HUMAN RESOURCE MANAGEMENT PRACTICES IN MAINSTREAMING WORKFORCE DIVERSITY IN COUNTY GOVERNMENT OF TRANS-NZOIA, KENYA

BY

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DECLARATION

Declaration by Candidate

I declare that this project is my original work and that it has not been presented for the award of degree in any other University. No part of this project is to be reproduced without prior consent of the author and/or Moi University.

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DEDICATION

This academic work is dedicated to Mrs. Hellen Korir and the extended family for their support and encouragement and throughout the academic journey. I thank God for his divine protection during this journey.

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ABSTRACT

Mainstreaming diversity is an important process in the workplace as it defines the future employees. Evidence shows that there are diversity concerns in the public sector organizations in Kenya. Due to these concerns, the study examined the influence of human resource management practices in mainstreaming workforce diversity in Trans-Nzoia County Government. The study had four specific objectives: to assess the effect of recruitment practices, development practices, compensation practices and retention practices on workforce diversity. The study was underpinned by three theories; the human capital theory, the social identity theory and similarity – Attraction theory. The study adopted mixed - method design and the target population comprised 40 senior staff; 10 members of County Public Service Board, 25 Public Service Management/HR Sectional Heads and 5 labour Committee member who were censused. Focus group discussion, interview and questionnaire were the main research instruments. The study utilized hierarchical regression model to test the hypothesis. All the indicators four the study had Cronbach's coefficient alpha of over 0.70 and thus the instrument was considered to be adequate for the study. The study captured more information from male respondents who were about four times their female counterparts. The descriptive statistics indicated that the recruitment procedures were not consistently applied (Mean = 3.342, SD = 0.745) and that there was favourable assessment for demographically similar candidates (Mean = 3.263, SD = 0.601). Thus, the recruitment processes were transparent and fair (Mean = 3.263, SD = 0.601). Regarding development practises, the county provides equal training to all staff (Mean = 3.421, SD = 1.000) and that the county is aware of the ethnic and cultural differences among its staff (Mean = 3.842, SD = 0.855). The county supports staff development from minorities, marginalized groups and PWD (Mean = 3.210, SD = 0.905). The county offers competitive compensation to all staff (Mean = 3.958, SD = 1.000) based on public service policy (Mean = 3.926, SD = 0.972). There is equity in compensation (Mean = 3.605, SD = 0.866). The county invests in the staff retention plans (Mean = 3.916, SD = 0.897), through mentorship opportunities to all staff (Mean = 3.705, SD = 0.911) and leadership training (Mean = 3.921, SD = 0.781) and attractive career opportunities (Mean = 3.926, SD = 0.653). The findings indicated that the human resource management practices have differential effect size on workforce diversity: recruitment practises ($\beta_1 = 0.3803$, $p < 0.05$); development practises ($\beta_2 = 0.4301$, $p < 0.05$); compensation practises ($\beta_3 = 0.4336$, $p < 0.05$) and retention practises ($\beta_4 = 0.3006$, $p < 0.05$). Based on results all the null hypotheses were rejected and the study concluded that the human resource practices; recruitment, development, compensation and retention practices have a positive effect on the workforce diversity in the County Government of Trans-Nzoia. The conclusion is that human resource practices influence diversity by determining the nature and type of person to be hired, the application of promotion criteria and career development plans, the use of fair wage and compensation structures to retain employees. The recommendations include; the County Government adopts and implements strategic HRM such as workforce planning comply fully with Constitutional and legal framework during the recruitment, training and development and promotions to address the diversity challenges at the County Government.

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OPERATIONAL DEFINITION OF TERMS

Compensation practices are the formal strategies for rewards and compensating its staff that include basic pay and statutory schemes (Kulkarni, 2015).

HR Development practices form the processes used by the form to train and develop and promote staff within the human resource policy (Sullivan, 2022).

Diversity: - categorical differences among individual in terms of gender, age, ethnicity, race, educational diversity, religion, orientation, and capabilities/disabilities.

Ethnic diversity: The institutionalized policies that support the evolutionary differences among ethnic groups within a jurisdiction/workplace/organization to support the selection policies (Yadav & Lenka, 2020).

Gender diversity: The fundamental representation of the different genders (male and female) in a relevant organizational or institutional setting. Lately, it has taken a new construct that includes individuals who identify themselves into non-binary categories of gender (Lee & Kim, 2020).

Human resource management practices form the selective practices used by the firms to select, recruit, hire, train, develop, compensate, reward and retain staff (Roberson, 2019).

Retention strategies   refer to the organizational tactics to retain the employees within the payroll. proactively revitalize their job roles and tasks, in ways that make these jobs more desirable to an employee (Guillaume et al., 2017).

Recruitment practices are the processes used by the firms to select and hire the competent staffers. Recruitment provides provide the organisation with a pool of potentially qualified job candidates and therefore creates a pool of suitably qualified candidates (Roberson, Ryan & Ragins, 2017).

Workforce diversity: The similarities and dissimilarities among staff in an organization setting in terms of sex, age, race, religion, ethnicity, cultural background, and physical abilities (Roberson, Ryan & Ragins, 2017).

ABBREVIATIONS AND ACRONYMS

CEO   -   Chief Executive Officer

CIDP   -   County Integrated Development Plan

CoK   -   Constitution of Kenya

E.E.O   -   Equal Employment Opportunity

FDG   -   Focus Discussion Group

H.R.M   -   Human Resource Management

H.R.M.M   - Human Resource Management Manual

I.LO   -   International Labor Organization

IHRM   -   International Human Resource Management

IPPD   -   Integrated Personnel Payroll Data

M.N. Cs   -   Multinational Corporations

NCIC   -   National Cohesion and Integration Commission

OD   -   Organization Development

SI   -   Structured Interview

SIHRM –   Strategic International Human Resource Management

U.S   -   United Stated

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, workforce is increasingly becoming more diverse and this challenges employees to effectively communicate interpersonally, intergroup and inter-culturally (Okoro & Washington, 2020). Diversity comprises several facets of diversity such as demographic diversity (gender and age,), cultural diversity (race, ethnicity, culture and religion), informational diversity (education and functional), organizational diversity (tenure) and cognitive diversity (physical abilities and disabilities) (Yadav & Lenka, 2020; Saxena, 2014).

A diverse workforce introduces new and broader skills that enhance performance (Pink- Harper, Davisn & Burnside, 2017). Besides, a positive diverse environment tends to increase organizational commitment, improve employee job performance and lower turnover intention (Li et al., 2020). Extant studies indicate that diversity in developing economies is geared to the management of surface-level diversity, such as sex, age, and ethnicity, whereas studies in developed economies the studies focus on the deep-level diversity management such as differences in skills, functions, preferences, and interests (Li et al., 2020).

In the public sector organizations and government agencies, diversity is largely a social–cultural construct focusing on workforce sustainability (Waxin et al., 2020). For instance, the workforce in OECD countries is still horizontally and vertically segregated with women working in the fields of culture, education, health and social care while the men are engaged in the fields of agriculture, technology and security (Gianettoni and Guilley, 2016). Further, most senior management team are still dominated by men while women are overrepresented in administrative positions and at lower levels (Williamson

and Folley, 2018). In terms of ethnic and cultural diversity, minority groups and people with disability are underrepresented at senior level positions in the public sector (Waxin, Zhao & Zacharias, 2023).

At every departmental and functional levels within the government, policies have been instituted towards the development of diversity programs that are aimed at increasing the number of women, people of colour, and people with disabilities into the workforce (Riccucci & Van Ryzin, 2017). In the USA, the workforce diversity in the medical field is elusive as the highest levels of healthcare leadership is heavily skewed towards the white and male individuals. The workforce comprises 5.5% female 3.6% Black, 3.3% Hispanic or Latin, and 0.1% American Indian or Alaskan Native (Rotenstein, Reede & Jena, 2021). Furthermore, in the private sector organizations such as the Fortune 500 companies in the United States, women hold 16.9% seat in the company's board of directors (Hideg & Ferris, 2016).

Choi and Rainey (2020) examined the diversity among the U.S. federal agencies and findings showed that workforce increasingly diversified by offering job and more access to women and minority groups. The diversity in the private sector in the US offers competitive advantage to its workforce (Okoro & Washington, 2020). DeHart-Davis et al., (2020) examined the gender diversity in organizational leadership on the US public sector. The study observed that women are still underrepresented despite them making up one - half of the public-sector workforce. In terms of healthcare sector, minority groups such as the native, African and Hispanic Americans are grossly underrepresented in the healthcare workforce and account for 6% practicing physicians and 16.8% nurses (Glazer, Clark & Bankston, 2015).

In France, Dewidar, Elmestekawy and Welch (2022) examined the capacity of competitive examinations to grant equal opportunity and access to public jobs in the of civil service in order to promote diversity. The study observed that competitive examinations promote diversity through equal treatment of all potential candidates regardless of the demographic, cultural or cognitive differences. Bjørkelo et al., (2015) examined the ethnic diversity among Norwegian Police service. The study observed that there is lack of inclusion of minorities in the workforce. The study observed that recruitment and retention strategies tend to impact on the workforce diversity in the police service. In Czech Republic, organizations have adopted more proactive approaches to diversity practices but importantly, gender diversity is given more pronounced emphasis than other diversity dimensions (Egerova & Jirincova, 2014). Lančarič, Chebeň and Savov (2015) observed that private sector organizations in Slovakia generally perceive the diversity concept more positively.

Akobo and Damisah (2018) evaluated the concept of diversity across selected sub-Saharan Africa countries. The study focused on workforce diversity management strategies and revealed that there are diversity concerns within the workforce stemming from national development planning strategies. In Nigeria, workforce diversity in the public sector organization is rated lowly because of overarching federal constitutional practice model (George, Yusuff & Cornelius, 2017). Kisaka, Jansen and Hofman (2019) examined the workforce diversity requirements in public universities in Kenya and the study indicated that certain ethnic groups are over-represented in the workforce and thus this consequently leads non-compliance with diversity requirements. Kaimenyi, Kidombo and Senaji (2017) evaluated the political factors influencing diversity in public institutions of higher learning in Kenya. The study observed that the political climate impedes the policy implementation of workforce diversity requirements.

1.1.1 Workplace diversity in Kenya

The constitution of Kenya 2010 provides a legal and policy framework to address discrimination in the workplace and provides a basis for the positive discrimination of marginalized groups. This Constitution obliges the state to support the increased representation of marginalized and minorities groups in governance arrangements, and to provide them with employment and special opportunities in the educational and economic fields. For instance, the law requires that one third of elective bodies should be held by marginalized and minority groups. Article 81(b) of the Constitution of Kenya 2010, targets to increase the representation of women, persons with disabilities, ethnic and other marginalized groups in the Parliament. Similarly, the Human Resource Management of the Public Service Commission (PSC) aims to address and eliminate imbalances in the public service (Tshikwatamwa, 2003). Alongside the Public Service Commission (PSC), the County Public Service Boards are tasked with promotion of diversity at the sub-national units.

Article 54 (2) of the Constitution of Kenya 2010, instructs the state to ensure that persons with disabilities occupy five percent of positions on appointed and elected bodies. But an audit report by the National Cohesion and Integration Commission (NCIC) indicated that over 50% of ethnic groups in Kenya are marginally represented, with 20 of the listed 42 communities being statistically visible, while 23 communities have less than 1% presence in the civil service.

In a study carried in Kenya, Munjuri and Maina (2013) found out that commercial banks use several strategies that include balanced recruitment, diversity training, special reservation for minority groups, and equal employment opportunities to support workforce diversity. According to Trans-Nzoia County Government Capacity assessment and rationalization report dated April 2015, the women constitute 46%

(748) of the workforce and men 54% (866) of the workforce, Luhya ethnic group has the highest representation at 48% followed by Kalenjin at 25%, while the rest percentage is by other ethnic communities in small proportions while disability profile stands at 1.12% (18).

1.2 Statement of the Problem

Workforce diversity is an essential business concern for addressing the needs of both internal and external stakeholders (Garnero, Kampelmann & Rycx, 2014). Therefore, it is imperative that the organizations value and recognize diversity in order to attain competitive advantage, and ensure effectiveness in the management of its diverse workplace (Munjuri and Maina, 2013). However, in many public sector organization women, minority groups and people with disability are largely underrepresented because of ineffective recruitment practises or lack of trust in the recruitment exercises (Riccucci and Van Ryzin, 2017).

Empirical studies have linked HRM practices to workforce diversity (Podsiadlowski et al., 2013; Ehsan, 2021) by determining the number and/or types of applicants (Li et al., 2020). Within the local context, diversity concerns in public sector organizations in Kenya have been highlighted in public sector - organizations (Kisaka, Jansen & Hofman, 2019; Kaimenyi, Kidombo & Senaji, 2017). Furthermore, a human resource audit of the Country Government of County government of Trans – Nzoia, indicated there is a skewed distribution of workforce in terms of observable attributes (age, gender and ethnicity) and the total disregard of the underlying attributes (education, functional background and tenure). Based on the foregoing reviews, the study sought to examine the influence of human resource practices in mainstreaming workforce diversity in Trans- Nzoia County Government.

1.3 Objectives of the Study

The purpose of this study was to examine the effect of human resource practices on workforce diversity at County Government of Trans – Nzoia. The specific objectives of the study were:

1. To assess the effect of recruitment practices on workforce diversity at County Government of Trans – Nzoia.

2. To examine the impact of HR development practices on workforce diversity at County Government of Trans – Nzoia.

3. To determine the effect of compensation practices on workforce diversity at County Government of Trans – Nzoia.

4. To examine the impact of retention practices on workforce diversity at County Government of Trans – Nzoia.

1.4 Research Hypotheses

H_{O1}: Recruitment practices has no effect on workforce diversity at County Government of Trans – Nzoia.

H_{O2}: HR development practices has no effect on workforce diversity at County Government of Trans – Nzoia.

H_{O3}: Compensation practices has no effect on workforce diversity at County Government of Trans – Nzoia.

H_{O4}: Retention practices has no effect on workforce diversity at County Government of Trans – Nzoia.

1.5 Significance of the Study

The study is significant to the following entities: the citizens as the concerned parties in the county government system, the sub-national(county) governments in Kenya, the

national government of Kenya as a stakeholder and policy organ and other interested entities such as professional and academicians.

The findings are relevant to Kenyan citizens as the first stakeholder who are likely to be affected by diversity management issues which impact on service provision. The findings would inform the citizens on the state of affairs in the devolved government units and thus they can influence service delivery mechanisms by proactively participating in public affairs.

The government is an important stakeholder in terms of policy generation and stands to benefit from the study in terms of information on the state of workforce diversity in the public sector organizations. Workforce diversity has an impact on the delivery of public services and thus any challenges in service provision impact the government of Kenya as the overall body tasked with improving the welfare of the citizens.

The subnational (county) governments in Kenya will stand to benefit from the study as the findings will inform these devolved units of the influence posed by the human resource practises on the workforce diversity. Further, the mandate of service provision also falls within the county government structures and thus the information on the influence of the human resource practises. The finding will help the County Government to objectively address workforce diversity now and in future.

