RELATIONSHIP BETWEEN DIVERSITY MANAGEMENT PRACTICES AND ORGANIZATION PERFORMANCE: A CASE OF KENYA PUBLIC UNIVERSITIES IN NAIROBI COUNTY

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ABSTRACT

The study sought to assess the relationship between diversity management practices and organization performance; a case of Kenya Public Universities within Nairobi County. More specifically, the study aimed at examining how ethnic diversity, gender diversity, education diversity and religious diversity affect organization performance of the public universities within Nairobi County. The study adopted a descriptive survey design. The target population of the study will target 269 employees who include top managers, middle managers, line managers and the low cadre staffs who are directly involved in diversity management practices in the public Universities. The researcher used formula Fisher Method to select a sample size of 158 respondents. The primary data collected was cleaned, pretested, validated, and coded, summarized and analyzed using statistical package of SPSS V21. The study findings were presented using tables. Conclusions will be derived based on the correlation matrix, regression model, and the coefficients. Any variable with a p-value less than 0.05 was considered significantly related to the dependent variable (organization performance) and vice versa. It is expected that the findings of the study would provide clarity on the relationship between diversity management policies and organization performance. The study found a positive and significant relationship between diversity practices and organization performance. Diversity management practices studied that included ethnic diversity, gender diversity, education diversity and religious diversity practices explained 56.2% of variations in the overall performance of the public universities within Nairobi County. The study concluded that indeed, diversity management practices adopted by public university within Nairobi County have significant positive effect on organization performance. The diversity practices include those relating to ethnic diversity, gender diversity, education diversity and religion diversity practices. The study recommended that public universities within Nairobi county need to consider ethnic diversity, gender diversity, education diversity and religion diversity practices. It is important that effective workplace strategies and policies be designed, implemented and monitored, in order not only to eliminate racial discrimination but also to support more diverse workforces. Employing a diverse workforce and managing it effectively – not only satisfies legal and ethical obligations, but is also good for business. Further study was recommended further research on other parameters of diversity management practices should be done in relation to organization performance. Additionally, further research can be done on another sector like health among others.

Background of Study

The importance of workforce diversity on organizational performance is very critical for the success of an organization (Morrison, 2012). According to Carrel (2010), workforce diversity has been identified to lead to improved organizational performance as a result of the broad based nature and the specialization it brings on board. Also, encouraging workers on educational pursuits and training implied that workforce diversity could make them strive to achieve organizational goals and objectives. Similarly, corporate profitability is a function of performance tied to the synergy of the similarities and differences of the employees that could make for increased revenue over cost.

In the business world, workforce diversity is a major challenge that has easily turned into a losing situation for all involved, leading to demoralization of employees thus affecting organization performance in many organizations. The workforce diversity in terms of ethnicity and education aspects can lead to demoralization of employees thus affecting organization performance. Workforce diversity and organizational culture has been frequently said to be responsible for all manner of positive and negative ills. Even though companies are trying various ways of diversity management, what really matters is how and to what extent employees use them and how their colleagues reinforce these practices. Pressures from supervisors and colleagues at work may deter successful implementation of such practices. Jehn, (2014) defined workforce diversity as the ways that people differ which can affect a task or relationship within an organization such as, education, religion, and culture (Carrel, 2010).

According to Morrison, (2012), once an organization has successfully modified their recruitment and hiring practices to reach a more diverse audience, the next step is to successfully engage and support them as employees. Organizational leaders play an important role in setting the tone for the shift towards increased diversity and inclusiveness in an organization. Open, effective communication, as well as clear channels for feedback optimizes the opportunity for discussion of issues related to inclusion and discrimination (Carrel, 2010). Every organization starts from a different place and in a unique context, but all have room for improvement. An educational approach can help to negate many fears that people have when it comes to addressing diversity (Myers & Myers 2010).

However, Orpen (2010) postulates that both managers and employees fear that they may say the wrong thing, be perceived as discriminatory or be stifled by rigid rules of political correctness. Employees need to know that while there are standards and expectations for appropriate behavior in the workplace, a focus on diversity isn't about being perfect. Diversity and inclusion is best nurtured in an open workplace where mistakes can be used for learning – not for embarrassing or shaming individuals (Huber, 2012). All employees should be able to participate in, and contribute to, the progress and success of an organization. When an employee identifies a need, they should be asked how the environment or means of communication can be adapted to ensure inclusion (Rue, & Byars, 2013).

