exception especially in the current fast-paced work environment (Lawrence,

2001). Therefore based on the PSC-2016 report, there is need for public institutions to embrace diversity management by creating deliberate strategies and measures in order to create conducive work environment that embraces diversity and minimizes its negative effects.

Definition of diversity has been floated. Bagshaw (2004) broadly defined diversity as the systematic and planned commitment by the organization to recruit, reward and promote a heterogeneous mix of employees. Dessler (2011) defined diversity as the variety or multiplicity of demographic features

that characterize a company's workforce, particularly in terms of race, sex, culture, national origin, handicap, age and religion. According to Jones and George (2011), diversity is differences among people in age, gender, race, ethnicity, religion, sexual orientation, socioeconomic background, and capabilities/disabilities.

One clear feature of these definitions is the common emphasis that diversity is about exploiting variety of differences in an individual in a positive way that minimizes negative effect of the differences. To have a productive workforce would thus depend on the success of diversity management strategies an organization has in place. Organization that sees diversity as resource to be exploited for institutional performance would differ from an institution which sees it has a burden to the organization.

The concept of diversity encompasses acceptance and respect (Lumadi 2008). It means understanding that each individual is unique, and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

According to Awang and Pearl (2014), today's managers are responsible for both leading employees and responding to the needs of customers who are more diverse. They argue that leaders in both the public and the private sectors are focusing more attention on the issue of workforce diversity recruitment. Lawrence and Weber (2014) added that whether the goal is to be an employer of choice, to provide excellent

customer service, or to maintain a competitive edge, workforce diversity is increasingly recognized and utilized as an important organizational resource. Leaders and managers within organizations are primarily responsible for the success of workforce diversity policies to ensure that the policies are effective (Hajro, Gibson & Pudelko (2017), as such they should not treat every employee alike. Instead they should aim to recognizing and responding to those differences as means of ensuring employee retention and greater productivity. Scholars like Shemla, *et al*(2016) were of the opinion that the most important issues of workforce diversity are to address the problems of discrimination in terms of demographic composition (age, gender), and education background. They emphasize that when workforce diversity is not managed properly, there will be a potential for higher turnover, difficult in communication and interpersonal conflicts. Overall, it will be adversarial to organizations performance, profitability and reputation.

The major economic and business objectives of public and private sector organizations in an economy, like in Kenya, is to focus on the war for setting up a high performance talented team of productive employees (Knott, 2016). They have tried to achieve these through engaging diverse workforce in terms of gender, age and professional training. Organizations have not only realized the potential of diversity on productivity, but have noted how diversity has impacted how they recruit, retain, train and structure their workforce for the future.

Gacheri (2012) established that workforce diversity affect employee performance at varying degrees considering both managers and non-managerial employees of the Equity Bank. He noted that lack of written workforce diversity policy programs in most Kenyan organizations, especially in the banking

industry questions the competence and sensitivity of the Human Resource Managers and organizations to the contemporary changing trends in Human resource Management. It is also surprising that the few organizations having written work force diversity management policies in place display a clear disparity between the written policies and actual practice. This leads to continued realization of more negative effects of workforce diversity than positive effects (Knott, 2016).

One of the mandates of the Kenya Public Service Commission (PSC) is to promote and evaluate the extent to which the values in Articles 10 and 232 of the Constitution are complied with in the public service. Article 10 calls for respect of human rights, inclusion, social justice and protection of the vulnerable groups. And article 232 demands that the public service must be representative of the diverse Kenyan communities and that adequate and equal opportunity in appointment, training and advancement, at all levels of the public service to men and women, members of all ethnic communities and persons with disabilities.

To implement the constitutional requirements, the Public Service Commission developed a policy to manage diversity in the workplace which establishes strategies for attracting the diverse groups into the public service as well as measures aimed at creating an environment that is favourable and respects diversity. According to the Margaret Kobia (2014), the then secretary for Public service commission; the implementation of the policy was to foster a sense of belonging and achieve improved participation of all diverse groups in the public service and also aid build a unified workforce and society that contributes to the development of an inclusive and cohesive Kenyan society.

The PSC policy statement states that;

“Every public service institution shall foster, cultivate and preserve a culture of respect for diversity by embracing and encouraging an inclusive workforce in terms of age, colour, minority and marginalized, disability, ethnicity, family or marital status, gender, language, physical and mental ability, race, religion, socio-economic status, and other characteristics that make its human resource unique”.

Even with that so inclusive and attractive policy statement, PSC 2013–2014 baseline survey report reveal a sorry picture in terms of workforce diversity; the proportion of men to women employees stood at 70:30 reducing to only 23 per cent for women at policy making levels. The constitution provides that not more than two-thirds (2/3) of members of appointive positions shall be of the same gender. This disparity is reflected in almost all workplaces even in the private sector, the report added.

Public sector organization in Kenya, in their quest to achieve productivity as well as embracing diversity, they design diversity policies programs and strategies to promote representative diversity within organizations (Choi & Rainey, 2014). However studies some studies (Podsiadlowski, A., Gröschke, D., Kogler, M., Springer, C., & Van Der Zee, K. (2013) have realizing productivity through diversity however, is a double edged sword where increased diversity enhances productivity but creates challenges at interpersonal and firm level. They cite an example, inclusivity in terms of gender diversity, youth diversity and educational diversity faces a myriad of conflicts. Conflicts always arise between an organization’s requirement to recruit youthful, educated and skilful workers who at the same time meet the diversity criteria of say gender or age or even regional and religious dimensions.

In Mombasa region for example, youths face many unique challenges to have access adequate

education and skills to make them competitive in the job market. This is due to the environmental influence of Mombasa as a holiday and tourism destination. Drug trafficking and drug-abuse by youths and even school children is common in the region (Maithya 2012).

LITERATURE REVIEW

Theoretical Review

Bennett's Developmental Model of Intercultural Sensitivity (DMIS)

The Bennett scale, also called the Developmental Model of Intercultural Sensitivity (DMIS), was developed by Dr. Milton Bennett. The framework describes the different ways in which people can react to diversity differences. Organized into six "stages" of increasing sensitivity to difference, the DMIS identifies the underlying cognitive orientations individuals use to understand diversity difference. Each position along the continuum represents increasingly complex perceptual organizations of workforce diversity, which in turn allow increasingly sophisticated experiences of other workforce diversity. By identifying the underlying experience of workforce diversity difference, predictions about behaviour and attitudes can be made and education can be tailored to facilitate development along the continuum. The first three stages are ethnocentric as one sees his own diversity as central to reality. Climbing the scale, one develops a more and more ethno relative point of view, meaning that one experiences one's own diversity as in the context of other diversities. By the fourth stage, ethnocentric views are replaced by ethno relative views. Denial of Difference: Individuals experience their own diversity as the only "real" one. Other diversities are either not noticed at all or are understood in an undifferentiated, simplistic manner. People at this position are generally uninterested in diversity

difference, but when confronted with difference their seemingly benign acceptance may change to aggressive attempts to avoid or eliminate it. Defence against Difference: One's own diversity is experienced as the most "evolved" or best way to live. This position is characterized by dualistic us/them thinking and frequently accompanied by overt negative stereotyping. They will openly belittle the differences among their diversity and another, denigrating race, gender or any other indicator of difference. People at this position are more openly threatened by diversity

The experience of similarity outweighs the experience of difference. People recognize but they emphasize human similarity in physical structure, psychological needs, and/or assumed adherence to universal values. People at this position are likely to assume that they are no longer ethnocentric, and they tend to overestimate their tolerance while underestimating the effect (e.g. "privilege") of their own diversity. Acceptance of Difference: One's own diversity is experienced as one of a number of equally complex worldviews. People at this position accept the existence of workforce diversity ways of organizing human existence, although they do not necessarily like or agree with every way. They can identify how workforce diversity affects a wide range of human experience and they have a framework for organizing observations of workforce diversity. We recognize people from this stage through their eager questioning of others. This reflects a real desire to be informed, and not to confirm prejudices. The key words of this stage are "getting to know" or "learning." Adaptation to Difference: Individuals are able to expand their own worldviews to accurately understand other diversity and behave in a variety of diversity appropriate ways. It is the ability to act properly outside of one's own diversity. At this stage, one is able to "walk the talk." Integration of Difference: One's experience of self is expanded to include the

movement in and out of different workforce diversity worldviews. People at this position have a definition of self that is “marginal” (not central) to any particular diversity, allowing this individual to shift rather smoothly from one workforce diversity worldview to another.