The study is significant to the County Public Service Board whose mandate is to recruit and promote staff at the County Governments. The findings are critical in highlighting objective human resource practices that would improve workforce diversity in the subnational governments. Workforce diversity is an important aspect that determines service provision in public sector organizations and any proactive human resource practices would promote workforce diversity and improve on service outcomes.

Lastly, the other interested groups such as the human resource professional and academicians stand to benefit from the study in advancing knowledge on workforce diversity and add to the repository of information on the workforce diversity in Kenya.

1.6 Scope of the Study

The field of human resource management is wide and diverse and ranges from the HR planning to compensation and reward and talent management strategies. The study however, concentrated on examining the main human resource practices that are associated with workforce diversity and include; recruitment, development, compensation and retention strategies that are largely used by public sector organizations.

The study was limited to the county government of Trans – Nzoia which is one of the 47 counties in Kenya. The study targeted the senior HR managers and policy makers in the department of Public Service Management which included 25 HR sectional heads, 10 Public Service Board members and 5 members of Labor and Social Service Committee. The targeted respondents are bestowed with the responsibility of human resource management at various levels in one way or the other. During data collection, the study focused on the top management team and/or departmental or middle-level managers because the HRM processes are within the realms of HR functional activities.

The study employed descriptive design because the it was concerned with the examination of a phenomena of interest, that is the human resource management practices. The design involved the detailed description of the study variables within a study area, the County Government of Trans – Nzoia and its staff.

The study used the primary data collection procedures that included, questionnaires, interviews and focus group discussion and was carried out between January 2022 to August 2022.

1.7 Limitations of the Study

The conduct of the study faced several challenges to begin with respondents taking long to create time for interview. The field of workforce diversity in HR discipline is unique however, not all the selected respondents were proficient and knowledgeable in the field. For those who were not proficient in this field of workforce diversity, the researcher explained the key terms used in the study to avoid confusion during the data collection.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The focal point of this chapter is a review of theoretical and empirical literature which supports the conceptual framework. The study elaborates on the study concepts, then emphasize on the empirical studies supporting the study.

2.2 Concept of Mainstreaming Workforce Diversity

The concept of workforce diversity has its roots in the US but it has been widely adopted in other developed countries such as the UK, Canada and Australia (George, Yusuff & Cornelius, 2017). The US federal government conceptualizes diversity as a human resource management policy that commits to recruiting, retaining, and rewarding a heterogeneous workforce that mirrors the societal demographic trends (Pink- Harper, Davis & Burnside, 2017). Diversity is a well-documented concept in the US as well as in Europe while in Austria, diversity is still in its infancy (Podsiadlowski et al., 2013).

Diversity is a typical characteristic of groups of people and may refer the demographic differences that differentiate one group or another (Podsiadlowski et al., 2013). Workforce diversity denotes to the configuration of functional units in terms of demographic or cultural or characteristics that possesses symbolic and meaningful relationships among members (Yadav & Lenka, 2020). The primary dimensions of diversity include gender, age, ethnicity, culture, race and individual abilities while the secondary dimension includes education, marital status, religion, socio-economic status and geographical affiliation (Lančarič, Chebeň and Savov, 2015).

Diversity can also be distinguished in observable attributes (gender, age profile and race) and elemental characteristics (education, tenure and functional expertise) (Yadav

& Lenka, 2020), but there has been more emphasis on several dimensions that have include race, nationality, ethnicity, or work status (Podsiadlowski et al., 2013), religious affiliation, cultural connection, sexual orientation, and life experience (Okoro & Washington, 2020). A diverse workforce is critical for the efficient business operations and these can be achieved through human resource management practises such as recruitment, training and development and retention of employees from different backgrounds regardless of their gender, age, education, nationality, race, religion, ethnicity, language and disability (Yadav & Lenka, 2020).

Depending on the organization's approach to diversity, the number, quality, and type of diversity initiatives and metrics differ from organization to organization and this in turn have a consequential impact on organization and its staff (Podsiadlowski et al., 2013). The most recognized dimensions of diversity include, age diversity with studies indicating that there is significant age difference from country to country. The gender diversity at the workplace is more concerned with the status of women and has been broadly supported by several initiatives that include themes of affirmative action programs among other initiatives (Yadav & Lenka, 2020).

Educational diversity echoes the level of education and is a work-related diversity attribute because education is perceived as a set of knowledge, experiences, and abilities relevant to an individual's cognitive capabilities while racial diversity which draws from the individual differences in terms of values, colour and language (Yadav & Lenka, 2020). Workforce diversity is also as a result of free movement of labour arising from globalization and the societal changes (Seliverstova, 2021).

Workforce diversity as concept is traced to the U.S workplace in the late 1980s, however, the 21st century has witnessed the rapid evolution and development of

diversity as a global business strategy. Diversity is also a major contemporary management issue within the organizational setting (Choi & Rainey, 2020). In particular, the Indian firms are leveraging diversity for economic, political, and social (Meena & Vanka, 2013). Contemporary workplace is characterized by increasing dissimilarities in dimensions such as; age, gender, religion, educational differences, physical ability and cognitive ability, language, cultural differences, race/ethnicity, functional differences, beliefs among other aspects (Meena & Vanka, 2017).

Due to the increased rate of globalization, privatization and liberalization, there is bound to be a diversified workforce at workplace since different type of people work in the organization (Saxena, 2014). Concomitantly, the increased diversity at workplace calls for more scrutiny in the organizational set – up from the private, public, to not-for- profit organizations (Choi & Rainey, 2020) as it requires employees with key relevant knowledge, skills, abilities, to effectively manage and interact with co-workers, clients and customers from different backgrounds (Lančarič, Chebeň and Savov, 2015).

Studies has shown that highly diverse teams tend to outperform less diverse groups in terms of innovation and organizational growth (Yadav & Lenka, 2020), creativity and satisfaction (Podsiadlowski et al., 2013). Workforce diversity fosters complementarities between low-skilled and high- skilled employees, generates spillovers such as knowledge transfers between experienced and less – experienced employees, makes the work more enjoyable or stimulates demand (Garnero, Kampelmann & Rycx, 2014).

The changing demographic trends in the workforce has obliged organizations to re-design their values, norms, cultures, and belief systems (Sung and Choi, 2019).

Currently, a diverse workforce faces a varied communication challenges, experiences, traditions, backgrounds, outlooks, and work attitudes all of which affect work efficiency. Thus, managing diversity is more than simply recognizing and acknowledging the dissimilarities among employees (Okoro & Washington, 2020). Therefore, a properly managed human capital also takes into consideration the workforce mix and efficiently utilizes employees' skills, experiences and capabilities as a diversely educated workforce is often required to performance varied tasks, routines and operations (Garnero, Kampelmann & Rycx, 2014).

Workplace diversity enables organization to be rapidly adapt to environmental dynamism, offer varied techniques for problem solving, job-related sourcing, and resource allocation (Greenberg, 2015). Other benefits include a wider array of service, diverse configuration of skills, diverse cultures, languages and viewpoints (Inegbedion et al., 2020). This diversity improves the efficiencies and effectiveness in the project implementation (Greenberg, 2015).

Workforce diversity has a strategic value to organizations as it promotes equity, equality and fairness (Li et al., 2020), and is critical in the development of culture where employees, from different backgrounds, are successful (Pink- Harper, Davisn& Burnside, 2017). Individuals from diverse backgrounds bring different perspective on task resolution and are able to access various resources thus enhancing creativity and making workplace enjoyable (Podsiadlowski et al., 2013). Diversity confers advantages to a global business organization which deals with a diverse customer base or international markets.

2.3 Concept of Human Resource Management Practices

A proper HR configuration with an organizational setting creates a synergistic efforts that augments the influence of individual HR practices, and significantly contributes to firm performance (Dolan *et al.,* 2005). A fit between HR practices and the organization's strategies explains superior performance; while in turn the organizations' strategies explain much of the variation in HR practices (Delery & Doty, 1996). HR practices such as job enrichment and skill enhancement are related to and predict productivity which then accounts for their relationships with subsequent profit (Patterson, West & Wall, 2004). Several HR practices found in the high-performance HRM system have differential effects on firm performance. For instance, job analysis training, and employee participation have positive correlates with firm performance, however development, performance appraisal and profit-sharing arrangements do not correlate with performance metrics (Lu, Zhu, & Bao, 2015).

Though HR department characteristics play a critical role in performance, HRM policies and practices holds a major role in determining organizational performance. The most important and significant HR practices include recruitment and selection policy, flexible work arrangements and the performance–evaluation system has a significant impact on firm financial performance (Dolan *et al.,* 2005). Ahmad and Schroeder, (2003) provide support for the application of Pfeffer's seven HRM practices and empirically validate an HRM system that improves organization performance and thus the managerial choices regarding HR practices is influential in indicating the difference organizational impacts.

A close fit between HR practises and the organizational strategies explains superior performance; while in turn the organizational strategies explain much of the variation in HR practices (Lu, Zhu, & Bao, 2015). Ahmad and Schroeder, (2023) reported that

different HRM practices implies that when a different impact on the organizational structure, while market-type employment system can be linked to firm performance. In combination, these demonstrate that managing human resources as prescribed by each perspectives enhances performance where an increase in the application of one HRM practices, will also likely to increase efforts in other practices. HRM systems should develop an organization culture that inculcate diversity into employee under common value and beliefs and thus augment effectiveness and performance. In addition, HR managers should enhance the motivation, satisfaction and commitment of diverse people. (Babalola & Marques, 2013).

2.4 Empirical Review of Literature

Extant Studies have linked HR objectives to diversity practices in various context and the conclusion is that formalized practices in recruitment, training and development result in improved representation of woman and minority groups in organization (Podsiadlowski et al., 2013). This effect also can be attributed to the diversity training, under the formalized HRM systems and mentoring initiatives (Lančarič, Chebeň and Savov, 2015). The diversity management is central to various HR practices and policies that include recruitment process to the performance evaluation (Kundu, Bansal & Chawla, 2015). Thus, the ffects of diversity can be positive, negative or neutral depending on how well it is managed by HRM systems (Kundu, Bansal & Chawla, 2015).

2.4.1 Recruitment practices and workforce diversity

The empirical studies show that recruitment strategies impact positively on diversity positively (Ehsan, 2021) or negatively (Kermanshachi & Sadatsafavi, 2018) depending on the context. These recruitment strategies include early recruitment, selection process (O'Brien et al., 2015) as well as personal metrics and qualities (Murray et al., 2016).

The studies examining the effect of the development show that diversity is promoted through diversity training (D'Netto et al., 2014; Leslie, Manchester & Dahm, 2017) and induction and technical programmes (D'Netto et al., 2014). Recruitment practices have a significant impact on promoting diversity as it is the starting point to having a diverse workforce. In many instances, interviews with a candidate of different colour or religion or sex should be extra careful of any sort of biases, prejudice, and stereotyping that might make thin their chances of being recruited (Ehsan, 2021).

Recruitment practices has significant impact in promoting diversity as it is the starting point to having a diverse workforce. In many instances, interviews on a candidate of different colour or religion or sex should be extra careful of any sort of biases, prejudice, and stereotyping that might make thin their chances of being recruited (Ehsan, 2021). Studies on diversity in the US indicated that 93% of organizations promote diversity in their recruitment materials (Leslie, Manchester & Dahm, 2017). Kermanshachi and Sadatsafavi (2018) examined the impact of recruitment practices on the diversity of US transportation force using transportation hiring data consisting information regarding age, gender, race/ethnicity, disability, region, supervisory role, and experience level. The findings indicated that gender proportion of employees in engineering positions is only associated with race/ethnicity and year of service. Further, the gender disparity in engineering positions is higher in the White group than the African/American group.

O'Brien et al., (2015) used mathematical modelling to investigate long-term changes in workforce composition. The results which are not restricted to a specific profession, organization or point in time, but are applicable across a broad range of settings indicate that recruitment and retention strategies helped improve on the workforce diversity. The model predicts that the workforce composition will slowly approach that of the applicant pool, thus when the applicant diversity is 0.25, employee diversity approaches

0.25 for all scenarios when initial diversity was equal to 0.2. According to the model, an organization can be stuck at low diversity if both appointment and departure are biased

In a study carried out in five urban high schools in the US, Murray et al., (2016) used a collaborative project that was design to recruit and retain students from underrepresented minorities and disadvantaged backgrounds into nursing education. The findings showed that appropriate early recruitment enabled the project to recruit and enroll 21 high-school students into nursing education program. In a study, Glazer, Clark and Bankston (2015) examined the recruitment strategies for the US health workforce and observed that these recruitment strategies are recruited based on the artificial metrics, such as grade point average (GPA) and Scholastic Aptitude Test (SAT) score which tend to favour the white Americans. The authors thus elaborated for the need for a thoughtfully holistic strategy that consider a student's life experiences and personal qualities alongside traditional measures of academic achievement, such as grades and test scores that would promote racial/ethnic diversity within the workforce.

2.4.2 Development Practices and Workforce Diversity

Effective training and development focuses on equal opportunities for training and development, diversity training, which increases diversity awareness, and meeting the needs of diverse employees. Diversity training and development improves employee morale and job satisfaction, and helps retain qualified employees (D'Netto et al., 2014). The employee development practices that include training and promotion has an influence the diversity of the workforce. First, it ensures equal opportunity for training and development for all the employees; second, it emphasizes diversity training to enhance diversity related awareness; and third, it focuses on meeting the needs of diverse employees (Ehsan, 2021). Training and development motivate employees to

remain loyal to the organization and create a cohesive workforce with a US survey indicating that around 70% of organization provide diversity training (Leslie, Manchester & Dahm, 2017).

D'Netto et al., (2014) used a qualitative study on the Australian manufacturing sector to examine the impact of training and development on diversity. The study targeted global companies and used a questionnaire on a more diverse employee from 28 countries. The study findings indicated that the firms provided induction and technical training on all employees and this program helped improve these employees acquire multiple skills which helped improve the employee outcomes. However, several firms under the study failed to provide adequate career planning and promotion opportunities. In a study on nursing workforce in the US, Tabi (2016) examined the retention strategies used by a nursing program to ensure that rural and disadvantaged minority students were able to graduate from the nursing school. The study interview students and faculty members of a nursing and the findings indicate that the high retention rates of the minority students were associated with career development strategies of mentorship between the students and faculty.

2.4.3 Compensation Practices and Workforce Diversity

The studies examining the impact of the compensation on diversity indicated that equity in pay package positively affect diversity (Ehsan, 2021) while vertical and horizontal pay disparities impact negatively on age diversity (Cui, Ding &Yanadori, 2019; Liu et al., 2022). Effective compensation and reward system based on the principles of equal pay and performance-based goes a long way in managing the diversity issues as well as attracting and retaining diverse workforces (D'Netto et al. 2014). Studies have shown that organizations that do not discriminate on pay packages depending on their gender, race, color, religion, nationality, or any other differences are able to greatly benefit from

a diversified workforce. The entire compensation system and benefits should take into consideration of each individual's knowledge, skills, and ability (Ehsan, 2021) as such a reward system create harmony among the diverse workforce. Moreover, for developing a cooperative culture and team membership among this diverse workforce, organizations should also emphasize team goals and a collective reward system (Ehsan, 2021).