According to Jackson, May, & Whitney (2010), Business organizations need to embrace diversity management policies and look for ways to become totally inclusive organizations because diversity has the potential of yielding greater productivity and competitive advantages. Managing and valuing diversity is a key component of effective people management, which can improve workplace productivity. Unmanaged diversity in the workplace might become an obstacle for achieving organizational goals, and so, diversity can be perceived as a double-edged sword. Previous research on workplace diversity suggests that diversity can be either detrimental or beneficial for employee performance (Huber, 2012). For instance, employee diversity is positively associated with creativity and problem-solving skills and negatively related with cohesiveness and cooperation (Jehn, 2014). Good work force diversity practices in the area of human resources are believed to enhance both employee and organizational performance.

The HR management in respective entities needs to formulate policies that encourage employee development, or recruitment of employees with diverse educational backgrounds, this will create a wide pool of knowledge within the organization thus enhancing organizational competitiveness. Awareness-based training programs can be induced to help employees to reflect on their stereotypes. Behavioral-based training can also provide concrete recommendations on how to deal with an ethnic diverse workforce. When a company utilizes diversity management, it delivers the message to employees that the company is dedicated to fulfilling the diverse needs and interests of employees, which, in turn, may induce commitment from the employee side. Considering the positive effects of diversity management, companies need to pay close attention on how to develop a further supportive atmosphere within the company for individual employees to freely utilize the diversity practices adopted by the company (Morrison, 2012).

Gender-based inequities in organizations are reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to the males (Dietz & Peterson, (2011). In other words, organizations prefer to hire male workers compared to women because they are perceived to perform better and perfectly able to manage their jobs. Providing an equal employment opportunity to women is very critical to improve performance of employees in an organization. These societal mandates eliminated formal policies that discriminated against certain classes and gender 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 (Morrison, 2012).

A diverse workforce offers several benefits to organizations entering new markets such as, the added insight and cultural sensitivity that women and minorities provide. Diversity efforts can support and contribute to an organizational growth strategy and reinforces the importance of linking diversity initiatives directly to the business strategy (Childs, 2010). According to the National Cohesion and Integration Act 2012, no community should hold more than 33.3 per cent of jobs in any one institution. But according to the survey, the second for universities and constituent colleges after the first one conducted in 2012, only five institutions have complied with the law. Of the older universities, only University of Nairobi and Egerton University are living within the law. The report commends the University of Nairobi for moving from the dark side of contravening the law based on the 2012 report to the brighter region this year when only

the community with the highest number of jobs, Kikuyu, holds 30 per cent of the places. Although Egerton University is still playing in the desirable league as it was in 2012, it slid a few points towards contravention. The institution that is contravening the law most in the ranking was Kirinyaga University College where the dominant community, Kikuyu, occupies 82.7 per cent of all the 226 jobs. In 2012, the Kalenjin community in Kabianga held 58.1 per cent of the jobs, which expanded to 68.8 per cent according to the latest report (National Cohesion and Integration Commission (NCIC, 2016).

Jehn (2014) supported the fact that diversity has a positive impact on firm performance. So, it is important to clearly articulate how diversity supports the business strategy of the organization. Competition for the best talent requires organizations to reach out and embrace an increasingly diverse labor pool. A global economy requires that organizations have a diverse workforce so that they can effectively deal with an increasingly diverse customer base. Largely, recent surveys show that universities were more likely to draw the largest number of employees from either the communities where they were located or from the ethnic community of their VCs or principals.

Statement of the Research Problem

Diversity management takes advantage of the growing cultural pluralism that results from the globalization of business, the increasing awareness of individual differences, development of world markets, growing workforce mobility, and (Chen & Choi 2013). Equal employment opportunity starts externally and is enforced through legislation, whereas diversity management starts internally, through the efforts to create an atmosphere of equality and a fully inclusive organizational culture at work.

According to (Dahlin, Weingart and Hinds, (2012), diversity and inclusion is the key to unlocking the full potential of employees and essential to ensuring the success and long term sustainability of every business in accessing vital talent pools and fuelling innovation, to entering new markets and guiding product development, diversity is increasingly recognized as a force driving productivity, performance, and market growth. good governance requires that these institutions of higher learning embrace equality in sharing opportunities, non-discrimination and inclusivity as espoused in Article 10 of the Constitution of Kenya. Additionally, section 3(1k) of the University Education Act, 2012 holds that university education should promote equalization for persons with disabilities, minorities and marginalized groups. As a matter of fact, the challenges tearing Kenya apart are pivoted on the tendency of manipulating ethnic, religious and gender identities for private interest and/or gain (NCIC, 2016).

