

THE EFFECT OF IMPLEMENTATION OF DIVERSITY TRAINING POLICY ON EMPLOYEE COMMITMENT IN SELECTED COUNTY GOVERNMENTS OF KENYA

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Abstract

This study sought to evaluate the effect of implementation of diversity training policy on employee commitment in selected county governments in Kenya. The study was guided by the Institutional theory. A descriptive survey was used to explore the effect of implementation of diversity training policy as a voluntary organizational diversity strategy and how it affects the commitment of employees. The focus of the study was 32 county governments that had not complied with the County Government Act on new appointments in regard to implementation of diversity management policies as per the 2016 Nation Cohesion and Integration Commission survey report. A sample of 494 respondents drawn from a target population of 7492 comprising middle level management was obtained using simple random sampling techniques. Data was collected by use of questionnaires. Data was analyzed using descriptive statistics which included the mean, standard deviation, frequencies and percentages. Simple regression analysis was used to test the relationship between the implementation of diversity training policy and employee commitment. The descriptive statistic showed that respondents were neutral in their attitude towards the effectiveness of implementation of diversity training policy with a grand mean of 3.274. Findings from the regression analysis indicated that the coefficient of diversity training policy ($\beta = -0.281$) is negative and statistically significant ($p = 0.000 < 0.05$) in predicting employee commitment. These findings suggest that diversity training has a role in employee commitment and if implemented effectively it will help to increase both the commitment level of employees and productivity. It can further be concluded that diversity training is more effective when implemented with other factors.

Keywords: *Diversity management policies, county governments, diversity training Policy, Voluntary diversity training policy*

I. INTRODUCTION

1.1 Background to the Study

Workforce diversity management is a challenge many organizations are faced with in the 21st Century. The most common response to this phenomenon by organizations is to institute a voluntary diversity management strategy through diversity training policy and programs (Lindsey, King & Levine, 2015; Eshiteti, Mukanzi & Senaji, 2017; Chauhan, Ghosh, Rai & Kapoor, 2017; Jouda, Ahmad & Dahleez, 2016; Were, 2015) and it is considered to be the most popular (with 93 percent) compared to the approaches. This raises one common question of whether diversity training programs are effective in achieving organizational goals of having a

diverse and committed workforce. According to Lindsey, King and Levine (2015) recent reviews have suggested that most diversity training programs might not be effective in accomplishing organizational goals.

Diversity training is defined as a systematic process used to enhance cross cultural skills, awareness, socio-economic status, racial or ethnic and their comprehension among individual employee through education programs (Eshitet et al., 2017). Diversity training refers to programs and policies aimed at sensitizing diverse groups in order to enhance intergroup interactions meant to reduce prejudice and discrimination (Alhejji, Garavan, Garbery, O'Brien & McGuire, 2016). In addition, the aim of diversity training is to help people gain skills, knowledge, and motivate them to interact with people from different cultural groups). Most organizations use diversity training as a voluntary approach to manage diversity alongside the diversity management legal framework.

Bezrukova, Jehn and Spell (2016) observe that attitudes towards diversity are formed before training. They further explain that, diversity training can be politically and an emotionally charged activity than other types of training and therefore, great care should be taken while training diverse people. Studies have shown that diversity training can lead to improvement of employee knowledge in diversity issues, improved diversity behaviors, and gain skills to handle diversity issues (Alhejji *et al.*, 2016). This will increase productivity, employee performance, customer satisfaction, and there will be an increase in financial performance

Many studies have shown empirical evidence that diversity training is associated with other organizational human resources outcome such as organizational performance (Wangari & Gitau, 2017), employee commitment in the banking sector in Kenya (Eshiteti et al. 2017), increased awareness (House, Spencer & Pfund, 2018), however, little research has shown how effective implementation of diversity training policy has affected employee commitment in county governments in Kenya.

Organizational commitment is the degree of employee identification with a particular organization and its goals and the desire to maintain membership (Atmojo, 2015). This attitude to remain committed to the organization is formed at the beginning when individuals first join the organization. The first impression that employees form about the organization in terms of how they are received determines their willingness to stay or leave. Meyer and Allen (1991) have elaborately explained that employee commitment has three dimensions; affective, continuance and normative commitment. When an employee displays an attitude of affective attachment to the organization, it is interpreted as affective commitment. Employees with such commitment have a desire to both identify and involve themselves in the organization without being coerced. In addition, the employees will maintain membership with the organization willingly.