Cui, Ding and Yanadori (2019) examined the impact of the compensation strategies on age diversity of R & D workforce of U.S.-based high technology firms. The study used data sets from an annual compensation survey and the findings that horizontal pay dispersion was negatively associated with age diversity. Liu et al., (2022) examined the racial/ethnic pay disparities between minority and white Hospital nurses in US Hospitals. The study was a cross –sectional survey and used a national sample survey of Registered Nurses. The study findings found that the pay disparities between the different racial/ethnic groups were due to unexplained differences between the groups but minorities account for 16.8% registered nurses. Further, there were pay disparities with black and Hispanic nurses earned less than whites and Asians, while Asian RNs earned more than white nurses.

In a corporate survey on Fortune 500 organization, Leslie, Manchester and Dahm (2017) examined for the influence of pay on gender diversity. The findings indicated that pay was negatively related to gender, with women earning 85% of what men earned. In a review of healthcare industry in US, Butkus et al., (2018) established that women comprise more than one third of the active physician workforce, but disparities in compensation exist and inequities have contributed to a disproportionately low number of female physicians achieving academic advancement and serving in leadership positions.

Buchanan (2014) examined the influence of fair pay on diversity using a sample of traditional undergraduate students from a public university in the United States. The survey consisted of difference races and used a questionnaire as the main data collection tool. The study findings showed that fair pay was perceived highly by the African Americans more than the White Americans. Further, the gender difference was significant with female gender placing a greater importance on fair pay. In particular, African Americans placed slightly higher importance on being paid what they perceive they deserve than did whites.

2.4.4 Retention Practices and Workforce Diversity

The studies on the impact of the retention practices show that several strategies including mentoring, peer counseling and linkages (Murray et al., 2016), qualification and professional certification (Carter et al., 2019), career development (Fabris et al., 2016). Murray et al., (2016) examined the retention strategies used to promote diversity in the nursing school in the US. The study was a collaborative project under the pre-professional educational program and succeeded in recruiting a good number of students. The most significant retention strategies in the nursing school were career development and took the forms of mentoring, peer counseling and linkages. Carter et al., (2019) examined the factors influencing the retention of teachers in the US schools. The study evaluated the various structural, institutional, and environmental factors in pre-service programs that help the schools to retain non-white teachers and the findings indicate that qualification and professional certification helps in the sustaining the number of teachers in the public school system. Carver-Thomas (2018) examined the impact of retention practices in teaching profession in the US public school system. The study observed that staff retention is a factor of internship as this helps in promoting longer stay and attachment to the organization.

Fabris et al., (2016) examined the impact of career development as a strategy for increasing diversity among in cardiovascular health-related research in the US. The study used several strategies that included fundamental training, mentoring partnership, capacity building and coaching mentees and used several PhD students. The study findings indicated that mentorship and career development strategies helped develop skills needed for independent research. Williams, Thakore and McGee (2016) examined the students' perceptions on the achievability and desirability of an academic career for underrepresented minority biomedical PhD students. The qualitative study used a randomized control trial based on group career coaching. The findings indicated that group career coaching was effective in supplement traditional one-to-one research mentoring in the pursuit and achievement of academic careers.

2.5 Theoretical Framework

Extant literature postulates that the adversarial effects of diversity that include misunderstandings, biases, and interpersonal conflicts largely draw from the similarity-attraction theory by Byrne (1971) and social identity theory by Tajfel and Turner (1986). However, the starting point for the management of the human capital in an organization is the fundamental human capital theory which is based on the resource-based theory.

2.5.1 Human Capital Theory

The resource-based theory posits that human capital is one of the important and critical organizational assets and thus HR investment generate worthwhile returns in the future. The human capital represents the human element in an organization and includes the combination and configuration of intellectual and cognitive capabilities, expertise, skills and experience that distinguishes one organization from another (Armstrong, 2006). Thus, people and their collective knowledge skills, abilities and experience,

coupled with their deployment capabilities within the organization constitute significant sources of competitive advantages (Armstrong, 2006). In this way, organizations tend derive competitive advantages from a highly configured HRM system that characterized by causal ambiguity, inimitable, historically unique and social complex (Jackson & Schuler, 1995; Boxall, 1996) and are connected to the employee characteristics, including needs and expectations (Lopez- Cabrales, Valle & Herrero, 2006).

Organizations tend to rely on the human factor when developing their dynamic capabilities of innovating, learning and changing (Armstrong, 2006) and thus they are to draw from the managerial structures, procedures, processes and systems to strengthen the firm's human resource capabilities (Teece, 2007). Therefore, these capabilities that include the dynamic managerial capability allow the top management team to modify the firm's resource base as it adjusts to the changes in the competitive environment (Chatterji & Patro, 2014). This adjustment process enabled an organization to derived sustainable competitive advantage while developing human resource advantages from the firm's superior HRM processes that include the human capital and human process advantages (Armstrong, 2006).

A HR system directly impacts on the employee skills and motivation resulting in increased productivity, creativity, and positive discretionary behaviour. Employees' behaviour also impacts on firm's operational routines, thereby leading to enhanced profitability, increased market value and growth (Bae & Lawler, 2000). The application of high-performance work practices within an organizational setting tends to improve the employees' knowledge, skills, and abilities, increase staff morale, lessen shirking and lower employee turnover, therefore effecting performance on both short- and long-term contingent on linkages with competitive strategy (Huselid, 1995).

Investments in human capital through HRM activities benefit from higher employee productivity which in turn leads to high organizational performance. Delaney and Huselid, (1996) highlighted the important of progressive HRM practices, which include selective staffing, training and development, and incentivised benefits, all of which are linked to the perceptual organizational performance. Therefore, appropriate HR investments that acquires and develops employee skills and capabilities enables the organization to compete effectively (Pfeffer, 1994; Youndt *et al*., 1996). The HR practices for the management of workforce diversity focuses on the recruitment, retention and the leveraging of human capabilities with all the differences. These capabilities are considered as organizational resources that lead to the achievement of sustained competitive advantage in today's globalized business environment (Manoharan & Singal, 2017).

2.5.2 Social Identity Theory

The social identity theory assume that individual primarily derived their social identity is from group formation and memberships. Tajfel and Turner (1986) postulated that the personal and social identity derive their differences from interpersonal situations (where behaviour is conceptualised and controlled as a personological variable) and group situations (where behaviour is largely determined by categorical processes). According to the theory, individuals categorize themselves and others into various social categories, such as age cohort, religious affiliation and organizational membership (Tajfel & Turner, 1985). As suggested by these illustrations, individuals can be clustered into various categories, and that dissimilar individuals utilize different categorization representations. Categories are defined by prototypical characteristics abstracted from the members (Turner, 1985).

Based on the social identity theory, a person's social identity is that person's understanding and awareness that he or she belongs to a social grouping or category (Hogg and Abrams 1988). A social grouping is a collection of individuals holding a common social identification or viewing themselves as members of a similar social grouping. Through, the social comparison process, individuals who share similarities to the self are clustered with the self and are branded as 'in-group', while the persons who are dissimilar from the self are characterized as the 'outgroup'. Extant literature on social identity included the evaluative, emotional, and other psychological attributes of in-group classification (Turner et al., 1987).

The social classification system in the theory serves two functions. First, it cognitively splits and structure the social environment, thereby providing an individual with a systematic way of defining others. An individual is assigned the prototypical attributes of a social grouping to which he or she is categorized. Second, the social classification systems enable the individual to identify or express him- or herself within the social environment. The social identification is therefore a perception of oneness with or belongingness to some human aggregate

Further, the social identity theory posits that individuals cluster themselves and others into social groupings based on membership of social groups and social status (Tajfel and Turner 1985; Turner 1987). Such group distinctions tend to reduce interaction within or between groups with dissimilar social categories and leads to discrimination and self-segregation. Thus, diversity is associated with conflict, less integration, and cohesion among groups (Milliken and Martins 1996; Williams and O'Reilly, 1998). Individual also strive to maintain social identity by boosting their self-esteem, thereby positively identifying from favourable comparison between the in-group and relevant out-groups (Brown, 2000). Tajfel and Turner (1986) also noted that there are three

classes of variables influencing intergroup differentiation are that: people must be subjectively identified with their in-group; the situational context should permit evaluative intergroup comparisons; and that the outgroup must be sufficiently comparable (e.g similar or proximal) and that pressures for distinctiveness should increase with comparability.

Social Identity Theory explains the occurrence of biases with the 'in-group' even in the absence of instrumental or objective causes as is the case of conflicts arising from economic interests. From the outset, SIT focused on explaining the divergent effects arising from membership to a dominant and/or subordinate grouping (Roberson, 2019). Social identity formation is derived from two significant processes of self-categorization and social comparison which produces different consequences (Roberson, Ryan & Ragins, 2017).

The accentuation occurs for all the attitudes, beliefs and values, affective reactions, behavioural norms, styles of speech, and other properties that are believed to be correlated with the relevant intergroup categorization. Workplace dynamics influence and may have relatively negative outcomes for older employees in comparison to younger ones (Van Knippenberg & Mell, 2016). The diverse members in the group form subgroups, and these members have strong emotional bonding and interpersonal relationship because of similar interests towards their group, which may cause conflicts and leads to decrease cohesiveness and increase turnover (Guillaume et al., 2017).

Diversity also encompasses individuals' characteristic differences that introduces perceptual differences between persons and groups such that an individual feels completely different from another (Yadav & Lenka, 2020). This means that an organization is to draw people from different socio-cultural backgrounds bearing in

mind that the inevitable differences in gender, personalities, age, physical abilities, ethnicity, race, religion and sexual orientation. Thus, diversity goals can also target any underrepresentation in minority and marginalized groups; however, they often target women (Leslie, Manchester & Dahm, 2017). Diversity management within the organizational set up is becoming more important because of the need to proactively deal with organizational differences and to identify benefits and drawbacks within the different actors (Podsiadlowski et al., 2013).

2.5.3 Similarity – Attraction Theory

The similarity – Attraction Theory, posit that individual have a tendency to forge strong relationships with persons having similar attributes but tend to develop stereotypes and prejudices with person holding dissimilar characteristics from themselves (Van Knippenberg et al., 2004). The differences in pronounced characteristics can lead to misunderstandings, biases and conflicts) among dissimilar subgroups and hamper employee productivity (De Dreu & Weingart, 2003). Individuals are comfortable in a group having similarities to themselves while individuals with dissimilar attributes tend to feel less safer and have lower trust. The lower trust levels tend to augment conflict within the social groupings, while enhanced similarities in for of attitudes, traits, or other attributes with a target individual is associated with increased attraction to the target (Montoya & Horton, 2013).

Extant literature have observed the similarity effect in a multitudes of diverse populations (Montoya & Horton, 2013). The Similarity-attraction theory (Byrne 1971) and social identity theories (Turner 1987) tend to warrant negative perspectives on workforce diversity because of the preference for similarities in interactions (Schneider 1987; Tsui, Egan, and O'Reilly 1992).

The various classes of people at workplace who differ in terms of perception, attitude and thought are bound to affect the interpersonal relationship at work place (Saxena, 2014). The diverging viewpoints both positive and negative sides should promote vibrancy in the approaches in diversity and management of diversity. Similarly, there is a growing interest in the education diversity as a way of accessing and retaining a larger pool of informational resources (Lee & Kim, 2020). On the converse, more and more organizations are facing legal headwinds and challenges relating to diversity issues, in addition to negative employee feelings, and low employee morale (Okoro & Washington, 2020). Workplace diversity can trigger organizational conflicts owing to the perceptual differences and communication barriers among employees with diverse backgrounds (Inegbedion et al., 2020).

Groups having more diversity in terms of age are more likely to have high turnover rates. groups with a high level of age diversity have a slightly lower level of group process and performance (Van Knippenberg & Mell, 2016). individuals who were different from their group members in racial or ethnic background tend to be less intent to stay, less psychologically committed with the organization and more likely to be absent in the group (Roberson, 2019).

Ethnically diverse teams produced more creative and innovative ideas in a brainstorming task compared to homogeneous teams. High culturally diverse teams offered a wide range of perspectives on both process and performance rather than homogeneous teams negative impacts of racial or ethnic diversity on three outcomes (process, performance and affect/attitude) (Lee & Kim, 2020). Racial diversity may result in the individual feeling different from their group members in terms of values, beliefs, color and language barriers. Diversity is beneficial for organizations because group members having diverse knowledge, skills and expertise in different areas lead

to creativity, innovation and optimizing organizational efficiency (Yadav & Lenka, 2020).

2.6 Conceptual Framework

A conceptual framework describes the problem and guides the subsequent deliberations on the research topic (Depoy & Gitlin, 2011).

Independent variables

HRM practices

Figure 2.1: Conceptual framework
Source: Author (2022)

The study postulates that the four measures of human resource practices; recruitment, development, compensation and retention practices have a positive influence on the workforce diversity. As shown in Figure 2.1, the recruitment practices are measured by

advertisements, screening, selection and placement practices act independently or collectively to influence workforce diversity. In the same extent, HR development practices measured by training and promotion, compensation practices measured by wage and salaries, bonus payments and benefits conferred and retention practices as measured by career development and mentorship are postulated to positively influence workforce diversity in the county government of Trans-Nzoia.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the research design, research methods, the target population, sampling design and procedure, data collection instruments, data collection procedures and techniques used, validity and reliability of instruments and data analysis and presentation.

3.2 Research Design

A research design is a general plan of how the researcher goes about answering the research question(s). It contains clear objectives, specifies the data and considers the constraints as well as discussing ethical issues (Saunders, Lewis and Thornhill, 2009). The study was descriptive as attempted to describe the phenomenon of interest by profiling a people, or events (Coopers and Schlinder, 2014).

This design adopted a mixed method approach which includes both qualitative and quantitative approaches in collecting, analysing and presenting data. The qualitative approach sought to understand how people make meanings and how they understand the diversity phenomena in society while the quantitative approaches are good at providing statistical data on how certain phenomena prevail in society (Jwan and Ongondo, 2011).

The qualitative approaches involved the use of an interview to generate new and specific information about the study variables, increasing the study's ability to develop more practical insights that lead to the development of more actionable and sustainable recommendations. The quantitative approach used questionnaire to draw out

perceptions from the response with a focus on eliciting desired responses that could answer the research objectives.

3.3 Target Population

Study population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran & Bougie, 2010). The target population for the study comprised the total of 40 senior employees; 25 from the department of Public Service Management including HR sectional heads, 10 County Public Service Board members and staff and 5 Members of Labor and Social Service Committee.

The targeted individuals are tasked with the responsibility of human resource management at various levels in one way or the other. The directorate of human resource management is responsible for giving technical advice on HR matters across all the sectors and departments of the county. The top management team in the county and are therefore knowledgeable in all the SHRM practices adopted by the County Public Service. Furthermore, they are tasked with planning and overseeing service delivery at the county level.

3.4 Sampling Design

The researcher employed adopted a census design since the target population was small. However, to ensure that all employees targeted were reached the researcher stratified the population clustered into strata as shown in Table 3.1 below. Furthermore, this application of these technique elicited all responses from the study population.