Resource Based Theory of Diversity Management

The literature of the resource-based view explains why having a mix of young employee and old employee in an organization could be beneficial. The resource-based view is based on human strategic management research (Barney 1991) and states that competitive advantage can be gained if a firm has resources that are rare, valuable, hard to copy by rivals and not easily sold or bought on markets (Barney 2001; Richard 2000; Li, Chu, Lam, & Liao 2011). The main focus of Resource Based Theory of Diversity Management is how the implementation of diversity affects organizational resources. These are classified as physical capital, financial capital, human capital, and corporate capital resources. Depending on how they are utilized; these resources can either assist or hinder the operations of the organization. Organizations attempt to use these resources in ways that will of course assist and improve business. From a business perspective organizations that are more diverse gain an advantage compared to organizations that are homogenous. Richard and Johnson's 1999 study (as cited in Yang & Konrad, 2011) found that firms with more diversity management practices in place experienced lower levels of turnover and that diversity management practices interacted positively with an innovation strategy, resulting in higher productivity and better market performance. Organizations that are diverse gain several advantages over organizations who fail to implement diversity policies. As mentioned earlier, for a resource to lead to competitive advantage, it must be valuable, rare and hard to imitate (Barney

2001). Diversity on firm level can be seen to give value to the firm through providing the firm with new insights, and also through better mirror the demographic characteristics of the stakeholders (Richard 2000). Diversified human resources has historically been a rare characteristic for many firms, and Priem (2001) means that there is a great potential to create competitive advantage for public service firms that take the chance and exploit rare characteristic of diversified human resources.

Economic Theory

It suggests that workforce diversity, may affect firm's productivity differently and through various channels. Workforce in skills and education may generate knowledge spill over among the employees within a firm (as long as workers knowledge sets do not to overlap and are relevant to one another), which positively influences a firm's productivity (Lazear,1999). However there are certain activities for which having workers with similar skills and education is preferable, as in the case of Kremer's (1993) O-ring production function, where profit-maximizing firms should match workers of similar skills/education together. Similarly, workforce diversity in age can be beneficial to firms because the human capital of younger and older workers can complement each other. Younger employees have knowledge of new technologies and IT, and older employees have a better understanding of (and More experience with) intra-firm structures and the operating process (Lazear, 1998). However, Becker's (1957) model of co-worker discrimination suggests that demographic heterogeneity among workers may create communication friction if workers are prejudiced and may thus result in some productivity costs. The expected contribution of workforce diversity to firm performance is also unclear. Workforce diversity may affect firm performance negatively because it may hinder potential knowledge transfer among workers due to workforce diversity barriers ,Reduce

peer pressure by weakening socialites and trust ,and Create non-pecuniary disutility associated with joining or remaining in a diverse firm(Lazear,1999).A similar point regarding trust is made by Glaeseretal (2000) and Alesina and LaFerrara (2002), who show that people often distrust members of other workforce diversity groups and tend to prefer inter acting in homogeneous communities .Conversely, workforce diversity can be beneficial to firm productivity, improving decision making and problem solving (Hong and page, 2001 and 2004), stimulating the creation of new ideas and favouring knowledge transfers (Berliant and Fujita, 2008).Further, workforce diversity may provide useful information to a firm about a product market, which can enhance the firm's ability to compete in global markets (Parrotta, P., Pozzoli, D., & Pytlikova, M. (2014).

Social categorization and similarity-attraction theory

Predict negative effects, such as reduction in within-group communication, decreased satisfaction and commitment, and increased labour turnover. However, from the information and decision-making perspective, positive effects of workforce diversity recruitment are hypothesized, mainly because more diverse work-teams are expected to process information differently, as team members may bring together differing viewpoints. (Williams & O'Reilly, 1998; Cox, 1993; Pollar& Gonzalez, 1994). This, in turn, is expected to lead to more creativity and increased performance. In addition, if out-group members come from workforce diversity with which in-group members are unfamiliar, linguistic or paralinguistic differences may foster miscommunication and misunderstanding (Palich & Gomez-Mejia, 1999). Less palpable differences associated with attitudes, perceptions, and expectations (Palich & Gomez-Mejia, 1999) may pose subtler but nevertheless formidable deterrents

to communication and understanding in diverse groups. Together, these factors may combine to make diverse groups a fertile breeding ground for misunderstanding and discord. Generally, there is empirical support for the assumption that all dimensions of workforce diversity can lead to positive as well as negative effects (Jackson et al., 2003). Social categorization theory, emphasize that similarities and dissimilarities can lead to categorizations which, in turn, lead to favouring one's in-group to the detriment of one or more out-groups social (Tajfel & Turner, 1986). On an intra-group level, this approach is typically referred to as relational demography. Thus, categorizations within a work group (based on an attribute such as gender, race, or age) can lead to the problematic formation of sub-groups ("us" versus "them"). The theory acknowledge that diversity in workplace have both negative and positive contribution. But successful organizations manage diversity and minimize its negative contribution. Therefore workforce diversity management is the core activity organizations embrace to manage diversity. As such, successful organizations ensures good diversity management strategies, its benefits and its inherent challenges

Workforce diversity management in the workplace

Diversity management in the workplace has been a hot topic of discussion with regards to business growth and success for several decades (Mujtaba 2007). In their quest to be productive and hence competitive in an ever expanding global market, organizations today have even sought the advice and expertise of diversity experts. One area of agreement by these executives is that diversity management is an on-going process and also they concur that it begins at the smallest level of a workplace to the highest level of leadership. A diverse workforce is widely regarded as a key business imperative and should be incorporated into every organization's strategy. According to

Mujtaba (2007) a diverse workforce can deliver better decision-making, better products and services, happier customers, increased productivity and a better bottom line. He added that successful diversity management is about unleashing the rich and diverse potential of an entire workforce. Various authors have set out to define diversity in the workplace. Diversity management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued (Patrick & Kumar 2012). Griffin, (2013) defined it as the process of planning, directing, organizing and applying all the comprehensive managerial attributes for developing an organizational environment, in which all diverse employees irrespective of their similarities and differences can actively and effectively contribute to the competitive advantage of a company or an organization. From the foregoing descriptions of diversity management, they both concur that it is as a set of practices and regulatory initiatives carried out by the organization in order to effectively manage diversity. These initiatives provide enabling environment for diversity and re-engineering the environment in order to fit with the diversity of employees. The initiatives may encompass programs and systems that are focusing to achieve justice and non-discrimination between workers within the organization by finding a way that makes them feel their worth and importance to work. This attitude will reflect positively on their productivity and satisfaction with work. Diversity is the noticeable heterogeneity referring to identities among people existing in social surroundings (Atiyah, 2016). Diversity is a total of differences associated with race or gender and sexual identity and ethnic, sexual orientation, age and religion and level of education, the economic and social situation and physical ability and class and many others (John, 2010). Munjuri Carrell (2006) defines workforce diversity as the ways that people differ which can

affect a relationship within an organization such as age, gender, race, education, religion and culture. Diversity is the various differences in individuals as well as similarities that exist among them (Kreitner, 2001). Based on the Kreitner definition and most of these other definitions, diversity applies to all employees and do not only encompass certain range of differences but the entire spectrum of individual differences that makes people unique. As such it cannot be viewed as only racial or religious differentiation alone, but it is the amalgamation of all differences. It is clear that the idea of diversity entails differences among employees and also their similarities. The act of managing diversity requires that these two aspects be dealt with and managed at the same time. Managers are therefore expected to integrate the collective mixture of similarities and differences between workers into the organization. Nevertheless, surveys consistently report that diversity management is not well understood.

Benefits of diversity management in the workplace

Many studies and scholars have highlighted that there are benefits that accrue to an individual as well as an organization derived from diversity. According to Alen *et al* (2008) it attract the best skills in the labour market, it helps in understanding the needs of customers and improve marketing, improved administrative decision-making and the ability to achieve higher organizational performance and productivity. Over 85 Percent of successful businesses over the past three years, according to Forbes research, say that a diverse workforce is the key to innovation and creativity. They emphasized that when people from different backgrounds and experiences get together, they deliver new ideas, new ways of thinking about performance and service delivery. Diversity provides the organizations new methods for solving recurring issues, and new ways of reaching a wider audience, the report concluded. According to Cox (2013), the

diversity management multiple benefits to an organization include lower costs due to lower labour turnover rate, acquisition of resources (human resources) with multi-cultural backgrounds, marketing organization trade mark and improve its image in the community, increase creativity among employees, increase effectiveness to solve business problems, increase the flexibility of the organization and help it adapt faster to the environment. David Ingram (2013) cited asserted that productivity, learning and employee personal growth, diverse experience and teamwork as key benefits of diversity management. According to Boehm, Kunze and Bruch (2014), a company that nurtures and promotes diversity is one free of discrimination. As cultural fit, transparency and social responsibility become substantial motivating factors for new generations of talent, an environment that embraces the differences of its workers becomes more appealing. Workplaces that are perceived as exclusionary or hostile tend to experience high turnover rates. Businesses that welcome talent from all walks of life are more likely to retain and attract top performers. However there are challenges and disadvantages associated with diversity management in organizations. High cost to manage diversity training where employees are trained on sensitivity training. Discrimination among workforce always arises in a diverse workforce teams, poor communication and requirement to accommodate different interests for example some employees may be adamant not work on particular days because of their religious background. Resistance to change especially among diverse age groups in an organization creates. The implication is that there is need for a manager to have proactive strategies that would reduce the effect of these challenges and disadvantage so as to improve on the benefits of the ever increasing employee diversity in the workplace in organizations nowadays. Finally, of importance today is the effort of organizations to harness the

power of workers from different cultures, genders, backgrounds, orientations and communities. Companies that want to succeed in a business-without-borders world of industry rely on the rising presence of women, people of colour, and even transgender professionals in the workforce. The global economy is marked by variation, different beliefs and unique desires. To satisfy the needs of an increasingly complex and diverse society of consumers, business must strategize and capitalize on talent who understand those needs.