Meyer and Allen (1991) further explain that employees who have a continuance commitment are those who are aware of the costs incurred if they were to leave the organization. Continuance commitment is anchored on the amount of investments individuals have made and a perceived lack of alternative jobs if they were to leave the organization. For example, an employee who has invested a lot of time and energy to learn new skills that cannot be transferred easily to other organizations will stay with the organization with an anticipation that the investment will pay off. Therefore, the fewer the alternative job opportunities that employees believe are available, the stronger is the desire to continue working for the current employer. This study argues that sometimes employees may choose to continue with the organization, not because they have learned a skill that cannot be transferable, but because of the increased lack of employment opportunities. The employee may remain, but their commitment level will be hindering performance.

Employees with normative commitment will stay because they feel it is the most ethical or moral thing to do which compels them to remain. In this case, an employee feels an obligation to remain with the organization regardless of the amount of satisfaction that they derive from their workplace. Meyer and Allen (1991) finally have argued that employees with normative commitment reflect the desire to continue with employment as a sense of responsibility and the moral thing to do. They further argue that normative component of organizational commitment is sometimes influenced by the individual's experiences, both before joining the organization (for example if the person is familiar with the organization or relatives have worked in the same organization) and following organizational socialization that one receives upon entry into the organization. However, the consequences of commitment cannot be underestimated for they can affect organizational performance. These consequences include; job performance, perceived job alternatives, intention to search for better opportunities, intention to leave, poor attendance, lateness, and turnover (Meyer, 2015). This study intended to test the relationship between diversity management and commitment of employees in terms of affective, continuance and normative commitment.

1.2 Statement of the Problem

Diversity training is an important strategy for managing diversity when it is effectively implemented. House *et al.* (2018) found for instance that though diversity training increases awareness employees did not make any change. Another area of concern about diversity training is that the literature is fragmented and diverse in terms of publication outlets and researchers conduct diversity-training outcomes in different organizations that are not similar in terms of background and training contexts. Meaning findings from a different organization cannot be domesticated for another organization. Previous studies have indicated a weak or negative outcome (Holman, Buengeler, Eckhoff, van Ginkel & Voelpel, 2015). Some organizations do not carry out a needs assessment before they embark on the training or because non-human resource managers either have no understanding appreciation of diversity management (Ngigi, 2016; Kyalo, 2015).

Previous studies conducted (House *et al.*, 2018; Eshiteti *et al.*, 2017; Yap, Holmes, Hannan & Cukier, 2010) have not addressed the gap between diversity training and employee commitment especially in the county governments of Kenya. Too, the county governments were devolved seven years ago (2013) and it will be necessary to understand whether the counties have diversity training in place and how this has effected employee commitment. Therefore, there is a significant gap on diversity training and its effect on employee commitment that this study sought to investigate.

1.3 Objective of the Study

To determine the relationship between implementation of diversity management training policy and employee commitment in selected county governments in Kenya.

1.4 Research Hypothesis

H₀₁: There is no significant relationship between implementation of diversity training policy and employee commitment in selected county governments in Kenya.

II. LITERATURE REVIEW

2.1 Theoretical Review

The study was anchored on the institutional theory that is discussed in the following section.

2.1.1 The Institutional Theory

The theory was founded by Scott (2004) and it addresses the social structure of an institution. Institutional theory of the organization provides a guideline of how organizations operate and how they are established and managed. It mainly considers the processes by which structures, including schemes; rules, norms, and routines, become established as authoritative guidelines for social behavior. The theory helps in understanding the processes of organizational decision-making and actions of different actors or stakeholders (Evans, 2014). The core argument of institutional theories is that 'actors pursue their interests within institutional constraints' (Zoogah, Peng & Woldu, 2015). The institutional perspective on firm behavior focuses on the impact of environmental pressures such as government regulations on organizational practices (Konrad, Yang & Maurer, 2016). The theory is important for this study because understanding environmental pressures on organizations is highly relevant to implementation of diversity management policies in county governments in Kenya. Institutional theory recognizes that organizations are exposed to powerful institutional pressures and rules, which can enable and at the same time constrain organizational actions and give meaning to social life (Konrad *et al.*, 2016).