Table 3.1 Sampling Frame

Category /Subunit	Numbers	Total
County Public Service Board	10	10
Public Service Management /HR Sectional Heads	25	25
Labour Committee	5	5
Total	**40**	**40**

Source: County Government of Trans Nzoia (2022)

3.5 Data Collection Instruments

The study used questionnaires and interviews as the major tools for data collection. Both instruments were adopted to provide a broader view of the phenomena in question.

3.5.1 Questionnaire

The study used a structured questionnaire to explore the observations, views, and opinions of the respondents and this instrument was preferred because it enabled the researcher to obtain responses from a large group of respondents within a short time. Additionally, questionnaires allow for statistical analysis to be undertaken, describing the phenomena of interest. The researcher administered 40 questionnaires to all respondents since, it had a standardised question that were easily interpreted by all respondents.

3.5.2 Interview Guide

The study used in-depth interviews on sectional heads and members of the Labour and social welfare committee on their contribution and the role they play in assisting to achieve workforce diversity through oversight and legislation. The in-depth interviews (structured interview type) where the researcher met a group of Human Resource sectional heads in public service for a short duration to exchange ideas and experience

about the influence of Human Resource practices in mainstreaming workforce diversity and further examination of past records for secondary to enhance collaboration.

3.5.3 Focus Group Discussion

This method involved holding discussions with more a group of persons having similar characteristics. Focus group discussion is deductive in nature and set a tone for a naturalistic inquiry and aids in ensuring the reliability of the information collected, thus improving the quality of the data collected. The study used one focused group discussion on the members of public service board of the County Government of Trans-Nzoia.

3.6 Validity and Reliability of the Instruments

According to Mugenda and Mugenda (2019) validity refers to the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study.

3.6.1 Pilot Study

Pilot testing is a form of face validity which is carried out on the questionnaire with the purpose of refining the questionnaire. According to Van Teijlingen & Hundley, (2010) the pre-testing of the instrument enables the researcher to assess the clarity of the instruments and its ease of use. Piloting was carried out on the five staffers in the public service board of West Pokot County to establish the validity of the research instrument in the structured interview. The questionnaire was revised based on the feedback before being administered to the respondents in the study.

3.6.2 Validity

Content validity was obtained through specifying the full domain of the concept with the aid of a literature search and adequately constructing indicators from the past studies to represent the domains of the concept (Depoy & Gitlin, 2011) and then submitting the constructed items or draft for a review by a panel of experts. The advice given by these people helped improved the face validity of the research instrument.

3.6.3 Reliability

Sekaran and Bougie (2010) defined reliability as an indication of the stability and consistency with which the instrument measures the concept and helps to assess the goodness of a measure. Reliability indicates the extent to which it is without bias (error-free) and hence ensures consistent measurement across time and the various items. The internal consistency of measures is indicative of the homogeneity of the items in the measure that tap the construct. Consistency can be examined through inter-item consistency reliability; however, the most popular test of inter-item consistency reliability is Cronbach's coefficient alpha. The cut-off criteria for Cronbach's alpha coefficient will be 0.70 which is considered adequate for confirmatory purposes (Hair et al., 2016).

Table 3.2 Reliability Coefficients

Variables	No of items	Cronbach's Alpha Coefficient
Workforce diversity	10	0.753
Recruitment practices	10	0.758
Development practices	10	0.734
Compensation practices	10	0.736
Retention strategies	10	0.726

Source: Field Data (2022)

Table 3.2 highlight the statistical values for the Cronbach's Alpha coefficient ranges between 0.717 and 0.758 and these values are above the threshold of 0.7, indicating that the study instrument had an acceptable level of measurement and scale.

3.7 Data Collection Procedure

Once the researcher had obtained the requisite clearance from Moi University, the researcher sought and was granted a National Commission on Science, Technology and Innovation (NACOSTI) research permit. The researcher then administered the 40 questionnaires to the respondents using the drop-and-pick strategy within a period of three weeks. Depending on their schedule, the researcher made an official appointment with a respondent to initiate the process and adhere to the ethical consideration and then left the questionnaire with the respondents before returning later to follow-up and pick the filled questionnaire.

The researcher booked specific times after work where he interviewed the eight (8) sectional heads and members of the Labour and social welfare committee. The interviews took 15 minutes each before collating the data. Later, after the interviews, the researcher organized one focused group discussion with six members of public service board. During these processes, the researcher took notes and recorded audio messages.

3.8 Data Analysis Procedures

Since the study collected both qualitative and quantitative data, the study used both qualitative and quantitative data analysis approaches.

3.8.1 Qualitative Analysis

The analysis of the interviews involved summarisation, categorisation and structuring using a narrative format. According to Saunders *et al*., (2009), there is no standardised procedure for analysing qualitative data; however, the main techniques can be grouped into three main types of processes: summarising (condensation) of meanings; categorisation (grouping) of meanings and structuring (ordering) of meanings using narrative. All of these can be used on their own, or in combination, to support the interpretation of the data. This analysis was based on deductive approaches.

3.8.2 Quantitative Analysis

The data preparation involved several steps that included data verification and checks for completeness, coding and entry. After these procedures, data were analyzed through descriptive statistics with the aid of statistical software tool called Statistical Package for Social Scientists (SPSS) version 22.0.

The descriptive statistics are procedures used to describe the basic characteristics of the variable and summarizes the variable data simply and understandably. The nominal and ordinal scaled data were analysed through the use of frequency distribution while interval and ratio scaled data was analysed through measures of central tendencies (means and standard deviation statistics). Once the descriptive analysis had been done, the information was presented through various ways such as tabular and pictorial formats.

3.8.3 Diagnostic Tests

Diagnostic tests are carried out on the independent variables before any classical linear regression analysis is conducted. These tests are based on a set of assumptions made concerning the unobservable error or disturbance terms (Brooks, 2014). They include

the linear relationship between parameters, no perfect collinearity, specification of the relationship between the variables, normally distributed and homoscedastic (Wooldridge, 2009).

Linearity refers to how the parameters and the disturbance error enter the equation as indicated by a variety of functional forms (linear, log-linear and log-log etc) and not necessarily to the relationship among the variables (Green, 2002). In case of non – linearity in one or more variables, the remedies included: identification and exclusion of outliers from analysis; transformation of one or both variables; and creation of new variables to represent the non - linear portion of the relationship (Hair *et al.,* 2010; Saunders *et al.,* 2009).

Normality presumes that the disturbances of the residuals tend to follow a normal distribution and is critical to data with less than 100 observations as it not only enables the derivation of the probability distributions of OLS regression estimators but also the use of the t, $\chi 2$- and F - statistical tests for regression models. The study used both the graphical method and the statistical tests (Shapiro-Wilk) to assess the actual degree of departure from normality (Hair *et al.,* 2010).

Homoscedasticity refers to a situation where the dispersion of dependent variable data points exhibits equal levels of variances across the range of independent variables. Thus, if the dispersions are unequal across values of the independent variable, the relationship is said to be heteroscedastic (Hair *et al.,* 2010). The study tested for heteroscedasticity through the use of Breusch-Pagan-Godfrey test (Garson, 2013) and instance, where heteroscedasticity is observed, the problem is remedied through the use of robust regression models (weighted least squares) (Hair *et al.,* 2010).

High collinearity or multicollinearity among the independent constructs in research is signalled when inter-correlation among the independent variables is above (r> 0.9) (Hair *et al.,* 2010). The study used two common methods to detect for collinearity between two independent variables: variance inflation factor (VIF) ≤ 10 or a tolerance figure, 1 / VIF < 0.1 (Sekaran & Bougie, 2010). In such cases, Sekaran and Bougie, (2010); Saunders *et al.,* (2009) suggest that the variable in question should be dropped from the analysis.

Correlation coefficient statistics naturally measures the association between two random variables and indicates the linear relationship between the variables, such that if the variables are uncorrelated, then, as random variables, they are not linearly related (Woolbridge, 2009). Any correlation coefficient, r ≤ 0.3 signifies a weak correlation, 0.3 ≤ r ≥ 0.5 indicate moderate while r > 5 indicate strong correlation (Heale & Twycross, 2015). However, correlation coefficients, r≥ ±0.9 indicate the presence of multicollinearity in the data set (Henson & Roberts, 2006).

3.8.4 Inferential Analysis

Before the inferential analysis was carried out, the study used geometrical mean to reduce the vast quantities of information from the items of the variable while summarizing individual responses to a single numerical indicator or an index.

Correlation coefficient statistics naturally measures the association between two random variables and indicates the linear relationship between the variables, such that if the variables are uncorrelated, then, as random variables, they are not linearly related (Woolbridge, 2009). Any correlation coefficient, r ≤ 0.3 signifies a weak correlation, 0.3 ≤ r ≥ 0.5 indicate moderate while r > 5 indicate strong correlation (Heale &

Twycross, 2015). However, correlation coefficients, $r \geq \pm 0.9$ indicate the presence of multicollinearity in the data set (Henson & Roberts, 2006).

Multiple regression analysis is a statistical tool used to examine the relationship between a single dependent variable and several independent variables. In order to reduce reliance on a single item or variable, the study used an index composed of multiple variables as the sole representative of a concept (Hair *et al*, 2019). Though the targeted population was smaller, Saunders *et al.,* (2016), affirms that a sample of 30 data points is sufficient enough for the regression analysis

3.8.5 Model Specification

To achieve objectives 1, 2, 3 and 4 being direct relationships, a linear hierarchical regression model was used to test hypotheses H_{O1}, H_{O2}, H_{O3} and H_{O4}. The test statistics were computed and the coefficients of determination (R^2) indicate how well the model fits the data based on the Analysis of Variance (ANOVA); the regression coefficient (Beta coefficient) and the p-values were generated. The study used a 0.05 significance level (p-value) to ensure that the overall model (F-statistic) and the beta coefficient were statistically significant in predicting the dependent variable (Field, 2009).

In this first direct effect equation (3.1), the control variables were tested for their contribution to the dependent variables (Financial well-being) as follows:

$$Y = \beta_0 + \beta_1 Gender + \beta_2 Age + \beta_3 Experience + e \dots\dots\dots\dots \textbf{Equation 3.1}$$

Where: Y: Diversity

β_0:   Constant

$\beta_1 - \beta_3$: Coefficients of the Dependent variable.

e: Error term

Ho₁: Recruitment practices has no effect on workforce diversity at County Government of Trans – Nzoia.

The hypothesis testing took the following format:

$$Y = \beta_0 + C + \beta_1 X + e$$ …………..**Equation 3.2**

Where: Y: workforce Diversity

  C: Control variables

  X: Recruitment Practises

  β_0: Constant

  β_1: Coefficients of the Dependent variable.

  e: Error term

H$_{O2}$: HR development practices has no effect on workforce diversity at County Government of Trans – Nzoia.

The hypothesis testing took the following format:

$$Y = \beta_0 + C + \beta_1 X + e$$ …………..**Equation 3.2**

Where: Y: workforce Diversity

  C: Control variables

  X: Development Practises

  β_0: Constant

  β_1: Coefficients of the Dependent variable.

  e: Error term

H_{O3}: Compensation practices has no effect on workforce diversity at County Government of Trans – Nzoia.

The hypothesis testing took the following format:

$$Y = \beta_0 + C + \beta_1 X + e \dots\dots\dots\dots\text{Equation 3.2}$$

Where: Y: workforce Diversity

C: Control variables

X: Compensation Practises

β_0: Constant

β_1: Coefficients of the Dependent variable.

e: Error term

H_{O4}: Retention practices has no effect on workforce diversity at County Government of Trans – Nzoia.

The hypothesis testing took the following format:

$$Y = \beta_0 + C + \beta_1 X + e \dots\dots\dots\dots\text{Equation 3.2}$$

Where: Y: workforce Diversity

C: Control variables

X: Retention Practises

β_0: Constant

β_1: Coefficients of the Dependent variable.

e: Error term

3.9 Ethical Consideration

Generally, ethics conforms to the notion of right, with highly ethical behaviour being characterized as being fair, just, and acceptable (Zikmund *et al.,* 2010). First, permission was sought from relevant authorities and a letter granted to allow carrying out the research. Furthermore, the researcher consulted the County Public Service Board Secretary and Chief Officer Public Service Management who granted permission for involvement in the study.

In the second, step the researcher sought for informed consent from the individual concerned and the respondents were informed of their right to choose to participate in study or not and in a case where the individual chooses not to, the researcher sought substantive replacement. Secondly, the researcher sought voluntary participation from the potential participant. Thirdly, the researcher gives a full disclosure to the research participant and lastly, the researcher gave assurance to the respondents of the confidentiality of the information being provided.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Overview

The chapter reports on the findings, the hypothesis tests and related discussions. The section begins with the descriptive analysis of the respondent and firm characteristics followed by the presentation of the statistical analysis of the study variables. Accordingly, hypotheses testing was done and the explanations are subsequently presented. Ultimately, the conclusion of the hypotheses was supported by a discussion.

4.2 Response rate

The researcher administered 40 questionnaires out of which 38 were returned duly filled, thus a 95 per cent response rate. This was deemed adequate since according to Megenda and Mugenda (2003); Saunders, et al., (2009), a response rate which is more than 50 per cent is consider adequate. Further, Saunders *et al.,* (2009), considers a sample of 30 data points to be sufficient enough for the regression analysis.

4.3 Socio-Demographic Characteristics

The study collected the socio-demographic characteristics of the respondents which include, gender, age distribution, level of education, ethnic affiliation and disability status.

4.3.1 Gender of the respondents

The study sought to find out the gender of the respondents in the study area. This was deemed to be important to gauge the gender diversity of the respondents in the study and the results are shown in figure 4.1
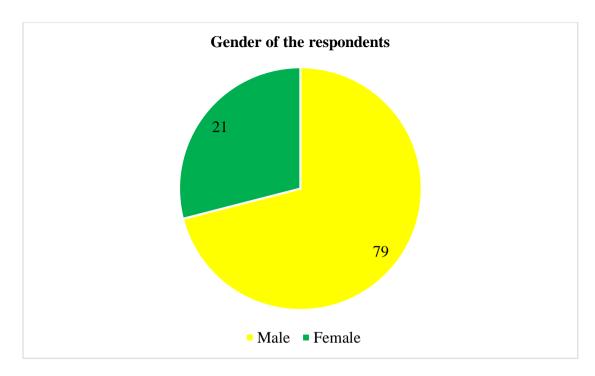
Figure 4.1 Gender of the respondents

As presented in Figure 4.1, the results reveal that 79 per cent male and 21 per cent female. This indicates that the organization has more male employees as compared to the female gender and is in contravention with the Constitution of Kenya, 2010 that prescribes that public sector organization shall have not more than two-thirds of the workforce belonging to same gender (Kisaka, Jansen and Hofman, 2019).