Strategies of Managing diversity in the workplace

As we move toward a more global economy the need for workplace diversity grows. In the future diversity in the workplace may be required for companies that want to be competitive, because diverse ideas help create new solutions to help overcome obstacles (Barak, 2016). To take advantage of the synergy that diversity brings to the workplace, companies must develop long term goals and strategies. A long term strategy acknowledges differences and embraces them to encourage free thinking among employees. By incorporating diversity as an asset, companies can better prepare themselves to face the future. As their customers become more diverse, so should their workforce. Most writing on the subject suggests there is one best way to manage workforce diversity in organizations (Karoly, & Panis, (2004), Beechler, Woodward, 2009). As such it is reasonably argued that there is no single best way, but that the organization's approach depends on the degree of pressure for diversity, the type of diversity in question, and managerial attitudes. Strategic responses for managing diversity are presented in a framework of proactive, accommodative, defensive, and reactive modes. As such there are various strategies organizations employ. According to Addler (1997), management may ignore diversity in their organization as one of the strategies to manage it. Diversity is not taken

into account, as well as its impact on the organization. Reducing diversity is another strategy managers opt for. In this strategy manager sees diversity as a problem and thus prefers to recruit a more homogenous workforce. Finally organization that adopt diversity management strategies based on the acknowledging the role of workforce diversity on the productivity outcomes of their organization. And as such they find ways to engage a heterogeneous workforce which provides a mix of skills in the organization. Managers therefore see diversity as an opportunity and asset to be exploited for the firm. They target to minimize the problems and exploit the synergic effect of that diverse workforce.

Education Diversity

Tracy and Sappington (1993) found that employers commonly reject hiring employees whose training, experience, or education is judged to be inadequate. This means that education background is critical to employees' employability level. Employees cannot find a job and perform well without adequate education background. Besides that, Daniel (2009) found that an employee will be more productive depending on the level of his/her education. The more educated the individual received, the more productive the worker will be. Moretti (2004) argued that cities with higher percentage of tertiary education level workers will enable individuals of all education level secure higher wages. Glaeser et al., (1995) found that a greater proportion of educated workers in a city translate to higher economic growth. In a study by Simons and Smith (1999) to examine the relationship between the demography of top management teams and corporate strategic change and productivity, they found that the firms most likely to undergo changes in corporate strategy and productive improvement had top management teams characterized by lower average age, higher educational level, higher educational specialization

heterogeneity, and higher academic training than other teams. The results suggest that top managers' cognitive perspectives, as reflected in a team's demographic characteristics, are linked to the team's propensity to change corporate strategy. Diversity in skills and education may generate knowledge spill over and skill complementarity among the employees within a firm (as long as workers' information are relevant), which positively affects performance (Lazear, 2009). Parrotta, *et al* (2014) found an evidence of positive effects of heterogeneity in education, creativity and problem solving abilities. Daniel (2009) found that an employee will be more productive depending on the level of his/her education. He noted that the more education the individual received, the more productive the worker was likely to be especially in white collar jobs than in blue collar ones. The public sector in Kenya comprise of a majority of white collar jobs employees

Age Diversity

Workforces are becoming increasingly diverse in age demographics, creating professional environments that are rich with experience and maturity as well as youthful exuberance. Companies that employ workers in wide ranges of age have the advantage of creating a dynamic, multi-generational workforce -- with a diverse range of skill sets -- that is beneficial to the company. The recent studies by Farooqi (2017) on management of diversity in the workplace, he underscored that a workforce composed of different age demographics creates an environment where each generation brings different skills and talents to the table. He elaborated that young employees likely have a strong grasp on the use of high-tech business mediums such as social networking, online product demonstrations and webcasting. He added that more mature professionals often have exceptional interpersonal skills and perform well in environments where traditional in-person

communication is used. This diverse range of skills sets can offer an advantage to a company that caters to a multi-generational demographic. Kilber and Ohmer (2014) in their work of seven tips for managing Generation Y. they said that the practice of multi-generational workplace mentoring offers many advantages. They added that, in a mixed-age workforce where companies value knowledge, experience and skill above age, seniority or gender, employees of all ages have the opportunity to teach, share and learn from one another. Most of the young professionals nowadays are brought up in a high-tech world and have greater familiarity with business technology tools compared to their more mature counterparts. While all age demographics must embrace technology in the professional world to communicate and effectively reach customers, a workforce that contains tech-savvy employees has a definite advantage over companies that employ only mature workers, Martin and Ottemann (2015). A workforce in any sector, including Kenya's public service, that is profoundly made up of only of employees in a particular age cohort runs the risk of generation gap. Kreider (2016) in his scholarly work entitled; 'The Impact of Age: Do Younger Workers Need More Support, Justice, and Trust to stay with an Organization? He said that older workers train younger professionals in the ways of the company, passing down accumulated years of experience. Having an organization where the workforce is dominated only by young professionals, there is no opportunity for generational mentoring; on the other hand, in a workforce dominated only by mature employees, they eventually retire from the organization and leave behind few employees who are familiar with the company's tradition and history. However, it's important to realize that more often than not, the different generations can get along. According to a recent Society for Human Resource Management survey, 51 Percent of HR professionals say that different generations work

together effectively. The challenge for managers is to be aware of what inspires different age groups and make sure the rewards system in the public sector, recognition and value proposition are aligned (Bailey, 2014). Indeed some researches shown that there is a relationship between long working experience and productivity, as the most experts have long working experience, low rate of absence and turnover rate (Schermerhorn, 2004). Research results indicate that the 50 years and over worker force represent up about 85% of the labour force. The challenges among this age group are generally the inflexibility and unwillingness to experiment with other ways to work (Atiyah, 2016). Age workforce diversity recruitment has become an inevitable fact of life in many organizations (Kunze et al., 2011). There are two major theories which explain this relationship; the social identity and self-categorization respectively. Individuals' are suggested to classify themselves into certain groups on the basis of dimensions that are personally relevant for them according to social identity and self-categorization theories (Kunze et al., 2011; Tajfel and Turner, 1986). As a result-individuals tend to favour members of their own group at the expenses of other groups, against which they may both stereotype and discriminate against (Kunze et al., 2011). Gelner and Stephen (2009) argued that age heterogeneity can negatively affect employee productivity due to differences in values and preferences of distinct age groups. It has also been shown that conflicts are particularly frequent in the presence of generation gaps (Gelner and Stephen, 2009; Lau and Murnighan, 2005; Pitcher and Smith 2001). Backes-Gellner and Veen (2013) studied positive effects of ageing and age diversity in innovative companies. They noted that there are benefits of increasing age workforce diversity. They highlighted that the magnitude of the benefits hinges on the type of tasks that have to be performed and on the type of diversity (demographic or cultural, as pointed out by Lauring

and Selmer, 2012). They further emphasized that the benefits are essentially due to three major processes; first, more diverse problem-solving capacities (an increased cognitive toolbox), second better incentive structures, and finally more effective transfer of specific know-how and cultural values from older to younger generations. Østergaard *et al.*, (2013) found a positive relation is found between diversity in education and gender on organizational innovation. Innovation has in turn has a positive effect on productivity due to improved technological advancement (Ali & Kulik, 2014). Parrotta and Pytlikova (2014), found a mixed result between education and productivity. They performed different robustness check with other demographic variables, but they found that diversity in education significantly enhances firm productivity. They also found that a standard deviation increase in educational diversity increases productivity by approximately 10.3%. This may look insignificant but holding all other factors of productivity constant the increase is significant and therefore has a bearing in the organizational overall productivity.