The theory offers a rich account of how organizations try to obtain legitimacy and support by complying with regulative, normative, and cognitive pressures (Konrad *et al.*, 2016). Institutions are the laws, regulations and various rules, which control the actions of actors. Normative institutions refer to society and professional expectations from the organization. Organizational culture and ethics represent the cognitive institution activities that control the social behavior (Scott, 1995). Scott argues that the institutional regulations are capable of influencing the decision-making process such as implementation of diversity management policies.

The regulative pillar is represented by the powerful constitution and the rule of law, which are pro-active measures of shaping the recruitment process in the public service both at the national and county level. Organizations are expected to attract and select human resources based on the constitutional guidelines, which should provide for social representation. In view of this, Kenya has emphasized the necessity of having an adequate social representation of its diverse population that is important in the public service.

Klarbach, Egger, Ukur and Vienn (2013) explain that normative pillars refer to the obligations of the human resource management in the public service to implement the constitutionally packed regulations regarding the hiring of members of all tribes, including women and the disabled. They further explain that it is the mechanism through which the constitution is implemented which provokes managers to adopt various strategies including obeying the regulations by physically announcing the vacant positions, headhunting for specific people and skills and many other measures. They also define *Cultural-cognitive pillar* as the common beliefs and culturally formed taken-for-granted understandings.

The institutional theory is criticized on the ground that organizations are assumed as passive receptors of legitimate ideas. That the theory is not deterministic because firms do not respond the same way to institutional pressures and therefore outcomes are expected to be different. Studies have shown that responses to institutional pressures range from full compliance to various degrees of resistance. As such, organizations differ in terms of how they respond to existing institutions (Konrad *et al.*, 2016). For example, it is alleged that African institutional environments both political, economic and social are weak compared to the western institutions but they nonetheless influence economic activities such as labour acquisition (Zoogah *et al.*, 2015). They further explain that though the institutions have provided legislation and democratic systems, they end up promoting bureaucratic corruption, provide market incentives and result in distorted resource allocation. If

this allegation is true, then African institutional environments could be faced with the challenge of implementing the policies.

Zoogah *et al.*, (2015), have used the theory in a study on institutions, resources, and organizational effectiveness in Africa. Evans (2014) has also used the theory in a study on diversity management and organizational change. Konrad *et al.*, (2016) have also used the theory in a study on the antecedents and outcomes of diversity and equality management.

2.2 Empirical Literature Review

2.2.1 Implementation of Diversity Training Policy and Employee Commitment

In a study to explore the influence of diversity training on employee commitment in the banking sector in Kenya (Eshiteti, Mukanzi & Senaji, 2017), it was found out that diversity training is offered in commercial banks in Kenya. Further, the study revealed that the influence of diversity training exposure on employee commitment (affective, continuance and normative) was positive and significant. That training needs assessment about diversity issues and subjecting employees to diversity training programs had a significant influence on employee commitment. The study can be replicated in other sectors to explore what they are doing in terms of diversity training and how it affects employee commitment especially in the public sector where profits are not the concern.

In another study, Yap, Holmes, Hannan and Cukier (2010) on the relationship between diversity training, organizational commitment, and career satisfaction, results indicated that employees who perceived diversity training to be effective were significantly more committed to their organizations and were more satisfied with their work.

Bezrukova, Jehn and Spell (2012) examined 178 articles from researchers who had investigated several aspects of diversity training programs on campuses and in the workplace. The review revealed a number of things; first, while diversity training can bring an impact to organizations, some of the areas expected diversity training to cause the greatest impact and promise such as integrating diversity training has been ignored. Secondly, the review revealed that the content and effectiveness of some of the diversity training programs could be questionable. For example, some programs are stand- alone approaches focusing on groups such as race, and they use one method of instruction, lectures. The review further reveals that there is an increasing demand for diversity training because of the major societal and organizational trends such as changing workforce demographic, globalization, and the legal challenges which demand for better understanding of which diversity training programs are being offered and their benefits. The study recommends that organizations should understand the participants' characteristics and how they relate to the training, the trainer, and fellow participants for this will inform the organization on who should be trained and what should be taught.

A review by Bezrukova, Spell, Perry and Jehn (2016) that assessed the effects of diversity training on 4 training outcomes over a period of time and across characteristics of, training contexts, the design of training, and the participants revealed that effects of diversity training were greater when the training was complimented by other diversity initiatives such creating awareness, and skills developed that can be done over a period of time. It was revealed that the proportion of women who attended the training had more favorable reactions to diversity training. On the other hand, a comprehensive diversity-training program that is integrated and complemented by other diversity related initiatives can signal a commitment and support for diversity from

the top and can result in motivation of trainees. This study gives areas of study that can be probed further such as the type of diversity training and how it benefits each group.