4.3.2 Disability Status

The study sought to find out the disability status of the respondents in the study area. This was deemed to be important to gauge the inclusivity of people with disabilities in the study and the results are shown in figure 4.2.
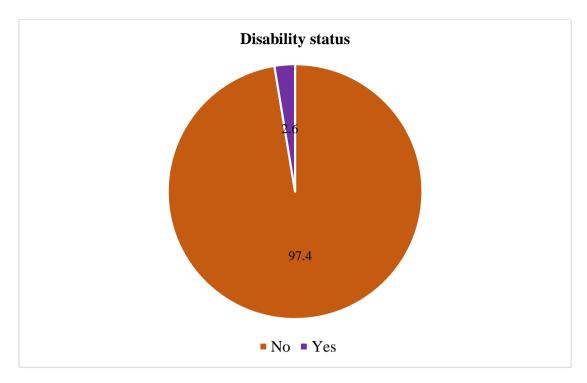
Figure 4.2 Disability Status

The results in Figure 4.2 indicates that 2.6% of the respondents had some form of disability while 97.4% did not have any disability. This indicates the people with disability are less represented in the organization and this contradicts the Constitution of Kenya 2010, that people with disability should comprise a minimum of 5% of the workforce in the public sector organization (The Constitution of Kenya, 2010).

4.3.3 Age of the respondents

The study sought to find out the age of the respondents in the study area. This was deemed to be important to gauge the age diversity in the study and the results are shown in figure 4.3.
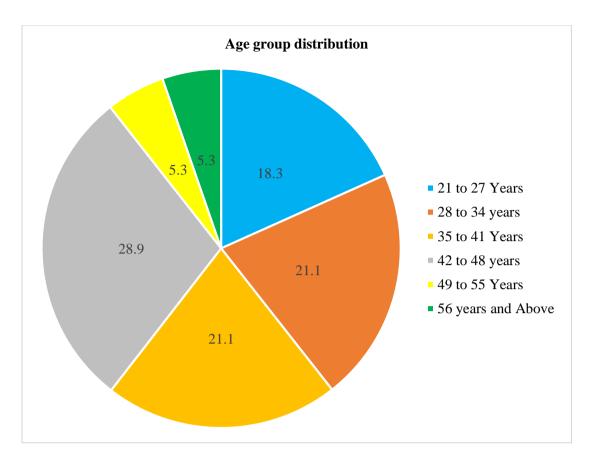
Age group distribution

Figure 4.3 Age group distribution

The results in Figure 4.3 indicates that 28.9 per cent were aged between 42 and 48 years, 21.1 per cent were aged between 35 to 41 years, 21.1 per cent were aged between 28 and 34 years, 18.3 per cent were aged between 21 and 27 years while 10.6 per cent were aged 49 years and above. This indicates that the majority of the respondents were of the middle –aged between 28 to 48 years and this represents a fair view of the study population in that younger aged below 35 years comprise the unemployed persons.

4.3.4 Work experience

The study sought to find out the work experience of the respondents in the study area. This was deemed to be important to gauge the work status diversity in the study and the results are shown in figure 4.4.
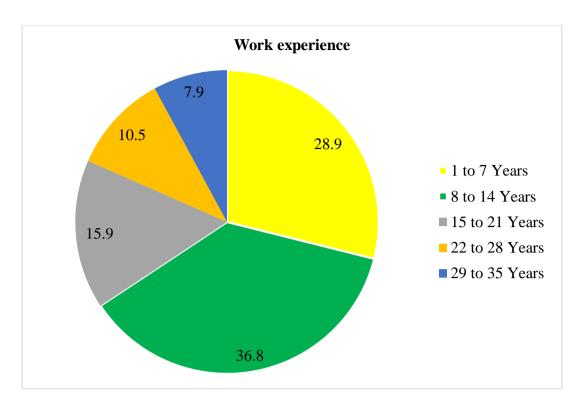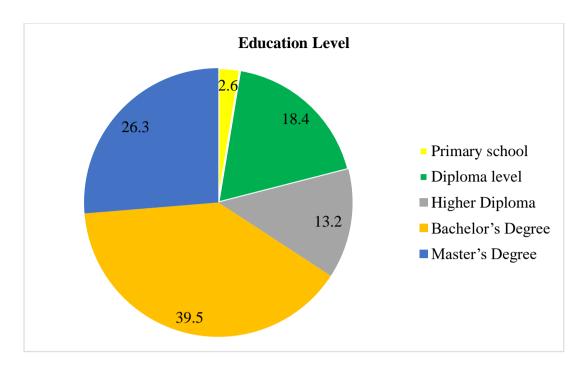
Work experience

Figure 4.4 Work Experience

The results in Figure 4.4 indicates that 36.8 per cent had 8 to 14 years' experience, 28.9 per cent had 1 to 7 years' experience, 15.9 per cent had 15 to 21 years while 10.5 per cent had worked for between 22 to 28 years and 7.9 per cent had 29 to 35 years' experience. This indicates that the majority of the respondents had worked for 14 years and less with the County Government.

4.3.5 Education Levels

The study sought to find out the education levels of the respondents in the study area. This was deemed to be important to gauge the educational diversity in the study and the results are shown in figure 4.5.

Figure 4.5 Education Level

The results in Figure 4.5 indicates that 26.3 per cent had post-graduate level, 39.5 per cent had Bachelor's degree, 18.4 per cent had Diplomas while 13.2 per cent had higher Diplomas and 2.6 per cent had primary school level. This indicates that the majority of the respondents had a graduate level of education which is indicative of the organizational capabilities.

4.3.6 Ethnic Affiliation

The study sought to find out the ethnic affiliation of the respondents in the study area. This was deemed to be important to gauge the ethnic diversity in the study and the results are shown in figure 4.6.
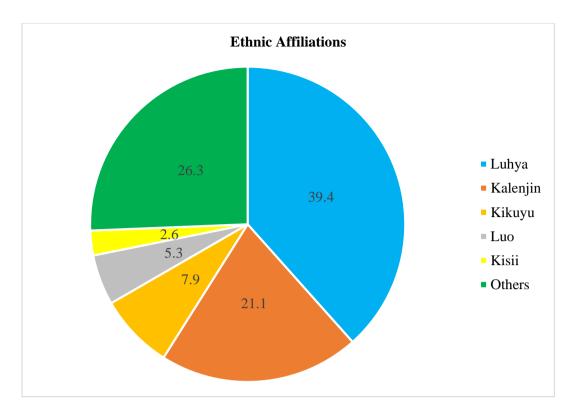
Figure 4.6 Ethnic Affiliation

The results in Figure 4.6 indicates that the Luhya community comprised 39.4 per cent, followed by the Kalenjin community at 21.1 per cent, Kikuyu community at 7.9 per cent, Luo community at 5.3 per cent Kisii Community at 2.6 per cent and other communities (Turkana, Suba and Somali) comprised 26.3 per cent. This indicates that the Luhya communities is the dominant community and this is against the legal requirement of the National Integration and Cohesion Act, 2008 and Constitution of Kenya, 2010, no public establishment should have more than one-third of its employees from the same ethnic community (Kisaka, Jansen and Hofman, 2019)

4.4 Qualitative Analysis

4.4.1 Recruitment Practices

The qualitative information drawn from the FGD indicated that the respondents voiced support from the constitution and subsidiary legislation clearly articulates their roles that board plays in determining workforce diversity by: promoting national values

including harmonious relations and respect for diversity by addressing the problem of exclusion, discrimination and marginalization.

From the FGD-2 below the participants suggested that the County Government ensures and demonstrates inclusiveness and diversity in the process of recruitment and promotions of public servants in the County to address the issue of compliance a suggested below.

> *RES6. By bring on board the all the communities that were marginalized, and giving them a consideration for appointment and promotion through in a competitive process and those will not meet the qualification the county government will look for alternative service for them. Some of them will be given training on how they can register their companies and do business with the county government and it its intention is geared towards achieving inclusiveness in the County.*
>
> *RES8. Lack of diversity can be a factor contributing to mistrust between different groups the majority and minority and thus a barrier in building cohesion within the County. While the Kenya courts have recognized the importance of diversity indicating that it entails a balancing act between competences, competitiveness and achieving the ethical regional diversity, they also indicated the progressive realization of this principle is achieved through the majority community involving the minority community in decision making.*

On the issue of recruitment, one respondent said that, "They may come in when you bring on board people, whom they feel are not politically correct, they would demonstrate and file even a case in court through petition and they can stop some recruitment so they influence. Legislators promised employment for the youths so they will influence through legislation to make sure that they are in line with the government expectations and they are listened to under the new dispensation of the constitution." This implies that recruitment process is influenced by political environment where the people whom when the governor was being elected, they participated directly or indirectly towards his election. The County has policies on recruitment and training whereby the board is there as a mitigation, they also carryout continuous training and

development programs aimed at addressing the workforce diversity in the County through public participation, barazas and road shows aiming at achieving diverse workforce.

4.4.2 HR Development Practices

One respondent, affirmed that "The County Governments Act provides that, in selecting candidates for appointment, the County Public Service Board shall consider the need to ensure that at least thirty per cent (30%) of the vacant posts at entry level are filled by candidates who are not from the dominant ethnic community in the County. It is important to clarify that this provision is a minimum threshold and does not aim to protect the majority or "dominant ethnic community" by ring-fencing seventy per cent of the positions in the County Public Service for them. Instead, it aims to protect the minorities or the marginalized groups by guaranteeing their inclusion in public service. They have to comply with the constitution requirement on thirty percentage rules during the recruitment process and check on whether certain region has been left out so that they make sure recruitment has reflected the face of Trans-Nzoia County."

The County Government engages the majority in diversity discussion involving the minority through public participation forum and as the County Government there is a policy governing public participation and also civic education unit is being established to coordinate these public activities in the future. Respondents indicated that 'the board is very independent and the decision they have taken from the past practices, are very clear, logical, reasonable and justifiable hence the board is very independent. In order to mitigate such challenges, the County Government is carrying out continuous training programs, through public participation, it is one of the elements that they emphasize on because when you don't have an informed community then there are no good checks

and balances. And even the public procurement is also engaged in ensuring that even though you were not employed you can still do business with the County Government by registering a company and being considered to supply goods and to the County hence accommodating most of the communities.

4.4.3 Compensation Practices

However, an opinion was raised in the focused discussion group that, "we have the element whereby if this people (the minority) are not taken care of, then they will not have the stable environment for the County government to run its affairs. So when the issues are addressed by the County Government, they will be creating an enabling environment of all stakeholders to work as one team." It also emerged that, the internal actors have a strong communication network and their role conflict with the workforce diversity, conflicting interest is there from the external (the political wing, local communities, the region, the business community, and sponsors of the governor during election period. They are influential in some cases where they play leading role, by influencing the direction of recruitment, who is supposed to be recruited, they also do a lot of lobbying, when they don't want, and again, they also have to comply with some expectations, they are human beings. They have to certify some expectations of different stakeholders to certain a degree but the degree keeps on varying but supreme above all is compliance with the relevant legislations and policies.

4.4.4 Retention Practices

From the in-depth interview, the respondents indicated that workforce diversity arises from organizational change when there is a need and not a requirement. Therefore, the County has committed towards public participation to incorporate their views when they are empowered with knowledge, they may force the organization to undergo some change which are in line with the Governing legislation. Most of the respondents

suggested that, diversity is an avenue of reducing exclusions, and accommodating the marginalized to feel that they are part of the system in managing resources and decision making on critical issues that affects their life's. It's also a form of appreciating and celebrating the form of diversity that exist in the County Government, County and global at large.

The respondents were of the view that, in the issue of succession management; the Human Resource policy is in place and under the assistance of a powerful Human Resource Integrated Personnel Payroll Data program IPPD system helps in generating reports on staff who will be retiring over a given period of time and their profile to help management in planning for replacement as to when somebody will exit the service, They know how many people the County will need in terms of professionalism, experience, academic qualification, age, gender etc

Talent retention as a way of achieving workforce diversity is that they are working on performance contract, which intend to reward those people performing well and those who don't meet the expectations are guided so that they improve. The County is in the process to acquire software that analyze the trend of death among each group, among each profession and look at every category of people in the County so that they can plan for those replacements to ensure that at any one point there is no gap. For example, respondent number six highlighted that," in agriculture department we realize that most of the employees are above 50 years and they may retire almost at the same time, so through this instrument they are able to begin a plan now."

4.4.5 Diversity Practices

However, some of the participants were of centrally views according to, the top executive some have beliefs that influence the direction the County Government takes and if you have a leader who recognizes diversity it is a plus to the County Government.

The participants, from the FGD-2 below underscored the follows:

> ***RES1****: The process makes employees to own the engagement process and helps the new workforce to integrate into the big family and reduce animosity in the County workforce.*
>
> ***RES3****: Helps employees to focus on work and minimize wastages in terms of resources and time in the process increase productivity on individual and hence overall organization performance.*
>
> ***RES4:*** *Customers image improves because it improves on how you serve the customer irrespective of their age, gender, ethnicity, region where you come from and political affiliation.*
>
> ***RES7****: Our County is cosmopolitan therefore the organization culture helps in integration and Cohesion of all communities hence improves the image of the County and brings unity.*
>
> ***RES6****, Key objective of devolution is to foster national unity by recognizing diversity which is a requirement for representation of Kenyan communities. This is not based on tolerance, but rather on respect and value for diversity. The absence of diversity can lead to disproportionate representation or exclusion in public service and this will negatively affect the achievement of cohesion and integration in the County. In the interests of the nation and in full recognition of the responsibility and obligation of the County Government, they should demonstrate the efforts made in this regard.*

The county has developed and adopted workforce diversity policy at workplace. The policy guides the standard and principles for inclusiveness and diversity which provides the minimum standards that guides the rules for the composition of the County administration or workforce and the recruitment processes as stipulated in Human Resources Policies and procedures manual for County public service dated May, 2016.

And the decision on recruitment and selection in the Public Service have however, not adhered to these principles resulting to nepotism, corruption, discrimination, and poor human resource management practices in addition, the service is faced with critical challenge in attracting and retaining technical and professional staff to work in some parts of the County Government. This is interpreted that, a lot needs to be done to implement the policy during future recruitments to address the subject of workforce diversity compliance

However, an opinion was raised in the focused discussion group that, "we have the element whereby if this people (the minority) are not taken care of, then they will not have the stable environment for the County government to run its affairs. So when the issues are addressed by the County Government, they will be creating an enabling environment of all stakeholders to work as one team." It also emerged that, the internal actors have a strong communication network and their role conflict with the workforce diversity, conflicting interest is there from the external (the political wing, local communities, the region, the business community, and sponsors of the governor during election period. They are influential in some cases where they play leading role, by influencing the direction of recruitment, who is supposed to be recruited, they also do a lot of lobbying, when they don't want, and again, they also have to comply with some expectations, they are human beings. They have to certify some expectations of different stakeholders to certain a degree but the degree keeps on varying but supreme above all is compliance with the relevant legislations and policies.