Corporate profitability dwindles because the core values of diversity are not properly harnessed. Similarly, nature of education, training and exposure as a policy issue has left much to be desired on the part of the public universities' management. The diversity management policies in relation to how employee productivity could be enhanced to achieve profitability and high institutional performance is found wanting in these public universities within Nairobi County. The discriminatory attitude of some workforce, individual identity, unfair treatments to certain tribes, religions, age group and the disabled, lack of cooperation amongst workers has been extended by

workers in same diverse public universities beyond limits, which dampens employee morale hence negative performance index (Jain & Verma, 2011).

This study therefore sought to investigate the relationship between workforce diversity and organization performance in public universities of Kenya.

General objective of the study

The main objective of the study was to analyze the relationship between diversity management practices on organization performance, a case of public universities in Nairobi County.

Specific objectives of the study
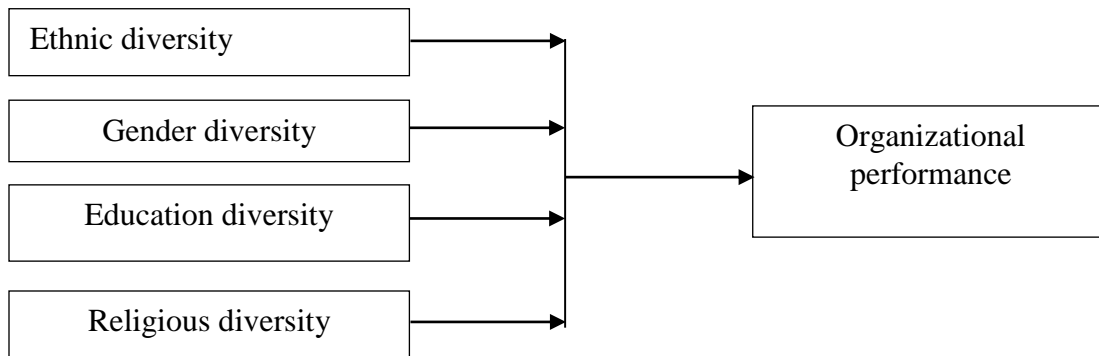
The study was guided by the following objectives:

  i.   To assess the relationship between Ethnic diversity and organization performance in public universities
 ii.   To evaluate the relationship between Gender diversity and organization performance in public universities
iii.   To determine the relationship between Education diversity and organization performance of public universities
 iv.   To establish the relationship between Religious diversity and organization performance of public universities.

Research questions.

  i.   To what extent does Ethnic diversity relate to organization performance in public universities?
 ii.   How does Gender diversity relate to organization performance in public universities?
iii.   To what extent does Education diversity relate to organization performance in public universities?
 iv.   How does Religious diversity relate to organization performance of public universities?

Conceptual Framework

Independent Variables   **Dependent Variable**

Effective workforce diversity can keep employees engaged in the business and help companies retain key talent, provide consistent value to customers, and deliver superior financial

performance to shareholders. Working towards a common goal and having a sense of purpose gives meaning to the everyday tasks of employees, which will increase motivation and productivity. 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. Organizations employing a diverse workforce can supply a greater variety of solutions to problems in service, sourcing, and allocation of resources. Employees from diverse backgrounds bring individual talents and experiences in suggesting ideas that are flexible in adapting to fluctuating markets and customer demands.

Similarly, employees from diverse ethnic or linguistic backgrounds are better able to serve people from their communities, as well as increase the language and cultural capacity in an organization. When employees are members of the communities that an organization is working in—or working with—it adds to both credibility and trust. Beyond relationship-building benefits, organizations also gain valuable cultural knowledge that will help them better understand the needs of the community they serve.

Employee morale and retention are most affected when an organization provides a workplace that offers religious accommodations. Employers must reasonably accommodate employees' religious beliefs unless that creates an undue business hardship. "Employees who see cultural and religious diversity being respected in the workplace feel more aligned with their organization, and that has a positive impact on the bottom line.

Men and women have different viewpoints, ideas, and market insights, which enables better problem solving, ultimately leading to superior performance at the business unit level. A gender-diverse workforce provides easier access to resources, such as various sources of credit, multiple sources of information, and wider industry knowledge. A gender-diverse workforce allows the company to serve an increasingly diverse customer base.