According to Homan, Buengeler, Eckhoff, van Ginkel and Voelpel (2015) who investigated the effect of diversity training and diversity beliefs on team creativity in nationality diverse teams, diversity training results from previous studies have indicated a weak or negative outcome. The descriptive tests result reveals that for teams that had less positive diversity beliefs, diversity training increased creativity when the team's nationality was low. Diversity training had less impact on teams with more positive diversity beliefs and training effects were not contingent upon these teams' diversity. Given these outcomes, a recommendation is given for research to be carried out to establish the conditions under which diversity training helps or harms teams.

In another study by House, Spencer and Pfund (2018) explored how a mentor training intervention in USA institutions and Puerto RICO influences research scientists' perceptions of diversity and their subsequent behaviors. They found out that diversity mentors reported an increase in awareness. Too, the training expanded their understanding of diversity and its implications on the peoples' differences. Further the training helped the mentors to recognize personal biases. In addition, results indicated that some mentors were able to respond to the increased awareness and made changes to their mentoring practices but most of them did not make any changes. Well-designed diversity training programs that incorporate the cultural practices of the people can successfully prepare diversity mentors to be able to work with diverse groups of workers. The study does not provide sufficient information on how organizations perceive diversity training content and this creates a gap that can be explored further.

Alhejji *et al.*, (2016) review analyzed diversity-training outcomes from 182 authors from the US, Canada, United Kingdom and others. The review revealed that diversity training literature is first fragmented and diverse in terms of publication outlets. Secondly, researchers conduct diversity-training outcomes in different organizations that have no similarity in terms of cultural background and training contexts. Further, it was revealed that most studies reflect the business case perspective and that current studies have major methodological limitations (cultural diversity or disability). The review revealed that research on diversity training covers a small section of organization types, categories of employees being trained, sectors, countries and types of employment and recommended the need to use multiple theoretical perspectives to investigate the impact of diversity training.

Peretz, Levi and Fried (2015) reviewed data from over 5000 organizations in 22 countries which sought to investigate three issues that are complimentary. First is the influence of culture on the adoption of diversity training programs aimed at recruiting, training and promoting individuals from specific target groups. Secondly, is how national cultural practices moderate the relationship between diversity programs and the organizational outcomes of absenteeism and turnover, and lastly, how absenteeism and turnover mediate the relationship between diversity programs and organizational performance and innovation. The descriptive tests results indicated that national cultural practices influenced the adoption of organizational diversity programs. That cultural practice moderated the relationship between diversity training and absenteeism and turnover. Finally, absenteeism and turnover mediated the relationship between diversity programs and organizational performance. The study recommended that organizational leaders should adopt diversity programs that are relevant to their cultural and national contexts. The study can be replicated in the African context to establish the diversity programs that are offered and how they relate to different cultural issues.

Yap, Holmes, Hannan and Cukier (2010) investigated the relationship between employees' perceptions of diversity training existence and its influence on organizational commitment and career satisfaction in large organizations in Canada. The descriptive statistical tests revealed that employees who perceived that diversity training was effective were more committed and satisfied with their careers and to their organizations compared to employees who perceived diversity training to be ineffective or non-existent. Effective diversity training increases employees' organizational commitment, which is in turn associated with loyalty, lower turnover and higher employee engagement. This study excluded entry-level employees by studying only the managers and supervisors. A study involving all cadres of employees can be conducted to establish a more generalized result.

Lindsey, King, Hebl and Levine (2015) examined factors that influence effective diversity –training in USA organizations. The study considered the training method, motivation and individual difference variables. The study involved a longitudinal field experiment in which 118 participants were randomly appointed to participate in one of the three diversity-training methods (perspective taking, goal taking and stereotype discrediting). The descriptive statistical test results revealed that for diversity training to be effective, the motivation of the target group should be enhanced through carefully framed and designed programs. Self-reported behaviors toward lesbians, gay, and bisexual individuals were positively impacted by perspective taking. Internal motivation to respond without prejudice mediated the training effects. The study demonstrates that diversity training participants react differently to certain training methods. And when people are able to understand the perspective of others this will have a lasting positive effect on diversity related outcomes. This study could address other diversity issues such gender, ethnicity and disability to see its effect.