Gender Diversity

Gender diversity in the workplace is the equal treatment and acceptance of both male and female employees in all organization's levels. Dike (2013) in his work on the impact of workplace diversity on organisations, he noted that high productivity was one of the positive benefits of increased workforce diversity. He added that this is due to the fact that when the management takes the welfare of its workers at heart by means of offering them proper compensation, health care and employee appraisal. Such care enable workers to feels they belong to the company irrespective of their diverse background by remaining loyal and hardworking which helps to increase the company's productivity and profit. Diversity adds value to a company's bottom line due to the different viewpoints and

backgrounds of diverse individuals (Ng'ethe, 2014). We live in a male dominant world, with most workforce diversity around the globe adhering to that notion. Consequently, many organizations prefer to hire men compared to women because men are perceived to have better performance and ability to manage their jobs and women are stereotyped against in those characteristics (Leonard and Levine, 2004). According to Brown (2008) and Arokiasamy (2013), significant amount of workforce diversity recruitment remains ineffective if gender issues are not first recognized then in turn managed. The challenge is first to successfully overcome the thought that woman are not equal to man. Kossek *et al.*, (2005) found that only 54% of women are in the workforce worldwide compared to 80% of men. Nevertheless, according to Kochan *et al.*, (2002), providing an equal job opportunity to women is vital to improve performance of employees in an organization. These societal mandates eliminated formal policies that discriminated against certain classes' of workers and raised the costs to organizations that failed to implement fair employment practices. Discrimination on hiring workers based on gender has resulted in a firm's hiring workers who are paid higher wages than alternative workers, but are no more productive (Barrington and Troke, 2001; Becker, 1971). Moreover, Wentling and Rivas (2000) study stated that organizations with diverse workforce provide superior services and tap niche markets because they can understand customers better (Kundu, & Malhan, 2009). Most researches indicate that there are differences between men and women which affect the work performance Atiyah (2016). Those studies have shown that there are differences between men and women in the field of the ability to solve problems, the analytical skills, motivation, learning ability and social adjustment. He added that some studies also indicate that the absenteeism rate among women is higher than among men, which requires the

development of initiatives to manage diversity and overcome these problems, such as flexible working hours initiatives and teamwork to increase productivity at both individual and organizational level. A study by Roberge and Van Dick (2010) highlights that gender diversity among workforce of an organization has positive outcomes like creativity, problem solving and innovation. However they sighted the challenges; diversity may results in some negative aspects-increasing conflicts, decreasing group performance and decreasing group cohesiveness. Saxena (2014), in his study relating gender and education on performance, he established that gender and education diversity influence employee performance in the banking industry. Based on the research from Joshi and Jackson (2003), a positive relationship was found between team gender diversity and teamwork in the workforce. Teamwork has a positive synergic effect on organizational productivity. However Jayne and Dipboye (2004) were of the opinion that gender diversity does not necessarily bring positive results (example, increases motivation, improving talents, build commitment, and decline conflict)

Scott Page's landmark (2007) book *The Difference* makes a compelling case for the value of diverse teams. Through case studies and mathematical modeling across a range of organizations (industry, education, communities), he details the relation between diversity of people and strength and functionality of organizations in terms of productivity and problem solving. Throughout, he demonstrates that diversity can outdo ability. Other research has demonstrated that the number of women on work teams is a stronger predictor of a group's collective intelligence than is the total IQ of a group's individual members. Additional studies (Richard, Murthi, & Ismail, 2007) have shown that gender diversity benefits organizations along dimensions of financial health, productivity, efficiency, employee performance, and innovation.

In general, top performing companies have long realized the benefits of diversity, understanding that the definition of workplace diversity goes well beyond considerations of race, gender and ethnicity. Guillaume *et al* (2014) said that diversity in the 21st century has expanded to encompass values -- the motivating factors that inspire talent to join a company, embody its organizational visions with passion, strive to make meaningful contributions and reach higher levels of productivity.

Productivity in public service organizations in Kenya

In economics, productivity is universally defined as a ratio of a volume measure of output to a volume measure of input used. In Kenya, productivity in the context of the public service sector has become an important measure of how effectively and efficiently public inputs (human labour, finances, and infrastructure) are being translated into high-quality outputs (public goods and services). It is a measure of performance that takes into account the cost of achieving a given performance level (Day and Green, 2008). Simply put, it is the measure of how efficient the human labour is in exploiting other organizational inputs to produce goods and services for the consumers. Organizational productivity is defined as the capacity of an organization, institution, or business to produce desired results with a minimum expenditure of energy, time, money, personnel, and materials (Shields, 2007; Lawler & Boudreau, 2012). According to Phipps, Prieto, and Ndinguri, E. N. (2013), they view employee productivity as an assessment of the efficiency of an employee or group of employees. It's a measure of an employee output. The implication of this view to a manager is that; anything that gets in the way of workers' ability to produce quality product or service efficiently should concern employers because it will in the long run have an impact on the overall organizational

productivity. Goetsch and Davis (2014) added that highly productive organizations focus more on the employees' productivity determinants; the sum of all employee productivity equals the organizational productivity. According to employee productivity statistics (Heshmati & Rashidghalam 2016) productivity improves by 20-25% in organizations with connected employees, employees teams with high employee engagement rates are 21% more productive than their bottom quartile counterparts. Heshmati and Rashidghalam adds that lower absenteeism (37%), fewer patient safety incidents (41%), employees are 6 times more innovative, with fewer quality defects reports (41%) and have 28% less internal theft are positive effects of engaged employees. Despite the importance of organizational productivity in an economy, there is no single unique measurement of productivity. As such various productivity measurement and indicators are used. This study adopted the later definition of organizational productivity by Shields (2007) Lawler and Boudreau (2012). The definition will capture the contribution of personnel (employees) on organizational productivity.

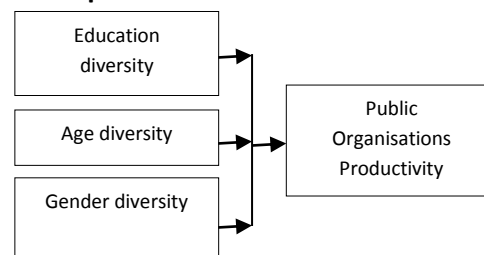
While there is no disagreement on this general notion, a look at the productivity literature and its various applications reveals very quickly that there is neither a unique purpose for, nor a single measure of, productivity. However productivity measurement can be summarized in terms of technology and innovation. There is evidence of a robust, positive relationship between innovation and productivity and growth. According to the Kenya Country Memorandum report (2016), improving workers skills through quality education would increase employee innovation and boosts productivity in the public sector. As such having diverse employees in terms of skills and knowledge is a fundamental element to increasing productivity in an organization. This is possible because organizations are able to increase knowledge

capital investments and innovation activities at the firm-level. Knowledge capital investment entails an organization having a pool of employee with diverse skills from diverse ages, education, gender, culture and race to heighten innovative activities. Therefore, a critical predictor of organizations' potential to growth and productivity is innovation level in the firms. Due to the advent of technology, workplace productivity has steadily increased over the last century world over. In Kenya, the public organizations in the manufacturing sector have high-speed assembly lines made it possible to produce goods effectively and efficiently faster. The automation of office equipment, the extensive use of computers nowadays, and the Internet has transformed office work and made business tasks faster and easier compared to earlier times (KNBS 2015). Increasing employee productivity increases a company's bottom line. But to have productive employees in the public service in Kenya, they have to hire the right employees, and they need the right tools to grow. Right employees in terms of diverse talents and attributes that collectively creates a productive team. Every organization operates differently, but having a winning strategy for recruitment and employee development is a must. High productivity organizations see to it that employees are provided with the right tools and equipment important so they can perform their duties efficiently and on time (KNBS, 2015). In public sector organizations, this is a major challenge affecting both employee and organizational productivity. Public institutions in Kenya are characterized by a workforce that is generally perceived to be not adequately motivated and well compensated. This can be evidenced from the high number of employee strikes. These public organizations are also characterized by limited resources provided by tax payers. As such there is need for high level of innovation and technological improvement both at employee and organizational level to efficiently and effectively turn inputs to

quality outputs. One of the key objectives of performance contracts introduced in 2003 in the civil service in Kenya is improving service delivery to the public by ensuring that top-level managers are accountable for results, and in turn hold those below them accountable, reversing the decline in efficiency and ensuring that resources are focused in attainment of the organizational performance goals. In the recent past, some public corporations like Kenya Railways and Kenya Meat Commission were victims of poor and declining performance, which inhibits realization of sustainable economic growth. A bloated staff establishment (lack of diversity and lack of maintaining recruitment policies) due to politics has been a problem in the public sector. High-quality, modern programs and equipment make a massive difference not only to productivity. Salome *et al.*, (2015) examined Performance management and public service delivery in Kenya; they noted that employees and organizational productivity can improve by having quality machine operated by quality employees. In this study, productivity in the public organizations was measured using the cost that goes into production, efficiency in utilization of employees, raw materials, infrastructure, time and product quality or products or services produced by these public services in Kenya. The public service being the engine of socio-economic growth of the nation, must therefore take a leading role in stimulating growth and productivity so as to continuously serve as the employment pool of the ever increasing graduate from different educational institutions both private and public. Authors White and Rice (2015) found that productivity and production cost have an inverse relation; obtaining quality products or services at minimum possible cost result in high productivity. Employees are efficiently utilized in the case where the programs are clear and adhered to by employees who are engaged by the organization. They enthusiastically perform their assigned duties innovatively to achieve and

accomplish results beyond the organizational expectations, the author concluded.