Research Design

The study adopted descriptive research design in order to provide a framework to examine current conditions, trends and status of events. Descriptive research design is more investigative and focuses on a particular variable factor. It is analytical and often single out a variable factor or individual subject and goes into details and describing them. According to Cooper & Schindler (2003), such a study is concerned with finding out who, what, when, where and how of the relevant phenomena. This enabled the researcher to collect original data from the population and this saved time and resources. Descriptive design is therefore the most appropriate design for the study.

Study Population

The public universities within Nairobi County had a total 1517 staffs, however for the sake of the study, the target population was 269 employees who include top level managers, middle level managers, line managers and lower cadre staff. It was a study based on self-administered questionnaires to target population at the public universities.

Table 3.1 Target population

Department	Population	Percentage
Top managers	29	08
Middle level managers	37	10
Line managers	43	11
Lower Cadre Staff	275	71
Total	384	100

Source: (Public Universities' HR Manual, 2016)

Sampling Techniques

Sampling frame is explained as process or technique of sampling a suitable sample or representative of population for purpose of determining parameters of the whole population (Likert, 1992). The ultimate test of a sample frame is how well it represents the characteristics of the population it purports to represent (Cooper & Schindler, 2014). Stratified random method will be used. A random sample of the employees were drawn from the target population and the respondents were randomly selected from the three levels of staff at the public universities within Nairobi county, namely include top level managers, middle level managers, line managers and lower cadre staff heads since they are the ones who are directly involved with diversity management in the institutions.

Sample Population

According to Kothari (2009) a representative sample is one which is at least 10% of the population. The researcher therefore used the following formula Fisher Method, (Mugenda & Mugenda, 2003) to obtain the sample population:

$$n = \frac{z^2pq}{d^2}$$

Where,

n = Desired sample size

z = Standard normal deviation which is 1.96 at 95% confidence interval.

P = the proportion of the target population estimated to have a particular

Characteristics of interest estimated at 50%=0.5

q = 1 – P=1-0.5=0.5

d = the level of statistical significance set at 0.05

Therefore,

$$n = \frac{z^2 pq}{d^2}$$

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384.16$$

For a sample less than 10,000 population size the following Yamane (1967:886) formulae below was used to adjust;

$$nf = n/(1+(n/N)).$$

$$nf = \frac{n}{\left(\frac{N}{n}\right)+1}$$

nf   =   Desired sample size of the target population less than 10,000

n   =   desired sample size when the target population is more than 10,000=384

N   =   Estimated population size = 269

$$nf = \frac{384}{1 + (384/269)}$$

$$nf = \frac{384}{1 + 1.42}$$

$$nf = \frac{384}{2.42}$$

nf   =158 participants

Table 3.2 : Sampling Frame

Stratum	Targeted population size	Desired sample size
Top Managers	55=55÷269×158	32
Middle level managers	111=111÷269×158	66
Lower cadre staff	103 =103÷269×158	60
Total	269	158

Source :(Researcher, 2017)

Data collection and procedures

Data collection instruments involve methods which were used to collect data from the selected respondents. This research study used self-structured questionnaires to collect primary data from respondents. Open and closed ended questions were included in the questionnaires so that each respondent is capable of receiving the same set of questions in exactly the same way. Questionnaires may therefore yield data more comparable than information obtained through an interview. The questionnaire allowed respondents to express their opinions hence collection of objective data.

Pilot testing was conducted to check the reliability and validity of instrument of data collection. The researcher prepared open and closed questionnaires with brief instructions which allowed the respondents to tick the opinions they agree or disagree with, and express their views with regards to the questions being asked.

The questionnaires were administered through drop and pick later method. The quantitative section of the questionnaire used both nominal and Likert scale format to determine each of the variables. A 5 point Likert scale was used to answer the statement like questions. The format yields equal interval data, a scenario that allows for the use of more powerful statistics to be used to test hypotheses. The filled in questionnaires were then collected, cleaned, coded and fed in the computer for analysis by SPSS V21 for both descriptive and inferential statistics.