Kulkarni, Gopakumar and Patel (2018) study examines the effectiveness and boundaries of disability-specific sensitization training in organizations in India. Their concern was on why organizations were investing a lot in disability-specific training workshops but there is no information on the outcomes of this training, in terms of how it increases knowledge about disability-related concerns and behavioral change for the affected. The descriptive statistical tests indicated that disability training can be successful if it creates awareness. However, the study revealed that the same awareness that is created further leads to creation of boundaries by 'othering' the group. Non-mandated diversity training interventions does not influence organizational level outcomes particularly when the training isolates the rest of the people from. This study does not give sufficient information on how such programs affect the employee commitment for the affected group.

Reynolds, Rahman and Bradetich (2014) conducted a study to test the value of diversity training from hotel managers, point of view in the USA. The study sought to find out the factors that influence diversity training, decision on training program, organizations commitment to diversity training, participants' perception of the importance of such programs, analysis of participants training and the benefit the training affords. The descriptive statistical test results indicate that the hotel managers believe that introduction of diversity – training programs adds value to the organizations. However, the ethnic minority managers did not value diversity training as compared to non-minority counterparts. A very small sample of 242 with a response of 96 was used as a sample size making it difficult to generalize results. However, this creates a gap that could be considered under a different context.

Dobbin and Kalev (2016) in an article about why diversity training programs fails gives the following reasons. First the authors explain that diversity – training is offered to reduce bias and increase diversity in the workplace. They observe that most organizations have relied on the same programs they have always been used since the 1960s. The organizations diversity training efforts have only made the situation worse. At the same time most diversity training programs focus on controlling the managers' behavior and that this approach

to diversity training results in activating bias rather than eradicate it. People have a tendency of rebelling against rules that threaten their autonomy. The article recommends that organizations should offer diversity training programs which engage people in working for diversity, programs that can increase contact with the minority and women and those that help tap into the desire to be good to others instead of trying to police managers' decisions.

According to Bond and Haynes (2014) diversity training has both positive and negative outcomes. Effective diversity training should be one that reduces discrimination and harassment. In addition, a good diversity training program should lead to more development and job opportunities for minorities, increased job satisfaction and employee commitment. At the same time ineffective diversity training will lead to negative outcomes such as increased discrimination, expensive lawsuits related to employment discrimination issues, organizational and mistrust among the underrepresented groups. It is also argued that, despite the advantages of diversity training, the positive effects of diversity training rarely last beyond a day or two and that a number of studies suggest that diversity training can activate bias or spark a backlash but despite of all these many organizations still use it.

III. MATERIALS AND METHODS

3.1 Research Design

The study adopted an explanatory survey research design. This design is appropriate in providing quantitative or numeric descriptions of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2014). It was also useful in describing and explaining events as they are in terms of employees' perception of diversity management. The study used questionnaires to collect primary data where generalization from a sample to a population was made. The questionnaires were administered through drop and pick method.

3.2 Study Area

The study was conducted in Kenya which is one of the countries in East African countries. Geographically Kenya is located within 1°00' N latitude and 38°00'E longitude. It borders Tanzania to the south, Uganda to the west, Somalia to the East and Ethiopia to the North. Article 6 of the Constitution divides Kenyan territory into forty-seven counties. The county governments were established through the constitution in 2010 and came into effect after the 2013 general elections (The Kenya Constitution, 2010). Social cohesion is considered as one of the major pillars that will secure Kenya's growth into a middle income economy and it is the main driver of an efficient and effective public service.

3.3 Target Population

The study was conducted in 32 counties in Kenya that have contravened the County Government Act on new appointments regarding implementation of diversity management policies. An audit report on county government ethnic and diversity compliance with new appointments shows that 32 counties have contravened the County Government Act in implementation of diversity management policies (NCIC, 2016) as shown in table 3.1 below. Target respondents were drawn from middle-level management, grades F-L who are working at the county head-quarters through purposive sampling technique. The choice of this cadre of employees was appropriate given their ability to read and interpret the questionnaires. Furthermore, these employees are the

implementers of various policies and generators of various reports, including reports on implementation of diversity policies in their capacity as heads of departments and sections.