Conceptual Framework



Independent variable Dependent Variable

Figure Figure 1: Conceptual Framework

Source: Researcher (2017)

METHODOLOGY

A single cross-sectional design was used as it provided an accurate portrayal or account of the characteristics, for the example behavior, opinions, abilities, beliefs and knowledge of a particular individual, situation or group. It will seek to explore the relationship between independent variables (age, education and gender diversity) and productivity as the response variable. The population of this study consisted of selected public organisations in Mombasa County and the respondents were three senior Human Resource managers from each of these organizations to support the information from the human resource department. Managers of these public organizations were considered to take part in the study. Therefore the target population was 192 managers from 64 public organizations. The selection of public organisation was based on the services rendered to the public and the number of employee.

RESEACH FINDINGS

Influence of Gender diversity on Productivity

There was need for the researcher to examine factors that influenced gender productivity in work

Table 1: Mean and standard deviation of Gender diversity

	Mean	Std. Deviation
Employees not Discriminated on Gender Basis by Employer	3.53	1.395
Organisation does well in Hiring Women	3.42	1.086
Fair Treatment on Both Gender	3.65	1.242
Opportunity for Growth For Women	3.48	1.132
Career Development that Includes women encouraged	3.45	1.114
Training &Development meet Gender Requirements	3.69	1.045
Performance Criteria for Men Higher than For Women	2.99	1.167
Positive about Gender work force Diversity	3.99	1.073

Source: Researcher (2017)

There were a total of 8 factors influencing the decision of respondents in relation to gender towards work productivity.

Out of the eight factors, four factors were noted to influence to a large extend (score=4) in relation to gender on work force diversity. The factors were: employees not discriminated on gender basis, Fair treatment on both gender, Training and development meet gender requirements and Positivity about gender work force diversity. Out of the four factors, gender work force diversity had the highest mean proportion value of 3.99. This generally means that most public organisation had implemented and supported gender aspect in the work force diversity.

Despite the fact that most aspects were agreed as affecting gender diversity positively, the respondents indicated that the Performance criteria for men and women in relation to gender diversity

force diversity. This was depicted in the frequency table below using an ordinal scale of: Strongly Disagree =1, Disagree =2, Neutral =3, Agree = 4, strongly agree=5, Table 1.

as being neutral (mean value 2.99, 3=Neutral). The above findings are in line with Kochan et al.,(2002), who stated that providing an equal job opportunity to women is vital to improve performance of employees in an organization. These societal mandates eliminated formal policies that discriminated against certain classes' of workers and raised the costs to organizations that failed to implement fair employment practices. Discrimination on hiring workers based on gender can result in a firm's hiring workers who are paid higher wages than alternative workers, but are not more productive than them thereby increasing the cost of production and lowering productivity.

Influence of Age diversity on Productivity

There was need by the researcher to establish factors that influence work force diversity in relation to age. This wass shown in the frequency table 2;

Table 2: Frequency Table for Influence of Age on Productivity

Particulars	Mean	Std. Deviation
Equal opportunities for Career Development	3.59	1.379
Team Leaders include members at all ages	3.47	1.236
Age differences might cause conflict at work	2.64	.978
There is lack of bonding at different age groups	2.90	1.112

Source: Researcher (2017)

Of the five factors two factors: Equal opportunities for career development and Positive about age work force diversity had mean value of more than 3.5 (4= agreed) meaning that they had the highest impact on work force diversity production in relation to age. The notion that age differences might cause conflict at work place was disagreed by the respondents and this is depicted by a mean value of 2.64. However the respondents were neutral in relation to the notion that there is lack of bonding at different age groups. Gelner and Stephen (2009) argued that age heterogeneity can negatively affect employee productivity due to

differences in values and preferences of distinct age groups. It was also been shown that conflicts are particularly frequent in the presence of generation gaps. This calls for management in public organizations to devise more elaborate labour model that can cater for the heterogeneity in relation to age and its productivity.

Influence of Education diversity on Productivity

There was need for the researcher to establish factors that influenced productivity in relation to education amongst the respondents. This is tabulated in the frequency table 3;

Table 3: Frequency Table for Influence of education on productivity

Particulars	Mean	Std. Deviation
Recruitment plan based on Education Background	3.33	1.336
Paid duty leave for employees who further education	3.33	1.039
Growth and Advancement for employees with lower qualification	3.14	1.037
Difference in education not encourage conflict	3.21	1.110
Experience lack of Confidence Due to Education Background	2.87	1.043
Team Leader includes all members with different education	3.34	1.154
Equal Treatment in Work Force Diversity	3.67	1.185
Positive about education work force diversity	4.01	1.142

Source: Researcher (2017)

Out of the eight selected factors: Equal treatment on education work force diversity and positivity about education work force diversity had the mean values of greater than 3.5 (4= Agree).The notion that respondents experienced lack of confidence due to lack of education was neutral with a mean value of 2.87 (3 = Neutral).

Daniel (2009) stated that employees cannot find a job and perform well without adequate education background. Besides that, an employee will be more productive depending on the level of his/her education. The more education the individual received, the more productive the worker will be. This calls for management in various public

organisations to be more vigilant when choosing appropriate skills and education from the labour market.

Productivity in public Corporations in Kenya

There was need for the researcher to establish organizational productivity in public corporations. The mean and standard deviation of their responses are presented in table4.10. Most of the scores were near or slightly more than 3 (neutral) as such, it can be interpreted that respondents were of the opinion that productivity was not clearly noticed in the organizations. That is, it was not out rightly clear that there was noticeable organizational productivity in the studied public corporation.

Generally, the organizations were not efficient and effective in all its production processes (m=3.08, SD=1.084). The findings implied that productivity was low and therefore organizations were not efficient. This further implied that the public corporations needed not to incur production costs that can be avoided. These costs raise the eventual

consumer price of products and services to the citizens. As such it raises the cost of living and lowering the capacity of these organization to create more needed job opportunities. This means the public corporation were not engines of economic development as they should.

Table 4: Mean and standard deviation of productivity in public corporations in Kenya

Statement on productivity	Mean	Std. Deviation
In this organization, the cost of production per unit is low	3.46	1.274
Employees are adequately utilized with minimum time wastage	3.60	1.135
I am motivated to complete the task that is assigned to me.	3.58	1.112
In general, tools and equipments available are well utilized for intended purpose	3.51	1.132
The services/products of this organization are of high quality	3.38	.990
Generally, the organization is efficient and effective in all its production processes	3.08	1.084

Source: Researcher (2017)

The study was in line with studies of Hilary and Elaine (2000) who suggested that organizations should embrace diversity in their workforce and work towards achieving it by creating working conditions where differences can thrive, rather than working simply for representatives and assimilation. More importantly, if the organizational environment does not support diversity broadly, organizations risk losing talent to competitors more so the private sector. The foregoing sections have dealt with the descriptive statistics- the mean and standard deviation. The next section involves the

inferential statistics. This section will enable the study to make conclusions about the population on the basis of the sample information. So the section includes correlation and regression analysis.