4.5 Descriptive Analysis

4.5.1 Recruitment Practices

Table 4.1 Recruitment Practices

Variable		SD	D	N	A	SA	Tot	Mean	SD
The county rely on only informal networks to fill open positions	F	1	3	18	11	5	38	3.421	0.919
	%	2.6	7.9	47.4	28.9	13.2	100		
The county offers equal opportunities to all job applicants	F	0	4	16	17	1	38	3.395	0.718
	%	0.0	10.5	42.1	44.7	2.6	100		
The county ensures consistency in the recruitment and selection processes	F	1	2	19	15	1	38	3.342	0.745
	%	2.6	5.3	50.0	39.5	2.6	100		
There is favourable assessment for demographically similar candidates	F	0	3	22	13	0	38	3.263	0.601
	%	0.0	7.9	57.9	34.2	0.0	100		
The selection processes are transparent, fair and just to all applicants	F	2	3	9	23	1	38	3.105	0.798
	%	5.3	7.9	23.7	60.5	2.6	100		
The county uses diversity characteristics as signals for job performance	F	0	14	2	14	8	38	2.947	0.899
	%	0.0	36.8	5.3	36.8	21.1	100		
The county selects candidates based on similar non-job-related characteristic	F	0	1	13	22	2	38	3.658	0.627
	%	0.0	2.6	34.2	57.9	5.3	100		
The recruitment procedures promote ethnic diversity among the staff	F	1	1	15	19	2	38	3.342	0.745
	%	2.6	2.6	39.5	50.0	5.3	100		
The selection processes promote inclusivity among different communities	F	1	10	1	25	1	38	2.763	0.675
	%	2.6	26.3	2.6	65.8	2.6	100		
The recruitment practices have ensured that there is diversity among the county staff	F	2	0	8	25	3	38	3.711	0.835
	%	5.3	0.0	21.1	65.8	7.9	100		

Source: Research Data (2022)

As per the statistics in Table 4.1, respondents disaffirmed that the county relies on informal networks during recruitment process (Mean = 3.421, SD = 0.919), and that the respondents disagreed that the county offers equal opportunities to all applicants during recruitment (Mean = 3.395, SD = 0.718).

The respondents affirmed that the procedures for recruiting staff were not consistently applied (Mean = 3.342, SD = 0.745) and that there was favourable assessment for demographically similar candidates (Mean = 3.263, SD = 0.601). However, respondents disaffirmed that the recruitment processes were transparent and fair (Mean = 3.263, SD = 0.601).

The respondents disaffirmed that county diversity characteristics to signal performance (Mean = 2.947, SD = 0.899) and that candidate's selection is based on similarity with non-job characteristic (Mean = 3.658, SD = 0.627). Further, respondents disaffirmed that the recruitment procedures promoted ethnic diversity among the workforce (Mean = 3.342, SD = 0.745) and that the selection process does not promote inclusivity in workplace (Mean = 2.763, SD = 0.675). Lastly, the respondents considered the recruitment practices have helped promoted workforce diversity (Mean = 3.711, SD = 0.835).

The responses indicate that the county uses formal recruitment methods but does not offer equal opportunities to all application and thus the recruitment procedures are inconsistently applied. Further, the recruitment processes were considered to lack transparency and fairness as they do not reflect the county diversity characteristics. However, the recruitment processes do not promote ethnic diversity nor promote inclusivity but has helped promote workforce diversity.

4.5.2 Development Practices

Table 4.2 Development Practices

Variable		SD	D	N	A	SA	Tot	Mean	SD
The county provides equal training opportunities to all its staff	F	2	5	9	19	3	38	3.421	1.000
	%	5.3	13.2	23.7	50.0	7.9	100		
The county is aware of cultural and ethnic differences among its staff	F	0	2	11	16	9	38	3.842	0.855
	%	0.0	5.3	28.9	42.1	23.7	100		
The county educates its staff about laws and policies on inclusion and diversity in workplace	F	3	2	9	18	6	38	3.579	1.081
	%	7.9	5.3	23.7	47.4	15.8	100		
The staff training needs are assessed irrespective of their tribal, cultural affiliation	F	2	4	8	20	4	38	3.526	1.006
	%	5.3	10.5	21.1	52.6	10.5	100		
The county support development of staff from marginalized groups and PWD.	F	2	5	15	15	1	38	3.210	0.905
	%	5.3	13.2	39.5	39.5	2.6	100		
The county provides development opportunities to all employees irrespective of the ethnicity	F	1	6	16	14	1	38	3.610	0.843
	%	2.6	15.8	42.1	36.8	2.6	100		
The county promote staff on the basis of merit and performance	F	3	0	10	18	7	38	3.684	1.042
	%	7.9	0.0	26.3	47.4	18.4	100		
The county ensures managerial development in a multicultural environment	F	6	3	12	15	2	38	3.105	1.157
	%	15.8	7.9	31.6	39.5	5.3	100		
The development opportunities have promoted ethnic and cultural diversity	F	2	3	7	23	3	38	3.579	0.948
	%	5.3	7.9	18.4	60.5	7.9	100		
The county provides sufficient opportunities for career advancement for staff	F	1	6	11	15	5	38	3.447	1.005
	%	2.6	15.8	28.9	39.5	13.2	100		

Source: Research Data (2022)

As per the statistics in Table 4.2, respondents disaffirmed that the county provides equal training to all staff (Mean = 3.421, SD = 1.000) and that the county is aware of the ethnic and cultural differences among its staff (Mean = 3.842, SD = 0.855). The respondents affirmed that the county educates its staff on inclusion and diversity (Mean = 3.579, SD = 1.081) and the staff training needs analysis is carried out irrespective of the community or tribe (Mean = 3.526, SD = 1.006). The respondents disaffirmed that the county support the development of staff from minorities, marginalized groups and PWD (Mean = 3.210, SD = 0.905).

According to the respondents, the county provides development opportunities to all staff (Mean = 3.610, SD = 0.843). and that the promotion is on merit and performance (Mean = 3.684, SD = 1.042). However, the respondents disaffirmed that the county engages in managerial development of its staff (Mean = 3.105, SD = 1.157). Based on the respondents, the development opportunities have promoted ethnic and cultural diversity (Mean = 3.579, SD = 0.948) and that there is no sufficient career advancement opportunities for staff (Mean = 3.447, SD = 1.005).

The indications are that the development practices have helped bridge and promote workforce diversity through equal training and development opportunities for all the staff, offers training on inclusivity and diversity aspects, support career advancement and development opportunities, ensure staff promotions and managerial development at workplace.

4.5.3 Compensation Practices

Table 4.3 Compensation Practices

Variable		SD	D	N	A	SA	Tot	Mean	SD
The county pays competitive salaries to all staff regardless of the diverse characteristics	F	4	3	1	15	15	38	3.958	1.000
	%	10.5	7.9	2.6	39.5	39.5	100		
The County uses the current public service policy to guide staff compensation	F	1	4	4	11	18	38	3.926	0.972
	%	2.6	10.5	10.5	28.9	47.4	100		
The staff benefits offered are in line with other public sector organizations	F	4	1	1	19	13	38	3.947	1.207
	%	10.5	2.6	2.6	50.0	34.2	100		
The flexible benefit plan accommodates the diverse needs of its human capital	F	5	2	14	17	0	38	3.131	1.018
	%	13.2	5.3	36.8	44.7	0.0	100		
The compensation ensures equity to all staff whether marginalized groups or PWD.	F	1	3	10	20	4	38	3.605	0.886
	%	2.6	7.9	26.3	52.6	10.5	100		
The county compensation system is considered fair and just to all staff	F	0	5	9	18	6	38	3.658	0.908
	%	0.0	13.2	23.7	47.4	15.8	100		
The county offers attractive compensation for PWD and marginalized groups	F	0	4	7	11	16	38	4.026	1.026
	%	0.0	10.5	18.4	28.9	42.1	100		
The compensation practices help increase workforce diversity among the staff	F	1	7	5	15	10	38	3.684	1.141
	%	2.6	18.4	13.2	39.5	26.3	100		
The compensation system is beneficial in promoting diversity in the workforce	F	0	3	11	12	12	38	3.968	0.963
	%	0.0	7.9	28.9	31.6	31.6	100		
The county staff are contented with the conferred benefits	F	2	5	13	13	5	38	3.368	1.051
	%	5.3	13.2	34.2	34.2	13.2	100		

Source: Research Data (2022)

As per the statistics in Table 4.3, respondents affirmed that the county offers competitive pay to all staff regardless of the diverse characteristics (Mean = 3.958, SD = 1.000) and that the county applies the public service policy in compensating (Mean

= 3.926, SD = 0.972). Based on the responses, the staff benefits are in line with those of public sector organizations (Mean = 3.947, SD = 1.207) and that the flexible benefits do not accommodates the diverse needs of the staff (Mean = 3.131, SD = 1.018). Respondents affirmed that there is equity in compensation (Mean = 3.605, SD = 0.866) and that the remuneration is just and fair (Mean = 3.658, SD = 0.908).

The respondents affirmed the county offers attractive compensation to marginalized groups and PWD (Mean = 4.026, SD = 1.026) and that the compensation practices have helped increase diversity among the county staff (Mean = 3.684, SD = 1.141), while promoting workforce diversity at the county (Mean = 3.968, SD = 0.963). Lastly, the respondents seem uncontended with the conferred benefits (Mean = 3.368, SD = 1.051)

The indications are that compensation practices have a beneficial impact on diversity through competitive and attractive remuneration to all staff, equity in compensation, application of the public service policy in benefits, fairness and justice in remuneration.

4.5.4 Retention Practices

Table 4.4 Retention Practices

Variable		SD	D	N	A	SA	Tot	Mean	SD
The county promotes diversity in supervisory and managerial functions	F	5	7	7	12	7	38	3.826	1.345
	%	13.2	18.4	18.4	31.6	18.4	100		
The county invests in the retention of skilled and competent staff	F	6	3	6	15	8	38	3.916	0.897
	%	15.8	7.9	15.8	39.5	21.1	100		
Mentorship opportunities are offered to staff irrespective of ethnic and cultural affiliation	F	4	5	7	15	7	38	3.705	0.911
	%	10.5	13.2	18.4	39.5	18.4	100		
Leadership training is offered to staff irrespective of ethnic and cultural affiliation	F	2	3	10	14	9	38	3.921	0.781
	%	5.3	7.9	26.3	36.8	23.7	100		
The county offers attractive career growth opportunities to all its staff	F	4	5	6	10	13	38	3.926	0.653
	%	10.5	13.2	15.8	26.3	34.2	100		
The county offers career advancement opportunities for marginalized groups including PWD	F	1	1	10	16	10	38	3.958	0.945
	%	2.6	2.6	26.3	42.1	26.3	100		
The retention policies help promote diversity among its workforce	F	3	5	6	15	9	38	3.821	1.407
	%	7.9	13.2	15.8	39.5	23.7	100		
The succession planning help maintain diversity in the workplace	F	5	3	8	12	10	38	3.974	1.423
	%	13.2	7.9	21.1	31.6	26.3	100		

Source: Research Data (2022)

As per the statistics in Table 4.4, respondents affirmed that the county promotes diversity in the supervisory and managerial function (Mean = 3.826, SD = 1.345) and invests in the staff retention plans (Mean = 3.916, SD = 0.897). Based on the responses, the county offers mentorship opportunities to all staff (Mean = 3.705, SD = 0.911).

The respondents affirmed that the county offers leadership training (Mean = 3.921, SD = 0.781) and that the county offers attractive career opportunities to all staff (Mean = 3.926, SD = 0.653) and for marginalized groups and PWD (Mean = 3.958, SD = 0.945). Based on the responses, the respondents affirmed the retention policies helped promote workforce diversity (Mean = 3.821, SD = 1.407). Lastly, the respondents affirmed that the majority of county staff are contented with the conferred benefits (Mean = 3.974, SD = 1.423).

The statistics indicates that retention practices have beneficial impact on diversity through diversity in supervisory and managerial function, staff retention plans, mentorship, leadership training, career advancement opportunities for all staff and retention policies.

4.5.5 Workforce Diversity

Table 4.5 Workforce Diversity

Variable		SD	D	N	A	SA	Tot	Mean	SD
The staff reflect the demographics of the surrounding communities	F	0	2	11	20	5	38	3.737	0.760
	%	0.0	5.3	28.9	52.6	13.2	100		
New staff possesses similar characteristics to the existing workforce.	F	1	0	5	23	9	38	4.026	0.788
	%	2.6	0.0	13.2	60.5	23.7	100		
The county strives to have and hold a diverse workforce.	F	0	9	7	18	4	38	3.447	0.978
	%	0.0	23.7	18.4	47.4	10.5	100		
Certain position are reserved for people of specific cultural and ethnic background.	F	2	1	9	20	6	38	3.710	0.956
	%	5.3	2.6	23.7	52.6	15.8	100		
The county staff are culturally and ethnically diverse	F	1	5	8	19	5	38	3.579	0.976
	%	2.6	13.2	21.1	50.0	13.2	100		
The ethnic diversity brings new ideas to the workplace	F	1	4	12	19	2	38	3.447	0.860
	%	2.6	10.5	31.6	50.0	5.3	100		
The cultural diversity helps develop new skills	F	2	1	6	24	5	38	3.763	0.913
	%	5.3	2.6	15.8	63.2	13.2	100		
The workforce diversity provides a competitive edge	F	1	3	9	14	11	38	3.816	1.035
	%	2.6	7.9	23.7	36.8	28.9	100		

Source: Research Data (2022)

As per the statistics in Table 4.5, the respondents affirmed that the county staff reflect the demographic characteristics of the surrounding community (Mean = 3.737, SD = 0.760) and that the new staff possesses similar characteristics to the existing workforce (Mean = 4.026, SD = 0.788). Based on the responses, the county is striving to a diverse workforce (Mean = 3.447, SD = 0.978) and thus the county reserves certain position for people of specific cultural and ethnic backgrounds (Mean = 3.710, SD = 0.956).

The respondents also affirmed that the staff are culturally and ethnically diverse (Mean = 3.579, SD = 0.976) and that the ethnic diversity tend to initiate new ideas to the workplace, (Mean = 3.447, SD = 0.860).

As further indicated, the respondents affirmed the cultural diversity helps the staff develop new skills, (Mean = 3.763, SD = 0.913) and that the workforce diversity confers a competitive edge to the county (Mean = 3.816, SD = 1.035).

The statistics indicates that retention practices have beneficial impact on diversity through diversity in supervisory and managerial function, staff retention plans, mentorship, leadership training, career advancement opportunities for all staff and retention policies.

The respondents confirmed that, the HR policy is administered in conjunction with the County Public Service Board and the office of the County Secretary. The Public Service Management offers advisory opinion on compliance levels of workforce diversity in various levels through the County Secretary, thereafter County Public Service Board implements the advisory in the subsequent recruitment process. According to the participants, the element of inclusivity is very clear and the County Government is committed towards inclusivity of all the, gender, youth, members of all ethnicity

groups, political affiliation, persons with disability, minorities, and religions. This does not apply to political parties only but the entire sections of the County.

4.6 Diagnostic Statistics

Usually, the classical linear regression model, $Y = \beta_{01} + \beta_i X_i + \varepsilon_1$, has a disturbance term which is considered to be a random outside influence on Y that cannot be modelled. Diagnostic tests are carried out on the regression equation to examine whether one or more of the assumptions are not supported by the data. These tests include; tests for normality, linearity, homoscedasticity, collinearity and the presence of linear relationship between the study variables (Brooks, 2014).

4.6.1 Test for Normality

The study tested for normality by testing whether the data was drawn from a normally distributed population using the Shapiro-Wilk Test. When the Shapiro-Wilk Test is applied, the rejection of the null hypothesis as shown by significant p-values ($p > 0.05$) indicates that the null hypothesis that the data was drawn from a normally distributed population cannot be rejected.