Pilot test

Mugenda and Mugenda (2009) asserted that, the accuracy of data to be collected largely depend on the data collection instruments in terms of validity and reliability. The questionnaire to be designed by the researcher was based on the research questions and a pilot test was conducted with eight respondents (two from each targeted stratum) to refine the questions before they were administered to the selected sample. This helped detect weakness in design and instrumentation and to provide proxy data for selection of a probability sample. Pilot testing also helped in measuring reliability and validity of the research instruments and establishing how the data generated will be consumed. However, the pilot data was not included in the actual study.

Reliability and Validity Testing

Reliability is the ability of an instrument to yield consistent results when used severally. Leady (2004) suggested that to be reliable, each instrument must consistently measure the factor which they were designed to measure. There are times when reliability in a questionnaire may need to be tested. Common methods are the test-retest technique, the equivalent-form technique and the split half technique (Mugenda & Mugenda, 2009) in test-retest, the questionnaire was administrated twice to the same group of respondent. The test retest method involve selecting a group of respondents, administer the test to them first time and then keeping all initial conditions constant, administer the same test to the same respondents, and correlate the scores from both testing periods. This method can be very costly. In the alternative form or equivalent-form technique is when a researcher tests a question with alternative forms of the question designed to

measure same concept and are included in the survey. To test for reliability, the researcher selected a pilot group of 9 individuals (3 individuals per stratum) from the target population and administered to them the questionnaires, after which, the study used the Cronbach alpha score which measures internal consistency. Cronbach alpha reliability coefficient ranges from 0-1 where, the closer the Cronbach alpha is to 1 the greater the internal consistence of the item in scale (Cooper & schindler, 2014).

Kothari (2009) advised that validity is the extent to which a research instrument may be said to commensurately measure a trait. Validity is about the extent to which the questionnaires helped the researcher gain access to the right knowledge and get the right information. When making a questionnaire with structured questions, such questions should represent reality. Validity was assessed based on the responses from the pilot test. Mugenda & Mugenda (2009) also reiterated that, one can further reduce the threat to content validity, expert opinion was sought from the research supervisors for appropriateness.

Data processing and Analysis

The Determinants of organization performance (Y) of the public universities are X (independent variables).Thus the multiple regression equation to be used was:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + E$

Where Y is the dependent variable (organization performance),

β_0 is the regression coefficient,

$\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 are the slopes of the regression equation,

X_1 is ethnic diversity independent variable,

X_2 is the gender diversity independent variable,

X_3 is education diversity independent variable,

X_4 is religion diversity independent variable, while

Kothari (2009) explains that E is an error term normally distributed about a mean of 0 and for purposes of computation, the α is assumed to be 0. Kothari, (2004) explains that Error term is the part of the statistical equation that indicates what remains unexplained by the independent variables.

Ethical Considerations

Throughout the study the researcher adhered to the rules of collecting and analysis of data. Confidentiality of the information was upheld in all stages of the study. The study was based the research on factual truth. The principal of "least harm" and anonymity was given the highest priority. The principle of informed consent was applied such that the researcher explained what the research was about and how the results was to be used in such a way that the stakeholders can understand. Permission was first sought from relevant authorities and a letter to be obtained to allow the researcher to carry out the research. Furthermore, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their responses and identities.

Correlation Analysis

Pearson correlation was used to indicate the relationship between the study variables. The results for the analysis are presented in Table 4.1.

Table 4.1 Correlation matrix

		Y	X_1	X_2	X_3	X_4
X_1	Pearson Correlation	.586**	1	.659**	.633**	.436**
	Sig. (2-tailed)	0.000		0.000	0.000	0
X_2	Pearson Correlation	.641**	.659**	1	.627**	.496**
	Sig. (2-tailed)	0.000	0.000		0.000	0
X_3	Pearson Correlation	.698**	.633**	.627**	1	.608**
	Sig. (2-tailed)	0.000	0.000	0.000		0
X_4	Pearson Correlation	.467**	.436**	.496**	.608**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	133	133	133	133	133

**. Correlation is significant at the 0.01 level (2-tailed).
X1 is ethnic diversity, X2 is the gender diversity, X3 is education diversity, X4 is religion diversity, while Y is Organization Performance

Source: (**Researcher, 2017**)

From the findings, ethnic diversity practices was statistically significant and had a positive correlation (r = 0.586, P<0.001), with organization performance. This infers that when an institution embraces ethnic diversity practices, its overall performance will slightly improve.