Table 1: Showing Counties that have contravened the County Government Act in New Appointments

S/no	County	Total population	% contravened	S/no.	County	Total population	% contravened
1	Kirinyaga	2602	97.8	18	Homa Bay	3676	91.1
2	Elgeyo Marakwet	1850	97.6	19	Kitui	2165	90.8
3	Kisii	3606	97.5	20	West Pokot	909	89.6
4	Tharaka Nithi	1671	95.6	21	Vihiga	1336	88.8
5	Kericho	2550	95.3	22	Nyeri	3055	88
6	Murang'a	2683	95.2	23	Mandera	1685	86.1
7	Uashin Gishu	2599	94.4	24	Kisumu	3423	82.3
8	Turkana	995	93.4	25	Wajir	1179	81.6
9	Nyandrua	1528	93	26	Kakamega	3486	81.2
10	Machakos	3736	92.9	27	Kwale	1424	80
11	Nandi	1129	92.8	28	Bungoma	5561	78.8
12	Siaya	1666	92.7	29	Baringo	4055	78.4
13	Meru	2840	92.6	30	Kilifi	2111	77
14	Samburu	1229	92.4	31	Kajiado	1545	75
15	Makueni	1681	91.6	32	Kiambu	2120	74.4
Total employees						76108	

Source: NCIC (2016) County Audit Report

3.4 Sample Size

The study targeted a population of 7492 (obtained from county Human Resource Records, 2018) employees from three counties, Kisii, Kisumu and Kajiado from which a sample size of 494 from middle level management was obtained. Data was collected from primary sources by use of questionnaires. The predictor variable (diversity training policy) was measured by seven questionnaire items that were adapted from Yap et al., (2010). A standardized cronbach alpha was examined for the seven items giving an alpha of 0.892. Employee commitment was measured using three sub constructs of affective, continuance and normative commitments by six (6) questionnaire items each. The items were adapted from (Meyer & Allen, 1991) with a standard cronbach of .802. Both descriptive (frequencies and percentages) and inferential statistics of the correlations and regressions were used for data analysis.

Table 2: Shows the Sampled Counties, total number of employees in grade F-L and their respective sample size

S/no	County	Total number of employees	Sample size
1	Kisumu	2048	135
2	Kisii	3370	222
3	Kajiado	2074	137
Total		7492	494

Source: Respective county human resource records (2018)

IV. RESULTS AND DISCUSSION

4.1 Descriptive Statistics for Implementation of Diversity Training Policy.

The study sought to investigate whether implementation of diversity training policy has an effect on employee commitment in selected county governments in Kenya. A seven (7) item questionnaire was used to collect data. The study gave a response rate of 408 which accounted for 83 percent. Respondents were asked to indicate the extent to which diversity training policy has been implemented and how it affected county governments on a five –point Likert scale (where; 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree and 5-Strongly Agree). The highest mean score was, 3.47 (diversity training is effective in supporting the development and advancement of all employees irrespective of their ethnic group and the lowest mean (2.76), diversity training for non-management employees exists in the organization.

Table 3: Showing Implementation of Diversity Training Policy and Employee Commitment, number of Respondents and Descriptive Statistics

	N	Mean	Std. Deviation
Div01: Diversity training for senior leadership exists in the organization	408	3.37	1.127
Div02: Diversity training for managers and supervisors exists in the Organization	408	3.27	1.213
Div03: Diversity training for non-management employees exists in the Organization	408	2.76	1.183
Div04: Diversity training is effective in supporting the development and advancement of all employees irrespective of gender in the organization	408	3.35	1.157
Div05: Diversity training is effective in supporting the development and advancement of all employees irrespective of their ethnic group	408	3.47	1.212
Div06: Diversity training is effective in supporting the development and advancement of all employees irrespective of their disability status	408	3.45	1.151
Div08: Diversity training has helped the organization to be more Inclusive	408	3.25	1.161
Valid N (listwise)	408		
Mean		3.274	

Source: Research Data, 2019

Table 3 shows the total number of items, the mean and standard deviation for the seven items that were used to measure diversity training policy. From this table, the highest mean was recorded on item Div05: Diversity training is effective in supporting the development and advancement of all employees irrespective of their ethnic group (3.47) followed by Div06: Diversity training is effective in supporting the development and advancement of all employees irrespective of their disability status (3.45), Div01: Diversity training for senior leadership exists in the organization (3.37), Div04: Diversity training is effective in supporting the development and advancement of all employees irrespective of gender in the organization (3.35), Div02: Diversity training for managers and supervisors exists in the organization (3.27), Div08: Diversity training has helped the organization to be more inclusive (3.25), and then Div03: Diversity training for non-management employees exists in the organization (2.76) in that order. It can also be seen from this table that all the seven items were within one standard deviation meaning that they were within close range in measuring diversity training. A number of respondents were neutral in regard to the effectiveness of diversity training policy (3.274).