Table 4.6 Shapiro – Wilk Normality Test

Variable	n	W	p-value
Recruitment practices	38	0.95973	0.18606
HR development practices	38	0.93861	0.13778
Compensation practices	38	0.96471	0.26912
Retention practices	38	0.96474	0.26960

The statistics from Table 4.6 which tested for any departure in normality indicated that all the W values were significantly closer to 1 and the test of significance of the W having p-values > 0.05. The indications are that data was drawn from a normally distributed population.

4.6.2 Test for Linearity

The study examined linearity in the data by testing for an alternative model specification through curve fitting (Hair *et al.,* 2010) as shown in Figure 4.7.
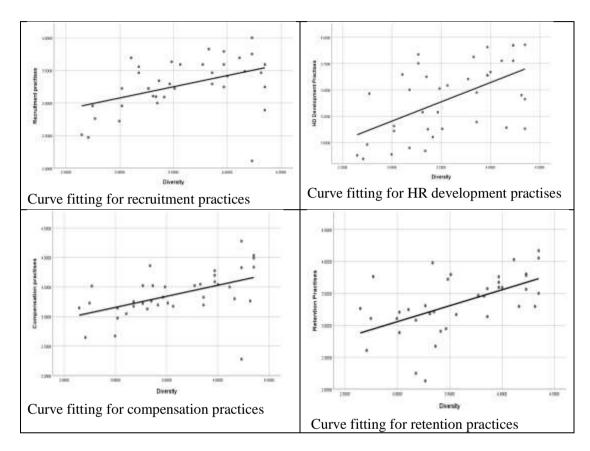

Curve fitting for recruitment practices

Curve fitting for HR development practises

Curve fitting for compensation practices

Curve fitting for retention practices

Figure 4.7: Curve Fitting Plots for the Study Variables
Source: Research Data (2023)

Figure 4.7 displays the pictorial representations of scatter and curve-fitting plots which indicate the presence of linearity between the dependent variable (firm performance) and independent variables. Hair *et al.,* (2010) affirmed the curve fitting and model equations serve to indicate two distinct aspects of linearity: (a) the existence of linearity between the variables and (b) the exclusion of non-linearity in the data because the association represents only the linear variables between the variables. The indications from the scatter and curve-fitting plots are that the independent and dependent variables take the linear functional format, where $y = a + bx$

4.6.3 Test for Heteroscedasticity

The study tested for heteroscedasticity through the use of the Breusch-Pagan-Godfrey test with a finding of significance ($p < 0.05$) indicating that the null hypothesis that homoscedasticity cannot be assumed is rejected (Garson, 2013).

Table 4.7 Test for Heteroscedasticity

Regression	χ^2 value	p-value	Conclusion
Recruitment practices	2.86	0.0908	homoscedasticity can be upheld
HR development practices	0.00	0.9646	homoscedasticity can be upheld
Compensation practices	0.00	0.9520	homoscedasticity can be upheld
Retention practices	0.01	0.9118	homoscedasticity can be upheld

Table 4.7 Shows the statistical test for heteroscedasticity which was carried out on the residuals of the indicators of the predictor variable, four regression equations with significant values ($p > 0.05$) indicate that the assumption that the data was homoscedastic cannot be rejected.

4.6.4 Test for Multicollinearity

The study used two common methods to detect multicollinearity between the independent variables: the variance inflation factor (VIF) ≤ 10 and a tolerance figure, of $1 / \text{VIF} \geq 0.1$ (Sekaran & Bougie, 2010). High collinearity or multicollinearity among the independent constructs in research is signalled when inter-correlation among the independent variables is above ($r > 0.9$) (Hair *et al.,* 2019).

Table 4.8 Collinearity Statistics

Regression	VIF	Tolerance	Conclusion
Recruitment practices	1.33	0.753477	No multicollinearity
HR development practices	1.43	0.699539	No multicollinearity
Compensation practices	1.45	0.691993	No multicollinearity
Retention practices	1.30	0.767550	No multicollinearity

Table 4.8 concerns the collinearity statistics as indicated by the variance inflation factor (VIF) and tolerance (1 / VIF). The results of this test showed that the VIF figures range between 1.30 and 1.45 while the tolerance values range between 0.6919 and 0.7675, thus, it can be inferred that multicollinearity was not a significant problem in the dataset.

4.6.5 Test for Linear Relationship

The test for linear association was measured by the use of Pearson's correlation coefficient(r) which tested for not only the existing interdependency between variables but also the presence of significant correlations between the independent and dependent variables (Cooper & Schindler, 2014). Strong correlation Any correlation coefficient, r ≤ 0.3 signifies a weak correlation, $0.3 \geq r \leq 0.5$ indicates moderate while $r > 0.5$ indicates a strong correlation (Heale & Twycross, 2015). However, correlation coefficients, $r \geq \pm 0.9$ indicate the presence of multicollinearity in the data set (Henson & Roberts, 2006).

Table 4.9 Correlation Analysis

		Diversity	Recruitment practices	Development practices	Compensation practices	Retention practices
Diversity	R	1	0.456**	0.468**	0.442**	0.624**
	p-value		0.004	0.003	0.005	0.000
	N	38	38	38	38	38
Recruitment practices	R	0.456**	1	0.353*	-0.062	0.224
	p-value	0.004		0.030	0.713	0.176
	N	38	38	38	38	38
Development practices	R	0.468**	0.353*	1	0.172	0.199
	p-value	0.003	0.030		0.301	0.232
	N	38	38	38	38	38
Compensation practices	R	0.442**	-0.062	0.172	1	0.586**
	p-value	0.005	0.713	0.301		0.000
	N	38	38	38	38	38
Retention practices	R	0.624**	0.224	0.199	0.586**	1
	p-value	0.000	0.176	0.232	0.000	
	N	38	38	38	38	38

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).
Source: Research Data (2022)

Table 4.9 concerns the correlations between the study variables. The dependent variable, diversity positively correlates with the recruitment practices (r = 0.456, p < 0.05), development practices (r = 0.456, p < 0.05), compensation practices (r = 0.442, p < 0.05) and retention practices (r = 0.624, p< 0.05). These would indicate any change in the human resource practices would have a corresponding change in diversity.

4.7 Test of Hypotheses

The study carried out hierarchical regression to test the hypothesis for the directs effects of recruitment practises (H_{01}), HR development practises (H_{02}), compensation practises (H_{03}) and retention practises (H_{04}).

Table 4.10: Regression Results for Co-variates

Variable	Model 1		Model 2		Model 3	
	β	p-value	β	p-value	β	p-value
Gender	0.230	0.165	0.237	0.178	0.23991	0.164
Education			0.024	0.889	0.02214	0.896
Experience					-0.2626	0.111
R^2	0.53		0.53		0.1224	
R^2 Change	0.53		0.53		0.1224	
F - Statistic	2.009	0.165	0.987	0.383	1.58	0.2121

Table 4.11: Regression Results for Direct Effects

Variable	Model 4		Model 5		Model 6		Model 7	
	β	p-value	β	p-value	β	p-value	β	p-value
Recruitment practises	0.3803	.020	0.2226	0.041	0.3214	0.029	0.2706	0.052
Development practises			0.4301	0.013	0.2589	0.042	0.2587	0.043
Compensation practises					0.4336	0.003	0.3016	0.041
Retention practises							0.3006	0.030
R^2	0.257		0.390		0.539		0.607	
R^2 Change	0.257		0.390		0.539		0.607	
Adjusted R^2	0.167		0.294		0.450		0.515	
F - Statistic	2.850	0.039	4.087	0.006	6.043	0.000	6.614	0.000

4.7.1 Effect of Covariates on Diversity

Although the effect of co-variates was carried out without any hypothesis, the results in Tables 4.10 indicate gender, educational levels and experience did not account for any significant effect on financial wellbeing (F = 1.58, p = 0.2121). This implies that gender, education level and experience of the staff does not explain any variance in diversity. The finding could be explained by the fact that the higher education institutional contextual factors at the universities tend to neutralize the influence of the socio-economic variables at play.

4.7.2 Effect of Recruitment Practices on Diversity

H_{01} stated that recruitment practices has no effect on workforce diversity at County Government of Trans – Nzoia. The results in Table 4.11 indicate that recruitment practices has a statistically significant positive effect on diversity ($\beta_1 = 0.3803$, p < 0.05). The ANOVA statistic, F (4, 33) = 2.850, p = 0.039, and indicates that the regression model was statistically significant in predicting the dependent variable with an $R^2 =$ 0.2570 indicating that recruitment practises explain 25.7 per cent variance in diversity. Based on this finding, the study rejected the H_{01} and conclude that the recruitment practices have an effect on workforce diversity at the county government of Trans-Nzoia, Kenya.

4.7.3 Effect of Development Practices on Diversity

H_{02} stated that HR development has no effect on workforce diversity at County Government of Trans – Nzoia. The results in Table 4.11 indicate that development practices has a statistically significant positive effect on diversity ($\beta_2 = 0.4301$, p < 0.05). The ANOVA statistic, $F_{(5, 32)} = 4.087$, p = 0.006, and indicates that the regression model was statistically significant in predicting the dependent variable with an $R^2 = 0.390$ indicating that development practises explain 39.0 per cent variance in diversity. The model summary implies that the inclusion of development practises increased the R^2 from 25.70 % to 39.0 %, therefore development practises accounts for 13.3 % variance in diversity. Based on this finding, the study rejected the H_{02} and conclude that the development practices have an effect on workforce diversity at the county government of Trans-Nzoia.

4.7.4 Effect of Compensation Practices on Diversity

H_{03} stated that compensation practises has no effect on workforce diversity at County Government of Trans – Nzoia. The results in Table 4.11 indicate that compensation practices has a statistically significant positive effect on diversity ($\beta_3 = 0.4336$, p < 0.05). The ANOVA statistic, $F_{(6, 31)} = 6.043$, p = 0.000, and indicates that the regression model was statistically significant in predicting the dependent variable with an $R^2 = 0.539$ indicating that compensation practises explain 53.9 per cent variance in diversity. The model summary implies that the inclusion of compensation practises increased the R^2 from 39.0 % to 53.9%, therefore compensation practises accounts for 14.9 % variance in diversity. Based on this finding, the study rejected the H_{03} and conclude that the compensation practices have an effect on workforce diversity at the county government of Trans-Nzoia.

4.7.5 Effect of Retention Practices on Diversity

H_{04} stated that retentions practises has no effect on workforce diversity at County Government of Trans – Nzoia. The results in Table 4.11 indicate that retention practices has a statistically significant positive effect on diversity ($\beta_4 = 0.3006$, p< 0.05). The ANOVA statistic, F (7, 30) = 6.614, p = 0.000, and indicates that the regression model was statistically significant in predicting the dependent variable with an $R^2 = 0.539$ indicating that retention practises explain 60.7 per cent variance in diversity. The model summary implies that the inclusion of retention practises increased the R^2 from 53.9% to 60.7 %, therefore compensation practises accounts for 7.2 % variance in diversity. Based on this finding, the study rejected the H_{04} and conclude that the retentions practices have an effect on workforce diversity at the county government of Trans-Nzoia.

4.8 Discussion

The finding is explained by empirical studies which lend credence to the fact that recruitment practices has a positive effect on workforce diversity (O'Brien et al., 2015, Kermanshachi and Sadatsafavi, 2018; Murray et al., 2016). Studies show that recruitment promotes diversity through the following ways; public service act which bias – free hiring which emphasizes quality, credentials, and qualifications (Abawi & Eizadirad, 2020). Other important ways of increasing diversity work is the use of professional examination which would give more impetus wishing to join the profession through examination, enrichment experiences for the new recruits.

The finding is explained by empirical studies which observed the fact that development practices have a positive effect on workforce diversity (Ehsan, 2021, Leslie, Manchester & Dahm, 2017). Studies show that development aids in diversity through

the expanded support system where the individuals are given support to advance in the careers through the following ways; public service act which bias – free hiring which emphasizes quality, credentials, and qualifications (Abawi & Eizadirad, 2020). Other significant ways to retain staff is trough provide excellent training and support, and actively appreciate (Carter et al., 2019).

The finding is explained by empirical studies which observed the positive effect of compensation practices on workforce diversity (Cui, Ding and Yanadori, 2019; Liu et al., 2022; Butkus et al., 2018; Buchanan, 2014). Studies show that development aids in diversity through the expanded support system where the individuals are given support to advance in the careers through the following ways; public service act with bias – free hiring which emphasizes quality, credentials, and qualifications (Abawi & Eizadirad, 2020). Other significant ways to retain staff is trough provide excellent training and support, and actively appreciate (Carter et al., 2019).

The finding is explained by empirical studies which observed the fact that retention practises has a positive effect on workforce diversity (Tabi, 2016; Fabris et al., 2016; The effect of the retention practices occurs through the role modelling, mentorship programs, academic enrichment, life skills, and career skills programs (Williams, Thakore and McGee, 2016). Other significant ways to retain staff is trough provide actively appreciate/reward the additional mentoring (Carter et al., 2019).

Table 4.12 Summary of Hypotheses Testing

Hypothesis	Results	Key Findings
H_{O1}:Recruitment practices has no effect on workforce diversity at County Government of Trans – Nzoia.	Reject H_{01}	Recruitment practices positively affect workforce diversity
H_{O2}:HR development practices has no effect on workforce diversity at County Government of Trans – Nzoia.	Reject H_{02}	HR development practices positively affect workforce diversity
H_{O3}: Compensation practices has no effect on workforce diversity at County Government of Trans – Nzoia.	Reject H_{03}	Compensation practices positively affect workforce diversity
H_{O4}: Retention practices has no effect on workforce diversity at County Government of Trans – Nzoia.	Reject H_{04}	Retention practices positively affect workforce diversity

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the summary of key findings followed by a discussion. It further presents the conclusion, recommendations and finally offers suggestions for further research.

5.1 Summary of Findings

General information indicated a sufficient response rate of 95% which was considered sufficient to draw inferences from. On socio-economic characteristics, the study findings showed that male respondents comprised 79 per cent and were about four times that of their female counterparts. A larger number of respondents were in the age bracket of 28 to 48 years with the largest representation from the prime age of 28 to 31 years and largely physically fit with 2.6% representations of PWD. The largest number of respondents were undergraduate holders of education and majority had worked for 14 years and less and largely made up of two communities: Luhya and Kalenjin tribes.

Majority of the respondents were of the view that, diversity in training and development is considered fairly across the board. It established that, the internal actors have a strong communication network and to an extent their role conflict with the workforce diversity. From the interview it emerged that, the County Government engages the majority in diversity discussion involving the minority through public participation forum. From the interview it was clear that, the board is very independent and the decision they have taken from the past practices, are very clear, logical, reasonable and justifiable hence the board is very independent. The external forces who influence employee resourcing from the respondent's view are, the people whom when the

Governor was being elected, they participated directly or indirectly towards his election. They have been involved and they influence the resources process, they also have a lot of experiences in running the Government and they can also be listened to influence the decision of election process. The County Government has progressively complied with the requirement of employing atleast 5% people with disabilities.