Correlation Analysis

The researcher sought to determine the correlation among public organization productivity Factors: Level of Education, Age and Gender of respondents and productivity. The model used the Pearson's correlation coefficient. This is shown in table 5;

Table 5: Correlation Analysis Result

		Education	Age	Gender	Productivity
Education	Pearson Correlation	1	.476**	.173*	.449**
	Sig. (2-tailed)		.000	.025	.000
Age	Pearson Correlation	.476**	1	-.097	.329*
	Sig. (2-tailed)	.000		.212	.004
Gender	Pearson Correlation	.173*	-.097	1	.417**
	Sig. (2-tailed)	.025	.212		.000

** . Correlation is significant at the 0.01 level (2-tailed). N=106

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

Source: Researcher (2017)

The findings from correlation matrix as presented in table 6 revealed that majority of the factors that affect public organisation productivity were positively correlated and had significant values of 0.01 levels and 0.05 levels (2 tailed). Education diversity was positively and significantly correlated with organizational productivity ($r=.499, p<.001$). Age diversity in the workforce was positively and significantly correlated with organizational productivity ($r=.329, p=.004$) and gender diversity was positively and significantly correlated with organizational productivity ($r=.417, p<.001$). This implied that organizations with education, age and gender diversity are associated with high productivity. Thus suggesting that the more diversified a workforce was, the higher the organizational productivity. Thus competitive productivity in public organization can be achieved through having employee diversification strategies and policies. This means that Level of Education and Age of respondents were positively correlated at 0.476 (0.01 level - 2 tailed) while Level of Education and Gender of respondents had a correlation value of 0.173 (0.05 level, 2-tailed). There were two factors which were negatively correlated at a Pearson Correlation value of -0.097 which were: Gender of respondents and Age of respondents.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404 ^a	.163	.148	1.102

a. Predictors: (Constant), Level of Education, Age of Respondents and Gender of respondents

Source: Researcher (2017)

The Coefficient of Determination, R square, as shown in table 6 was 0.163. This meant that approximately 16.3% of work force diversity in productivity was predictable from: Level of Education, Age of Respondents and Gender of

This means that an increase in age amongst the respondents led to a substantial decrease in productivity amongst the gender. In general terms, the correlation model is in congruence with Bitner, et al., 2000, which suggests that the public organization will be focused on the areas with a relatively high competitive advantage or on those more competitive resources and capabilities. Conversely, labour resources are key feature for performance and productivity.

Regression Analysis

The researcher sought to determine the influence of the independent variables- diversity in education, Age and Gender in the workforce on organizational productivity in the public service organisations in Kenya. The researcher applied the regression model to determine the relationship between dependent variable (public organisation productivity) and independent variable (Level of Education, Age of Respondents and Gender of respondents). The results were as presented in the following parts;

Model Summary

The model summary table presents the correlation coefficient (R), the coefficient of determination (R-square) and standard error of estimate.

respondents. The value was coherently small implying that the considered aspects affecting productivity in public organisations are significant. This further implied that 83.7% was due to factors that were not considered in this study. Adjusted R

Square was derived from the formula of Coefficient of Determination.

There was need to also research on other factors apart from the major objectives: Level of Education, Age of Respondents and Gender of respondents to be researched for further studies.

Analysis of Variance (ANOVA) Results

Table 7 showed the analysis of variance result. It showed the sum of squares due to regression and residuals (errors). It also shows the F-value and its significance.

Table 7: The ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	72.404	3	24.135	31.487	.000 ^b
Residual	65.919	86	.766		
Total	138.322	89			

a. Dependent Variable: Public Organization Productivity ^b. Predictors: (Constant), Education, Age and Gender diversity

Source: Researcher (2017)

The one way ANOVA test produced an F-value of 31.487 which is significant at p=0.000. This depicted that the regression model was significant at 95% confidence level. Thus the regression model was statistically significant in predicting how Level of Education, Age of Respondents and Gender of respondents, affect productivity in public organisations.

following regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where;

Y= Public Organization Productivity,

X₁= Level of Education,

X₂= Age of respondents,

X₃ = Gender of Respondents,

$\beta_0, \beta_1, \beta_2, \beta_3$ are the coefficient of the variables.

ϵ = is the error term

Regression Coefficients

The findings on table 8 below are based on the

Table 8: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.069	.394		10.338	.000
Level of Education	.103	.094	.091	1.087	.008
Age	.153	.089	.142	1.713	.009
Gender	.284	.059	.355	4.782	.0003

a. Dependent Variable: Public Organisation Productivity

Source: Researcher (2017)

In table 8 we used the Standardized Beta Coefficients of 0.091, 0.142 and 0.355 for Level of Education, Age of Respondents and Gender of respondents. The Estimation of regression model equation established from the data in the table 8 was as follows;

$$Y = 4.069 + 0.103X_1 + 0.153X_2 + 0.284X_3$$

The equation was relevant because all the three aspects considered (Level of Education X_1 , Age of Respondents X_2 , and Gender of Respondents X_3) were found in determination of public organisation productivity significant because the p values were all below 0.05.

CONCLUSION

There was still unmet need in relation to gender where there was still imbalance in the number of the male and female in the workforce in the public service in Kenya. The study concluded that there were gender gaps in the workplace and as such there are challenges facing public service organizations that relate to lack of gender heterogeneity.

Descriptive results revealed that public service in Kenya had not fully implemented the education diversity policy in the workplace. Thus diversity management was not creating a stimulating organizational environment that encouraged employees from diverse educational background.

Majority of employees in public services organizations were well educated up to university level. As such, holding other factors constant, highly educated workers tend to display greater creativity and to demonstrate more positive behaviours than did less educated workers. Therefore the study concluded that there was high probability of organizational creativity in most organizations. Again highly educated workers appeared to engage

in fewer counterproductive work behaviours like workplace aggression, workplace substance use, and absenteeism. Thus it was expected that there was group harmony among the employees due to their educational level. Thus there was likely team work among diverse groups of workforce which was necessary for enhanced productivity.

The work force in the public organization should not be discriminated in the recruitment and hiring process. An upward promotion should be encouraged in the organization. Not only an upward promotion but also communication of views and decisions should be greatly encouraged. The public organization should encourage job training and seminars for continuous improvement of labour force. More attractive Incentives package should be introduced so as to encourage and entice the public servants to enrol for further studies.

Regression and correlation analysis revealed that workforce aging had direct implications for productivity. As such, if different age cohorts differed in their productivity, then changes in the age distribution of the workforce would affect average output per worker. Worker's productivity systematically varied over his or her working life, for reasons such as the accumulation of experience over time, depreciation of knowledge, and age-related trends in physical and mental capabilities. A more mature labour force would have higher average levels of work experience, with potentially positive effects on productivity

A more diverse and inclusive work environment yielded greater productivity and helped improve both individual and organizational performance. Diversity should be mainstreamed in public service institutions performance management systems and its instruments developed in a format accessible to all groups

Increasing the number of gender-diversity initiatives is not enough. Although having a critical mass of measures is important, volume alone does not explain representation in top management

RECOMMENDATIONS

The study recommended in relation to level of education, that the work force in the public organization should not be discriminated in the recruitment and hiring process. An upward promotion should be encouraged in the organization. Not only an upward promotion but also communication of views and decisions should be greatly encouraged. The public organization should encourage on job training and seminars for continuous improvement of labour force. More attractive Incentives package should be introduced so as to encourage and entice the public servants to enrol for further studies.

There should be an effective diversity management program that appreciates education diversity. The ultimate goal of the management strategy program should be to create a stimulating environment that maximizes on advantages of diversity as well as minimizing the negative effects of diversity.

The study recommends a comprehensive system of recruiting personnel in the organization based on the age inclusivity. Recruitment should be done to cut across the age groups so as to admit various personnel with a wide range of talents, skills and education level. Since the most vibrant and active personnel are aged below 40 years they should consist of the bulwark proportion of those admitted and hired by the public organizations. In this regard, the stakeholders should also ensure that they abide by the constitutional requirement about age diversity. The Kenyan Constitution provides for equal opportunity for all in public service employment including the youth

The study recommended for the recruiting of personnel should be the same so as to make both genders in work place proportionate. This is because the current proportion of the male gender outshines the female counterparts.

The study recommended that the growth and advancement opportunities should be created so as to bridge the gap between the male and female genders. The opportunities like Maternity leave for women should equally be created for male counterparts: the Paternity leave with well stipulated benefits. The performance criteria for the female counterparts should be higher for male than for the female when factoring in the family obligation the female counterparts have to undertake. This will enhance a positive gender work force diversity outlook in the public organizations.

Public services stakeholders to ensure that gender issues are mainstreamed at the workplace and take appropriate measures including affirmative action to ensure gender equality; and uphold, observe and protect the right of women to health and safety in working condition

Related studies (Klarsfeld, *et al* (2014) have highlighted that gender diversity among workforce of an organization has positive outcomes like creativity, problem solving innovation. However they sighted the challenges; diversity may results in some negative aspects-increasing conflicts, decreasing group performance and decreasing group cohesiveness. The study established that gender diversity was influencing employee performance in the banking industry most, followed by education diversity and ethnic diversity (Saxena, 2014). In this regard

RESEARCH FOR FUTURE STUDIES

The current study had some limitations. The study only covered public organizations in Mombasa County. Further studies that incorporate both

private and public organizations in Kenya will give a comprehensive picture of productivity in Kenya.