The findings agree with those of Adler (2013) who found that an organization's success and competitiveness depends upon its ability to embrace diversity and realize the benefits. When organizations actively assess their handling of workplace diversity issues, develop and implement diversity plans, multiple benefits are reported. Adler (2013) explained the finding as being a result of employees' diverse background bringing about individual talents and experiences in suggesting ideas that are flexible in adapting to fluctuating markets and customer demands. In line with this, Foong (2011) found that racial discrimination harms not only those who are its objects but also those who practice it. Alserhan *et al*. (2010) also found that non-discrimination efforts can cut costs and increase revenue. Having a policy in place to accommodate workers from diverse backgrounds not only minimizes the negative potential legal and financial consequences, but is also key to the enterprise's adaptability, growth, sustainability and competitive edge.

Gender diversity was statistically significant and had a weak positive correlation to performance of the institution (r = 0.641, P<0.001). This portrays that when an institution embraces gender diversity practices, its overall performance improves.

The findings support empirical evidence by Morrison (2012) that gender diversity in addition to providing better service, increased diversity meant casting a wider net to connect with a greater

variety of people, and access broader and deeper networks. Morrison (2012) found that gender-diverse workforce allowed the company to serve an increasingly diverse customer base. Gender diversity helped companies attract and retain talented women.

Talent management (2012) indicated that at the individual level, female respondents reported that their career ambitions were just as high as those of their male peers and that women were more likely than men to strongly agree that they have top-management ambitions and want to advance in their organizations. A study by badal, (2014) on the business benefits of gender diversity, surveying more than 800 business units from two companies representing two different industries -retail and hospitality - finds that gender-diverse business units have better financial outcomes than those dominated by one gender.

Education diversity practices was statistically significant and positively (weak) related to performance of the institutions (r = 0.698, P<0.001). This means that when an institution embraces gender diversity practices, its overall performance improves. The findings are in Rue and Byars, 2013 argument that the positive relationship of diversity education and performance is that diversity encourages thoughtfulness and consideration between co-workers of different nationalities and backgrounds. Hoff (2014) 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, Rue and Byars, (2013), found 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. Work. Adler, (2013) argued that cities with higher percentage of tertiary education level workers will enable individuals of all education level secure higher wages. Robbins and Judge (2013) found that a greater proportion of educated workers in an organization translate to higher productivity hence higher economic growth.

Religion diversity was statistically significant and had a weak positive correlation with performance of the institution(r = 0.467, P<0.001). This infers that when an institution embraces religion diversity practices, its overall performance improves. Alexander & Knight (2011) found that employees who perceived cultural and religious diversity being respected in the workplace feel more aligned with their organization, and that has a positive impact on the bottom line. So companies need to see this as far more than a legal requirement.

The findings were contrary to those of Robbins and Judge (2013) who found that employees in religiously diverse organizations might be prone to increased interpersonal conflicts and misunderstandings, which can increase prejudice between co-workers and lead to reduced organization performance. According to Abrams & Hogg (2010), it is a common practice for individuals nowadays to express their personal religious views and to seek religious accommodations in the workplace. This could cause some conflicts for managers. Still, these issues merely scratch the surface of deeper issues at hand, such as behavioral outcomes that affect the organizational performance like employee commitment and engagement. Having dealt with issues of religious diversity for generations, Lebanon exemplifies an environment that

attempts to manage them harmoniously, and it offers an example of what organizations have just begun to experience.

However, the effect of religious diversity will depended on how it is managed. According to Rue and Byars, (2013), organizations that manage diversity well enjoy higher productivity and rates of retention, and they have the ability to recruit high- potential candidates. In line with this, Huber (2012) recommended that top management develops religious discrimination policies and clearly communicates these policies to all organizational members as a part of their corporate values.

Regression Analysis

Multiple regression analysis was used to show the overall relationship between the study variables and achieved the general objective which was to analyse the relationship between diversity management practices on organization performance, a case of public universities in Nairobi County. The model summary results are presented in Table 4.2.

Table 4.2: Model summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.749a	0.562	0.548	0.59253

a. *Predictors: (Constant), Religious Diversity Practices, Ethnic Diversity Practices, Gender Diversity Practices , Education diversity*

Source: (Researcher, 2017)

The multiple regression model shows a goodness of fit as indicated by the (R^2) with a value of 0.562. This implies that the independent variables (ethnic diversity, gender diversity, education diversity and religious diversity practices) explain 56.2% of the variations in the overall performance of the public universities within Nairobi County. This means that other factors not included in this research contribute 43.8% of the variations in the performance of the public institutions. Such factors may include leadership styles, competition, technology, products, among others.