5.1.1 Objective One

The descriptive analysis showed that recruitment practices promotes diversity through equal opportunities to all applicants, inclusivity, transparency and fairness in the recruitment and selection procedures. The five diagnostic tests for the hypothesis test indicated that all the assumptions were met and thus, the regression analysis was utilized in this hypothesis test. The inferential statistics indicated that recruitment practises explains approximately 25.70 % of variations in workforce diversity with effect size, $\beta_1 = 0.3803$ ($p < 0.05$). Based on the finding, this indicates that recruitment practises has a positive impact on workforce diversity in county government in Kenya.

5.1.2 Objective Two

The development practices promote diversity through equal training and development opportunities, training on inclusivity and diversity, support career advancement and development opportunities, ensure staff promotions and managerial development at workplace. The five diagnostic tests for the hypothesis test indicated that all the assumptions were met and thus, the regression analysis was utilized in this hypothesis test. The inferential statistics indicated that development practises explains approximately 39.0 % of variations in workforce diversity with effect size, $\beta_2 = 0.4301$ ($p < 0.05$). Based on the finding, this indicates that development practises has a positive impact on workforce diversity in county government in Kenya.

5.1.3 Objective Three

The compensation practices helped support through competitive and attractive remuneration, equity, fairness and justice in remuneration. The five diagnostic tests for the hypothesis test indicated that all the assumptions were met and thus, the regression analysis was utilized in this hypothesis test. The inferential statistics indicated that compensation practises explain approximately 53.9 % of variations in workforce diversity with effect size, $\beta_3 = 0.4336$ (p< 0.05). Based on the finding, this indicates that compensation practises has a positive impact on workforce diversity in county government in Kenya.

5.1.4 Objective Four

Retention practices impact on workforce diversity through diversity in the supervisory and managerial function, staff retention plans, mentorship, leadership training, career advancement opportunities. The five diagnostic tests for the hypothesis test indicated that all the assumptions were met and thus, the regression analysis was utilized in this hypothesis test. The inferential statistics indicated that retentions practises explains approximately 53.9 % of variations in workforce diversity with effect size, $\beta_4 = 0.3006$, (p< 0.05). Based on the finding, this indicates that retention practises has a positive impact on workforce diversity in county government in Kenya.

5.2 Conclusions

In conclusion, evidence show an existing positive influence of human resource management practices in mainstreaming diversity through resourcing, training and development and retention.

The recruitment practices influence workforce diversity by determining the availability of a potential pool of candidates and ascertaining the nature and type of the person to

be hired by the county government. This is drawn from the positive effect of the use of formal recruitment strategies which influence the workforce diversity at the county governments through the impact of workforce planning, and labour force forecasting.

The development practices influence the workforce diversity through the influence of promotion criteria and career development strategies used by the county government. This is drawn from the positive effect of human resource development strategies which influence workforce diversity through the impact of training, mentoring and career planning programmes.

The compensation practices affect the workforce diversity through the application of fair wage policies and compensation structures used by the county government. This is drawn from the positive effect of reward management strategies which influence workforce diversity through the impact of, promotion systems, financial rewards, and non-monetary rewards.

The retention policies influence workforce diversity by affecting the quantity and skills levels held by employees and through the succession planning arrangements. This is drawn from the positive effect of the retentions which influence workforce diversity through the impact including talent management and retention plans.

5.3 Recommendations

The study makes the following recommendations;

5.3.1 Policy Recommendations

That the County Government should adopt and implement appropriate human resource management strategies such as workforce planning, would ensure that the human

resource practices are aligned to a framework that would guide the human resource management with the County system.

The County Government should ensure full compliance with Constitution, legislative and policy requirements on workforce diversity. The constitution of Kenya 2010, has gender rule of not more than two – thirds belonging to one specific gender, 5% being reserved for minorities, and people with disabilities.

5.3.2 Recommendations for Further Studies

The study tackled the four elements of human resource practices and used senior staff and therefore other studies should consider exploring the specific facets of these human resource practices using employees, and a large sample to validate the findings of the study.

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APPENDICES

Appendix I: Introductory Letter

Introductory letter

Dear Respondent,   **June 2022**

My name is Elkana Korir, a student at the Moi University in the school of Graduate Studies. I am researching on the *"The human resource practices in mainstreaming diversity in Trans-Nzoia county government."*

The information on the questionnaire is designed to define and explain how human resource practises influences workforce diversity in the County Government of Trans-Nzoia by virtue of your position, you are well placed to give the correct picture of these mechanisms at the County Government.

The ethical considerations of the research recommend that the respondent only willingly participates in the study or may reject, and secondly, the responses obtained will be kept strictly confidential and private, with only the members of the research team having access to the information. I greatly appreciate the help of your organization and yourself in furthering this research endeavour.

Sincerely

Elkana Kipkurgat Korir

Tel: 0724 484 730

Appendix II: Interview Schedule

The following questions will be used to guide the researcher during the interviewing sessions: -

1. Do you have workforce diversity policy at workplace?

2. What role does the county public service board play in determining workforce diversity?

3. Do the management engage majority in diversity discussion involving the minority communities?

4. How often, to the organization clearly and comprehensively articulate why an organization is devoting time, effort and resources to a diversity initiative.

5. To what extent is workforce diversity considered a problem/challenge by the county government?

6. To what extent is workforce diversity considered to be beneficial to county government?

7. Is there accountability and transparency to all stakeholders on areas of training and development?

8. How do you address the deeper issues of discrimination and marginalization of workforce in resourcing after the audit?

9. How independent is the board in implementing workforce resourcing and decision making in relation to workforce diversity?

10. What mitigation measures have you instituted in place to assist in addressing the challenges?

11. How do you establish framework to address ethnic composition and related hiring plans to progressively address diversity in the county?

12. What plans have you instituted to address age diversity in succession management to replace who will exit through retirement and other natural attrition?

13. In your hiring plans how do you intend to progressively address the need to employ new staffs with disability?

14. What are some of the challenges you experience while administering employee resourcing in relation to workforce diversity in the County?

15. What mitigation measures have you instituted in place to assist in addressing workforce diversity challenges

I would like to sincerely thank you for creating time and your cooperation in responding to the questions may God bless you.

Appendix III: Questionnaire

Section One: Respondent's demographic characteristics

The questions in this section relate to the information touching on respondent's demographic characteristics **PLEASE TICK ON THE BOX** [ ] **WITH THE APPROPRIATE OPTION**

1 Please indicate your Gender?

Male	[ ]	Female	[ ]

2 Please indicate any disability if any?

No disability	[ ]	Hearing disability	[ ]
Visual disability	[ ]	Physical disability	[ ]

3 **Please indicate your age in years?**

21 to 27 Years	[ ]	28 to 34 years	[ ]
35 to 41 Years	[ ]	42 to 48 years	[ ]
49 to 55 Years	[ ]	56 to 62 years	[ ]
Above 63 years	[ ]		

4 **Please indicate the work experience**

1 to 7 Years	[ ]	8 to 14 Years	[ ]
15 to 21 Years	[ ]	22 to 28 Years	[ ]
29 to 35 Years	[ ]	Above 36 Years	[ ]

5 **Please indicate job designation**

Departmental supervisor	[ ]	Committee member	[ ]
Sectional head	[ ]	Public service board	[ ]

6 **Please indicate the highest level of education that you have attained**

Diploma	[ ]	Higher Diploma	[ ]
Bachelor's degree	[ ]	Master's Degree	[ ]

7   **Please indicate the indigenous community that you belong to**

Luhya	[ ]	Kikuyu	[ ]
Kalenjin	[ ]	Luo	[ ]
Sabaot	[ ]	Teso	[ ]
Kisii	[ ]	Others	[ ]

Section Two: Workforce Diversity

The questions attached in this section concern your evaluation on the state of workforce diversity. Since you are involved in these processes, please rate the level of agreement/disagreement with the statements by **TICKING ON THE BOX** with the most appropriate choice that best represents your view/opinion**: 1-Strongly Disagree (SD); 2-Disagree (D); 3-Neutral (N); 4-Agree (A); or 5- Strongly agree (SA).**

	Statements on workforce diversity	SD	D	N	A	SA
1	The existing county staff reflect the demographics of the surrounding communities					
2	The staff at the county possesses similar characteristics to the existing workforce.					
3	The county strives to have and hold a diverse workforce.					
4	The county reserves certain jobs/functions for people of different cultural and ethnic background.					
5	The county staff are culturally diverse, as the county offers equal employment opportunities to all.					
6	The ethnic diversity brings new ideas and knowledge to the workplace					

7	The cultural diversity helps county staff to develop new skills and approaches to work.					
8	The diversity provides a competitive workforce for effective service delivery					

Section three: Recruitment practices

The questions attached in this section concern your evaluation of the influence of recruitment practises. Since you are involved in these processes, please rate the level of agreement/disagreement with the statements by **TICKING ON THE BOX** with the most appropriate choice that best represents your view/opinion**: 1-Strongly Disagree (SD); 2-Disagree (D); 3-Neutral (N); 4-Agree (A); or 5- Strongly agree (SA).**

	Statements on recruitment	SD	D	N	A	SA
1	The county rely on only informal networks to fill open positions					
2	The county offers equal chance to all competing for a job of obtaining that job					
3	The county ensures consistency in the content, scoring and interpretation of scoring					
4	The interviews confer adequate opportunity to demonstrate one's knowledge, skills and ability during selection process					
5	The interviews opportunity to ask questions regarding job, organization or selection process					
6	The county provides an honest feedback of selection information (results)					

7	The county selection process are transparent, fair and just					
8	The county uses diversity characteristics as signals for job performance					
9	The county select candidates based on similar non-job related characteristic					
10	There is favorable assessment for demographically similar candidates					

Section Four: Development practices

The questions attached in this section concern your evaluation of the influence of development practices Since you are involved in these processes, please rate the level of agreement/disagreement with the statements by **TICKING ON THE BOX** with the most appropriate choice that best represents your view/opinion**: 1-Strongly Disagree (SD); 2-Disagree (D); 3-Neutral (N); 4-Agree (A); or 5- Strongly agree (SA).**

	Statements on development practises	SD	D	N	A	SA
1	The county provides equal training opportunities to all its staff					
2	The county is aware of cultural and ethnic differences among its staff					
3	The county provides training to all employees irrespective of the cultural affiliation groups					
4	The county educates its staff about laws and policies on inclusion and diversity in workplace					

5	The county support employees from marginalized groups and PWD for further development.					
6	The county staff' needs are assessed irrespective of their origin, to enable full participation					
7	Promotion is dependent upon employee performance, not on someone's background.					
8	The county ensures that its staff develop managerial skills for working in a multicultural environment					
9	The organization provides sufficient opportunities for career advancement for all employees					
10	The county staff' needs are evaluated on merit basis irrespective of their cultural background					

Section Five: Compensation practices

The questions attached in this section concern your evaluation of the influence of compensation practices. Since you are involved in these processes, please rate the level of agreement/disagreement with the statements by **TICKING ON THE BOX** with the most appropriate choice that best represents your view/opinion**: 1-Strongly Disagree (SD); 2-Disagree (D); 3-Neutral (N); 4-Agree (A); or 5- Strongly agree (SA).**

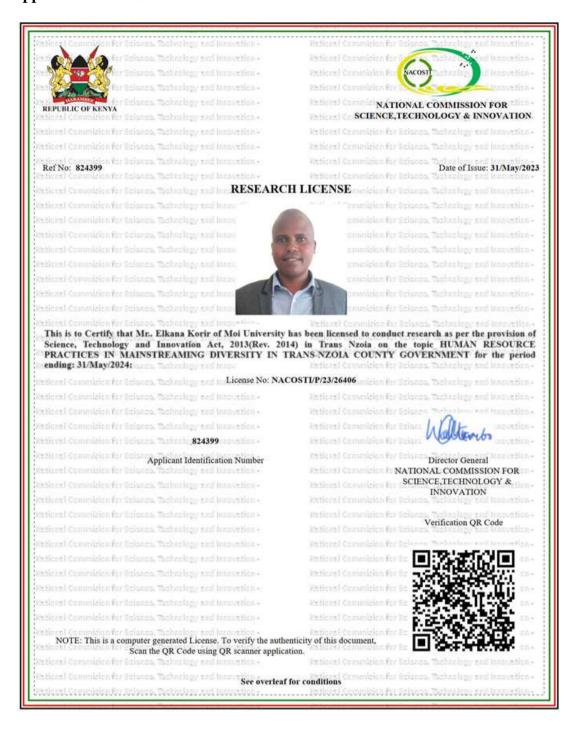|	**Statements on compensation practises**	SD	D	N	A	SA
1	The county encourage equal pay and a performance-based pay system					
2	The county flexible benefit plan accommodates the diverse needs of its human capital					

3	The county pays competitive salaries to all its staff regardless of the diverse characteristics.					
4	The staff benefits offered are in line with other public sector organizations.					
5	The County uses the current public service policy to guide its financial compensation of its staff					
6	All groups whether majority or minorities have an equal pay and benefits regardless of the characteristics.					
7	The county has flexible work hours for special groups like women or physically challenged employees					
8	The county compensates its staff with a basic salary and statutory schemes (NHIF and NSSF)					
9	The county compensates its staff with a medical scheme in addition to statutory salaries and scheme					
10	The county rewards system are considered fair and just					

Section six: Retention practices

The questions attached in this section concern your evaluation of the influence of retention practices. Since you are involved in these processes, please rate the level of agreement/disagreement with the statements by **TICKING ON THE BOX** with the most appropriate choice that best represents your view/opinion**: 1-Strongly Disagree (SD); 2-Disagree (D); 3-Neutral (N); 4-Agree (A); or 5- Strongly agree (SA).**

	Statements on retention practises	SD	D	N	A	SA
1	The county has ensured that there is managerial and leadership continuity at the workplace					
2	The county has invested in the acquisition of critical skill competencies and capabilities					
3	The county provides a conducive atmosphere for the mentoring of its staff					
4	The County has trained staff for leadership skill in every department					
5	The county offers exciting career growth opportunities to the most talented employees					
6	The county ensures that all departmental staff attend leadership training programmes					
7	The county has structured workplace policies and practices that reduces employees' turnover					
8	The county offers competitive compensation to retain the most talented staff					
9	The county offers flexible work arrangements to marginalized and PWD to sustain their retention					
10	The county uses succession planning for the critical staff position					

Appendix IV: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 824399

Date of Issue: 31/May/2023

RESEARCH LICENSE

This is to Certify that Mr., Elkana Korir of Moi University has been licensed to conduct research as per the provision of Science, Technology and Innovation Act, 2013(Rev. 2014) in Trans Nzoia on the topic HUMAN RESOURCE PRACTICES IN MAINSTREAMING DIVERSITY IN TRANS-NZOIA COUNTY GOVERNMENT for the period ending: 31/May/2024:

License No: NACOSTI/P/23/26406

824399

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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See overleaf for conditions

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to

2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
    i. Endanger national security
    ii. Adversely affect the lives of Kenyans
    iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
    iv. Result in exploitation of intellectual property rights of communities in Kenya
    v. Adversely affect the environment
    vi. Adversely affect the rights of communities
    vii. Endanger public safety and national cohesion
    viii. Plagiarize someone else's work

3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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