This study was limited to a small sample of 30 public service organization and not the entire population. With small sample, findings may fail to find a significant relationship from the data because most statistical tests normally require larger sample size to ensure a representative distribution of the population and to be considered representative of groups of people to whom results will be generalized or transferred. As such this study recommends that future studies should have large sample sizes for robust result that can be truly be more representative of the public service organizations in Kenya

Future studies should also consider including the role of a mediating or moderating effect on the relationship between employee diversity and organizational productivity. Such studies for example consider the role of moderating role of leadership on the relationship between employee diversity and employee productivity.

In future, studies should be carried out to investigate the role of employee diversity on the overall employee engagement and commitment to an organizational productivity. Another note to make is that this study considered age in terms of people's perception of age and not in absolute numbers. Therefore, a more qualitative approach that takes peoples' real age into account is suggested for further research.

Finally, current study considered three aspects of employee diversity; age, education and gender as the independent variables. These three independent variables accounted for only 16.3% of productivity in public service organizations. A huge variation in productivity in public organizations was therefore accounted for by other factors. Thus the three factors alone could not be satisfactory predictors of level of public service sector productivity. As such, future studies that include more factors should be carried out for more accurate prediction of productivity.

REFERENCES

- Aaker, D. (1995). Building strong brands. *Brandweek*, 36(37), 28-32.
- Adler, N.J. (1986). *International Dimensions of Organizational Behaviour*. Boston: PWS-Kent Publishing Company.
- Al-Rodhan, N. R., & Stoudmann, G. (2006). Definitions of globalization: A comprehensive overview and a proposed definition. *Program on the Geopolitical Implications of Globalization and Transnational Security*, 6, 1-21.
- Amir, Z., Strauser, D. R., & Chan, F. (2009). Employers' and survivors' perspectives. In *Work and cancer survivors* (pp. 73-89). Springer New York.
- Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice*. Kogan Page Publishers
- Arokiasamy, A. R. A. (2013). Literature review on workforce diversity, employee performance and organizational goals: A concept paper. *Researchers World*, 4(4), 58.

- Atiyah, L. A. R. (2016). The Relationship Between The Diversity Of Employees And Organizational Performance. *Cross Cultural Management Journal*, (2), 151-163.
- Atiyah, L. A. R. (2016). The Relationship Between The Diversity Of Employees And Organizational Performance. *Cross Cultural Management Journal*, (2), 151-163.
- Awang F., Shafie, Z., & Pearl, R. (2014), The multicultural organizations: Perceptions of diversity challenges and initiatives. *Journal of International Business and Cultural Studies*, 8, 1
- Backes-Gellner, U., & Veen, S. (2009). The impact of aging and age diversity on company performance, *Organization Studies*, 32(6), 1113-1121.
- Backes-Gellner, U., Schneider, M. R., & Veen, S. (2011). Effect of workforce age on quantitative and qualitative organizational performance: Conceptual framework and case study evidence. *Organization Studies*, 32(8), 1103-1121.
- Bagshaw, M. (2004). "Is cross-culture recruitment divisive?" *Journal of industrial and commercial training*, 36(4), 153-157.
- Bailey, S. D. (2014). Worker behaviours to organizational change: How a generational workforce responds to a company acquisition (Doctoral dissertation, Creighton University).
- Barak, M. E. M. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage Publications.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of management*, 17(1), 99-120.
- Barrington, L. & Troske, K. (2001). Cross-culture recruitment and Productivity: An Analysis of Employer-Employee Matched Data. 32(7), 1203-1221.
- Bassett-Jones, N. (2005). The paradox of diversity management, creativity and innovation. *Creativity and innovation management*, 14(2), 169-175.
- Baum, T. (2007). Human resources in tourism: Still waiting for change. *Tourism Management*, 28(6), 1383-1399.
- Beaver, G., & Hutchings, K. (2005). Training and developing an age diverse workforce in SMEs: The need for a strategic approach. *Education+ Training*, 47(8/9), 592-604.
- Beechler, S., & Woodward, I. C. (2009). The global "war for talent". *Journal of international management*, 15(3), 273-285.
- Berliant, M., & Fujita, M. (2008). Knowledge creation as a square dance on the Hilbert cube. *International Economic Review*, 49(4), 1251-1295.
- Brown, S. L. (2008). Cross-culture recruitment in the Workplace: A Study of Gender, Race, Age, and Salary Level. *UMI Number: 3297416 by Pro Quest Information and Learning Company*.
- Brown, S. L. (2008). *Diversity in the workplace: A study of gender, race, age, and salary level*. Capella University.
- Brown, S. L. (2008). *Diversity in the workplace: A study of gender, race, age, and salary level*. Capella University.
- Bryman, A., & Bell, E. (2015). *Business research methods*. Oxford University Press, USA.

- Burns, A. C., & Bush, R. F. (2006). Marketing research. *Globalization*, 1(7).
- Carr-Ruffino, N. (2005). Making cross-culture recruitment work. Upper Saddle River, NJ: Pearson Education.
- Carr-Ruffino, N. (2016). Leadership Opportunities for Managing Diversity. In *Handbook of Research on Race, Gender, and the Fight for Equality* (pp. 298-320). IGI Global.
- Choi, S., & Rainey, H. G. (2014). Organizational fairness and diversity management in public organizations: Does fairness matter in managing diversity?. *Review of Public Personnel Administration*, 34(4), 307-331.
- Cox, T. (1994). Cultural cross-culture recruitment in organizations: Theory, research, and practice. *San Francisco: Berrett Koehler*.
- Dalhm, MS. J. (2003). The Development of a Needs Analysis Instrument for Cultural Cross-culture recruitment Training: WDQ-II. *UMI Microform 3081485 by ProQuest Information and Learning Company*.
- Day, N. E., & Greene, P. G. (2008). A case for sexual orientation diversity management in small and large organizations. *Human Resource Management*, 47(3), 637-654.
- De Vaus, D. (2002). *Analyzing social science data: 50 key problems in data analysis*. Sage.
- Durham, W., Sykes, C., Piper, S., & Stokes, P. (2015). Conceptual frameworks and terminology in doctoral nursing research. *Nurse researcher*, 23(2), 8-12.
- Edgley, C., Sharma, N., & Anderson-Gough, F. (2016). Diversity and professionalism in the Big Four firms: Expectation, celebration and weapon in the battle for talent. *Critical Perspectives on Accounting*, 35, 13-34.
- Erasmus, L. J. (2007). *The management of workforce diversity and implications for leadership at financial asset services* (Doctoral dissertation, University of Johannesburg).
- FAO (2011). The state of food and agriculture: Women in agriculture – closing the gender gap for development. Rome, Italy: FAO. Retrieved from <http://www.fao.org/docrep/013/i2050e/i2050e.pdf>. Accessed: September 21, 2017.
- FAO (2015), The State of food insecurity in the world. Retrieved from <http://www.fao.org/3/ai4646e.pdf>. Accessed: September 21, 2017
- Farooqi, O. (2017). Managing age diversity in workplace-bridging the gap between the young and the aging for effective workforce management
- FerleniusBengt and FjelknerViveca; Diversity management – A new perspective,
- Foroudi, P., Jin, Z., Gupta, S., Melewar, T. C., & Foroudi, M. M. (2016). Influence of innovation capability and customer experience on reputation and loyalty. *Journal of Business Research*, 69(11), 4882-4889.
- Gilbert, J. & Ivancevich, J. (2000). Valuing cross-culture recruitment: A tale of two organizations. *Academy of Management Executive*, 14 (1), 93–105.

- Goetsch, D. L., & Davis, S. B. (2014). *Quality management for organizational excellence*. Upper Saddle River, NJ: Pearson.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-606.
- Görg, H., & Strobl, E. (2016). Multinational companies and productivity spillovers: a meta-analysis. In *Multinational Enterprises and Host Country Development: Volume World Scientific Studies in International Economics* ;53: 145-161).
- Greiner, B. (2015). Subject pool recruitment procedures: organizing experiments with ORSEE. *Journal of the Economic Science Association*, 1(1), 114-125.
- Griffin, R. W. (2013). *Fundamentals of management*. Cengage Learning.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*. Sage.
- Guillaume, Y. R., Dawson, J. F., Priola, V., Sacramento, C. A., Woods, S. A., Higson, H. E., & West, M. A. (2014). Managing diversity in organizations: An integrative model and agenda for future research. *European Journal of Work and Organizational Psychology*, 23(5), 783-802.
- Hajro, A., Gibson, C. B., & Pudelko, M. (2017), Knowledge exchange processes in multicultural teams: Linking organizational diversity climates to teams' effectiveness. *Academy of Management Journal*, 60(1), 345-372.
- Heshmati, A., & Rashidghalam, M. (2016). Labour Productivity in Kenyan Manufacturing and Service Industries, . *Human resource management*, 43(4), 309-324
- Hong, L., & Page, S. E. (2004), Groups of diverse problem solvers can outperform groups of high-ability problem solvers. *Proceedings of the National Academy of Sciences of the United States of America*, 101(46), 16385-16389.
- Jayne, M. E., & Dipboye, R. L. (2004), Leveraging diversity to improve business performance: Research findings and recommendations for organizations, *Human resource management*, 43(4), 409-424
- John D. Gerhart Center for Philanthropy and Civic Engagement. Magazine Fortune Human Resources Management Association, 2011
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015), Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396
- Karoly, L. A., & Panis, C. W. (2004), *The 21st century at work: Forces shaping the future workforce and workplace in the United States* (Vol. 164). Rand Corporation.
- Kiglai, G. (2006). Training Manual on Conflict Management, The National Unity and Reconciliation Commission, Republic of Rumanda, *Managing Global Transitions*, 7(2), 191.
- King, E. B., Hebl, M. R., & Beal, D. J. (2009). Conflict and cooperation in diverse workgroups. *Journal of Social Issues*, 65(2), 261-285.
- Klarsfeld, A., Booyesen, L. A., Ng, E., Roper, I., & Tatli, A. (Eds.). (2014). *9.78 E+ 12: Country Perspectives on Diversity and Equal Treatment*. Edward Elgar Publishing.