The findings are in line with those of Alserhan *et al.* (2010) who found that managing diversity in the workplace should be the concern of every organization. Rue and Byars, (2013) postulate that, whereas performance refers to the act of performing; the carrying into execution or recognizable action, achievement or accomplishment, in the undertaking of a duty, employee performance refers to the effective discharge of ones duty for good results. It is how well an employee is fulfilling the requirements of the job.

The regression model ANOVA results at are presented in Table 4.3.

Table 4.3 ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Regression	57.558	4	14.389	40.985	.000a
Residual	44.94	128	0.351		
Total	102.497	132			

a. Predictors: (Constant), Religious Diversity Practices, Ethnic Diversity Practices, Gender Diversity Practices , Education diversity
b. Dependent Variable: Organization Performance

Source: (Researcher, 2017)
The model was found to be valid (F $_{(4,133)}$ =40.985, P<0.005). Therefore the model is good for further analysis and the four independent variables are good predictors of organization performance.

The regression model results are presented in Table 4.4.

Table 4.4: Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.088	0.316		0.278	0.781
Ethnic Diversity Practices	0.254	0.071	0.216	3.577	0.000
Gender Diversity Practices	0.326	0.097	0.284	3.357	0.000
Education diversity	0.488	0.098	0.443	4.974	0.000
Religious Diversity Practices	0.306	0.079	0.206	3.873	0.000

a. Dependent Variable: Organization Performance

Source: (Researcher, 2017)

Taking ethnic diversity, gender diversity, education diversity and religion diversity practices constant, the performance of the public institutions will be 0.088. Taking all other independent variables at zero, when an institution practices ethnic diversity, the overall performance will increase by 0.254. Taking all other independent variables at zero, when an institution practices gender diversity, the overall performance will increase by 0.326. Taking all other independent variables at zero, when an institution practices education diversity, the overall performance will increase by 0.488. Taking all other independent variables at zero, when an institution practices religious diversity, the overall performance will increase by 0.306.

All the independent variables were statistically significant because the p-values were less than significance level of 0.05. Ethnic diversity practices, gender diversity practices, education diversity and religious diversity practices had p-values of 0.000 implying that all the variables were significant predictors of organization performance.

The findings compared with those of Carrel (2010) who found that workforce diversity lead to improved organizational performance as a result of the broad based nature and the specialization it brings on board. It is from the findings on the importance of diversity that Jackson, May, & Whitney (2010) concluded that organizations needed to embrace diversity management policies and look for ways to become totally inclusive and enjoy the potential of yielding greater productivity and competitive advantages. The findings are in line with those of Alserhan *et al.* (2010) who concluded that managing diversity in the workplace should be the concern of every organization.

Recommendations

It is important that effective workplace strategies and policies be designed, implemented and monitored, in order not only to eliminate racial discrimination but also to support more diverse workforces. Employing a diverse workforce – and managing it effectively – not only satisfies legal and ethical obligations, but is also good for business.

Organizations employing a diverse workforce can supply a greater variety of solutions to problems in service, sourcing, and allocation of resources. Employees from diverse backgrounds bring individual talents and experiences in suggesting ideas that are flexible in adapting to fluctuating markets and customer demands. Having a policy in place to accommodate workers from diverse backgrounds not only minimizes the negative potential legal and financial consequences, but is also key to the enterprise's adaptability, growth, sustainability and competitive edge.

Organizations need to embrace education diversity by recruiting and hiring various levels of people in terms of education. A greater proportion of educated workers in an organization translate to higher productivity hence higher economic growth.

It is recommended that top management develops religious discrimination policies and clearly communicates these policies to all organizational members as a part of their corporate values. Managers in general and specifically human resource managers take proactive stance to avoid costly behavioural outcomes. They need to devise strategies, and develop management interventions to mitigate negative organizational and personal consequences of religious discrimination in the workplace.

Suggestions for Further Research

The study was tailored to diversity management policies in the public universities within Nairobi County and only on ethnic diversity, gender diversity, education diversity and religious diversity practices. Further research on other parameters of diversity management practices should be done in relation to organization performance. Additionally, further research can be done on another sector like health among others.

The study also found that other factors affecting organization performance explained substantial part of organization performance. Further study is therefore recommended to assess which other factors not relating to diversity practices affect organization performance of public universities in Kenya.

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