A number of respondents were neutral in regard to the effectiveness of diversity training policy with a grand mean of (3.274). This suggests that the effect diversity training policy is not evidently perceived by the employees who are expected to be beneficiaries. A study by (Bezrukova, Jehn & Spell,2012) found out that while diversity training can bring an impact to organizations key areas of diversity training are ignored or content and effectiveness of some of the programs could be questionable thus making the implementation of diversity training ineffective. Holman et al. (2015) revealed that diversity training results from previous studies indicated a weak or negative outcome.

4.2 Regression Results for Diversity Training on Employee Commitment

To test the amount of variation of the independent variable (implementation of diversity training policy) on the dependent variable (employee commitment), a simple regression analysis was conducted and the results obtained are as presented in table 4

Table 1: Showing the Effect of Implementation of Diversity Training Policy on Employee Commitment

Outcome Variable							
Employee Commitment							
Model Summary							
	R	R-sq	MSE	F	df1	df2	P
	0.2661	0.0708	0.8626	30.9455	1.000	406.000	0.0000
Model							
	Coeff	Se	t	p	LLCI	ULCI	
Constant	3.2649	0.1717	19.0152	0.0000	2.9274	3.6025	
Diversity_Policy	-0.2809	0.0505	-5.5629	0.0000	-0.3802	-0.1816	

Source: Research Data, 2019

The coefficient of diversity training policy ($\beta_1 = -0.281$) as given in table 4 is negative and statistically significant ($p = 0.0000 < .05$) in predicting employee commitment. The decision therefore is to reject the null hypothesis at $\alpha = .05$ and conclude that there is a statistically significant and negative relationship between implementation of diversity policies and employee commitment.

The estimated model in this case will be given as;

$$Y = 3.2649 - 0.2809X_i$$

Where **Y** represents employee commitment and **X_i** represents implementation of diversity training policy

The overall model [$F(1,406) = 30.9455, P = 0.0000, R^2 = 0.0708$] is significant in explaining the relationship between implementation of diversity training policy and employee commitment. $R^2 = 0.0708$ implies that about 7.08 per cent of variations in employee commitment are explained by implementation of diversity training policy while the remaining 92.92 per cent are explained by other factors that are not captured in the model. Other studies that had obtained similar findings include that by Eshiteti, *et al.* (2017) who had earlier established that diversity training had a positive and significant influence on employee commitment in a study to explore the influence of diversity training on employee commitment. Homan *et al.* (2015) diversity training has a weak or negative outcome but it increases creativity. Diversity training when implemented effectively is effective in creating diversity awareness and can change employee's behavior (House *et al.* 2018). According to Peretz (2015) diversity training is related to employee behavior such as absenteeism and turnover. Yap *et al.* (2010) found out that employees who perceived that diversity training was effective were more committed and satisfied with their organizations.

V. CONCLUSION AND RECOMMENDATIONS

This study sought to establish the effect of implementation of diversity training policy on employee commitment in selected counties in Kenya. From the findings obtained it was revealed first that the employees are neutral about the effectiveness of diversity training policy. Two, results indicated that implementation of diversity training policy has a statistically significant ($p = 0.0000 < 0.05$) and negative relationship in predicting employee commitment ($\beta = -0.2809$). The overall model [$F(1,406) = 30.9455, P < 0.05, R^2 = 0.0708$] is significant in explaining the relationship between implementation of diversity training policy and employee commitment. The overall model shows that $R^2 = 0.0708$ which implies that diversity training policy accounts for 7.08 percent of total variations in employee commitment while the remaining 92.92 percent are explained by other factors that are not captured in the model. These findings were contrary to the study expectation that there was a positive relationship between implementation of diversity training policy and employee commitment. This difference can be attributed to the fact that diversity training policy is more effective when implemented alongside other diversity management policies. Consistent with the institutional theory perspective, it the responsibility of the organization to ensure that there is a clear diversity training policy and programs that meet the needs of the diverse groups if they are to have increased employee commitment.

It is recommended that for organizations to be more successful in carrying out diversity training programs, great consideration should be given to implementation of other legal framework of diversity policies such as implementing the gender policy, ethnicity policy and disability policy. Implementing only a section of diversity management programs may not yield the expected positive results.

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