- Klarsfeld, A., Booysen, L. A., Ng, E., Roper, I., & Tatli, A. (Eds.). (2014). *9.78 E+ 12: Country Perspectives on Diversity and Equal Treatment*. Edward Elgar Publishing.
- Knott, E. (2016). *The Effect of Talent Management Practices on Employee Performance among Real Estate Companies in Kenya: A Case of Suraya Property Group Limited* (Doctoral dissertation, United States International University-Africa).
- Kochan, T., Bezrukova, K., & Ely, R., Jackson, S., Joshi, A., Jehn, K. (2002). *The Effects of Cross-culture recruitment on Business Performance*. Alexandria, VA: Cross-culture recruitment Research Network.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human resource management, 42*(1), 3-21.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human resource management, 42*(1), 3-21.
- Kossek, E. E., Lobel, S. A., & Brown, J. (2006). Human resource strategies to manage workforce diversity. *Handbook of workplace diversity, 53-74*.
- Kreitner, R., Kinicki, A., & Buelens, M. (2001). *Organizational behavior*. New York: McGraw Hill.
- Kundu, S. C., & Malhan, D. (2009). HRM practices in insurance companies: A study of Indian and multinational companies. *Managing Global Transitions, 7*(2), 191.
- Kunze, F., Boehm, S., & Bruch, H. (2013). Organizational performance consequences of age diversity: Inspecting the role of diversity-friendly HR policies and top managers' negative age stereotypes. *Journal of Management Studies, 50*(3), 413-442.
- Lawrence, A. T., & Weber, J. (2014). *Business and society: Stakeholders, ethics, public policy*. Tata McGraw-Hill Education.
- Lazear, E. P. (1999). Globalisation and the market for team-mates. *The Economic Journal, 109*(454), 15-40.
- Leonard, J. S., Levine, D. I., & Joshi, A. (2004). Do birds of a feather shop together? The effects on performance of employees' similarity with one another and with customers. *Journal of Organizational Behaviour, 25*(6), 731-754.
- Letangule, S. L., Letting, D & Nicholas, K. (2012). Effects of performance contract on organization performance: The case study of Kenya's ministry of education. *International Journal of Management & Business Studies, 2*(3), 29-37.
- Li, J., Chu, C. W. L., Lam, K. C., & Liao, S. (2011). Age diversity and firm performance in an emerging economy: Implications for cross-cultural human resource management. *Human Resource Management, 50*(2), 247-270.
- Lumadi, M. W. (2008). Managing diversity at higher education and training institutions: A daunting task. *Journal of Diversity Management*
- Maithya, R. (2012), *' Drug Abuse in Secondary Schools in Kenya: Developing A Programme for Prevention and Intervention*
- Mugenda, O. & Mugenda, A.G. (2003) *Research Methods: Quantitative & Qualitative Approaches*, Acts Press Nairobi, Kenya ISBN 9966411070

- Mujtaba, B. (2007). *Workforce diversity management: Challenges, competencies and strategies* (pp. 207-229). Llumina Press.
- Munjuri, M. G., & Maina, R. M. (2013). Workforce diversity management and employee performance in the banking sector in Kenya. *DBA Africa Management Review*, 3(1).
- Namey, E., Guest, G., McKenna, K., & Chen, M. (2016). Evaluating bang for the buck: A cost-effectiveness comparison between individual interviews and focus groups based on thematic saturation levels. *American Journal of Evaluation*, 37(3), 425-440.
- Ng, E. S., & Burke, R. J. (2005). Person–organization fit and the war for talent: does diversity management make a difference?. *The International Journal of Human Resource Management*, 16(7), 1195-1210.
- Ng'ethe, J. M. (2014). *Determinants of academic staff retention in public universities in Kenya* (Doctoral dissertation).
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, ebnurs-2015.
- Obong'o, S. O. (2009). Implementation of performance contracting in Kenya. *International Public Management Review*, 10(2), 66-84.
- Østergaard, C. R., Timmermans, B., & Kristinsson, K. (2011). Does a different view create something new? The effect of employee diversity on innovation. *Research Policy*, 40(3), 500-509.
- Ozturk, M. B., & Tatli, A. (2016). Gender identity inclusion in the workplace: broadening diversity management research and practice through the case of transgender employees in the UK. *The International Journal of Human Resource Management*, 27(8), 781-802.
- Parrotta, P., Pozzoli, D., & Pytlikova, M. (2014). Labor diversity and firm productivity. *European Economic Review*, 66, 144-179.
- Patrick, H. A., & Kumar, V. R. (2012). Managing workplace diversity: Issues and challenges. *Sage Open*, 2(2), 2158244012444615.
- Phipps, S. T., Prieto, L. C., & Ndinguri, E. N. (2013). Understanding the impact of employee involvement on organizational productivity: The moderating role of organizational commitment. *Journal of Organizational Culture, Communications and Conflict*, 17(2), 107.
- Reson, L. M., & Lydia, M. J. (2012). Towards a results-oriented public service in Kenya: The modern human resource management perspective. *International Journal of Business and Social Science*, 3(21).
- Reson, L. M., & Lydia, M. J. (2012). Towards a results-oriented public service in Kenya: The modern human resource management perspective. *International Journal of Business and Social Science*, 3(21).
- Richard, O. C. (2000). Racial diversity, business strategy, and firm performance: A resource-based view. *Academy of management journal*, 43(2), 164-177.
- Richard, O. C., Murthi, B. P., & Ismail, K. (2007). The impact of racial diversity on intermediate and long-term performance: The moderating role of environmental context. *Strategic Management Journal*, 28(12), 1213-1233.

- Roberge, M. É., & Van Dick, R. (2010). Recognizing the benefits of diversity: When and how does diversity increase group performance?. *Human Resource Management Review*, 20(4), 295-308.
- Roberson, Q. M., & Park, H. J. (2007). Examining the link between diversity and firm performance: The effects of diversity reputation and leader racial diversity. *Group & Organization Management*, 32(5), 548-568.
- Rogelberg, S. G., & Stanton, J. M. (2007). Introduction: Understanding and dealing with organizational survey non response. *International Journal of Business and Social Science*, 3(21).
- Saxena, A. (2014). Workforce Diversity: A Key to Improve Productivity. In *Symbiosis Institute of Management Studies Annual Research Conference* (pp. 76-85).
- Shemla, M., Meyer, B., Greer, L., & Jehn, K. A. (2016). A review of perceived diversity in teams: Does how members perceive their team's composition affect team processes and outcomes?. *Journal of Organizational Behavior*, 37(S1).
- Shipman, H. R. (2016). *Exploring local understandings of child sexual abuse: voices from an informal settlement in Nairobi, Kenya* (Doctoral dissertation, University of Huddersfield),
- Siegel, D. J. (2003). *The Call for Diversity: Pressure, Expectation, and Organizational Response in the Post-secondary Setting*. Psychology Press.
- Wentling, R. & Rivas, N. (2000). Current status of cross-culture recruitment initiatives in selected multinational corporations. *Human Resource Development Quarterly*, 11 (1), 35-60.
- Williams, K., & O'Reilly, C. (1998). Demography and cross-culture recruitment: A review of 40 years of research. In B. Staw, & R. Sutton (Eds.). *Research in Organizational Behavior*, 77-140. Greenwich, CT: JAI Press.
- Yang, Y., & Konrad, A. M. (2011). Understanding diversity management practices: Implications of institutional theory and resource-based theory. *Group & Organization Management*, 36(1), 6-38.