Effect of Training and Development on Workplace Diversity in Public Universities in Kenya

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Abstract

The main objective of this paper is to study the effect of training and development on workplace diversity in public universities in Kenya from the perspective of the senior administrators or managers of the administrative departments and the schools/faculties in order to provide empirical insights on the disparity in the workforce, which has been a challenge for the public universities' as they need to benefit from talented people with diverse backgrounds. The study adopted a research design being a descriptive cross sectional survey design. The sampling frame was the 22 chartered public universities out of which a sample size of 245 managers surveyed. The sampling technique used was purposive sampling. Correlation and regression analysis was used to determine relationships between the independent and the dependent variable. The study established that training and development significantly affects workplace diversity.

Keywords: Training and development, Workplace diversity, Public universities in Kenya, Human Resource Management

1. Introduction

Research studies in HRM and employment related issues have received considerable attention in Europe, America and other industrialized countries of the world. It is only in the last three decades that some interest has been directed at the status of HRM in developing countries. Newly industrialized countries in Asia which are perceived as a major source of competition to Western economies are drawing much attention from both Western and Asian writers under the banner of international HRM while less developed countries especially those in sub-Saharan Africa and Kenya in particular have received limited attention (Debrah, 2007). Instead, enormous amount of work on sub-Saharan African countries has been carried out on issues such as economic development, trade, foreign aid, eradication of poverty, disease and various factors such as economic mismanagement, political ineptitude, and corruption which have affected economic and industrial development (Kamoche, Muuka, Horwitz and Debrah, 2004). Although the effective management of human resources is critical in the successful management and development of organizations, several studies have documented the problems and challenges that are affecting most organizations in Africa (Kamoche, 2004; Tessema and Soeters, 2006). Some of these challenges include inappropriate management practices, weak and inefficient decision making, political patronage and governmental interference, inability to fire people, inadequate and non-competitive rewards, particularistic recruitment procedures that includes nepotism and other forms of favouritism among other factors (Kamoche, 2000; Kamoche, 2001; Mulinge, 2001; Kamoche et al., 2004; Tessema and Soeters, 2006).

As a result of these challenges, most organizations, especially the public sector in Africa have been unable to attract, motivate and retain diverse employees resulting in high turnover and 'brain drain' levels as most trained employees seek greener pastures in other countries in Africa or overseas (Kamoche, 2004; Tetty, 2006). In order for the African public sector to move away from this culture of failure and managerial ineptitude, it is crucial that it strengthens the human resource function, which is often lowly regarded in organizations (Kamoche, 2000),

In Kenya, the issue of diversity has received a lot of attention since 2007 after the General elections which led to ethnic clashes, which further led to the enactment of the National Cohesion and Integration Act, (2008). Discrimination in the public service has reached a level of concern as one of the major challenges facing universities with existence of negative ethnicity and intolerance from university administrators (Kibaji, 2010; NCIC, 2012). While contemplating people as the most important asset of every organization, it is equally important for HR strategists to recognize human inequalities, otherwise called workforce diversity and manage these effectively (Barbosa, 2007). Particularly, in the context of expansion where interactions among socially and culturally differing people is desired and also inevitable, HR managers could increase individual and group commitment to organizational goals by creating conducive diversity climate (Cox 1993). As strategic partners, HR managers translate the business strategy into action (Ulrich, 2012). So it is also reasonable to infer that effective HRM and diversity management practices contribute to improve the overall organizational performance which in turn is pivotal for sustaining competitive strength.

Training and development contributes to value creation by increasing intellectual capital within the firm (Ulrich, 2012). Unlike in the past, contemporary Human Resource Management is more business focused than administering workforce welfare. Its core functions such as employee hiring, compensation, training and development are streamlined to support organizational strategy by providing a pool of knowledge workers. A flexible knowledge workforce represents competitive advantage for organizations focusing on strategic expansion.

Ozbilgin & Tatli, (2008) highlight that in order to manage a multicultural workplace respecting traditions and culture, it is necessary to implement a new approach of training and development which integrates and valorizes the diversity of the workforce. Training and development should incorporate diversity management as a core function. This should in the context of expansion of organizations to culturally and socially differing destinations, as it can make substantial contributions to overall performance. To know how well training and development practices of Kenyan public universities influence the expansion strategy, it is necessary to understand the existing practices and their conceptual convergences and differences.

Workplace diversity includes several dimensions starting from the legal aspect, equal opportunity, and non-discrimination to other valued people's identities and perspectives (Marquis, 2008). Diversity is based on informational differences reflecting a person's education, experience, and generational differences from the differences that exist within the workplace (Kerby & Burns, 2012; Douglas, 2010). A diverse workforce improves an organization's performance and boosts its bottom line (Ozbilgin & Tatli, 2008). The employers' receive the most skilled and the most qualified candidates as building blocks of their company when they hire the employees belonging to different cultural thoughts and varied backgrounds. Diversity thus embraces difference of opinions and of ideologies and welcomes individuals to adopt each other's peculiarities while observing a better understanding of the workplace (Llopis, 2011). It helps organizations to develop their own mirrors to reflect global demographic trends which may affect global market(Kwak,2002;Rahim, 2003).The presence of multiple generations in the workplace will not only help in information transformation but will promote cultural and social cohesiveness(Douglas,2010).

1. *Training and Development Practices and Workplace Diversity*

Training and development represents an area within HRM practices that can have a significant impact on workplace diversity to the organization. Although training and development programmes may act as inducements, they may also be viewed as investments in the relationship between organizations and individuals which can contribute to employees' performance (Kipkebut, 2010).The goal of training and development programs of all organizations should be to maintain or improve the performance of individuals and, in so doing, that of the organization (Stone, 2005). Effective management of workplace diversity involves not just recruiting diverse employees but also retaining them. One way of increasing retention rates is by providing adequate training and development opportunities to employees (Kerby & Burns, 2012).

Recent research suggests that HR practices, such as employee development affect organizational outcomes by shaping employee behaviours and attitudes (Wesonga, Ngome, Ouma-Odero & Wawire, 2007). Provision of training opportunities may be interpreted by employees as an indication of the organization's commitment to its human resources leading to a strong psychological bonding with the organization and a willingness to expend extra effort to increase the organization's effectiveness (Hubbard 2004). Through training, employees may develop a positive self-concept and a sense of competence resulting from the employment relationship, leading to greater identity with the organization (Noe, 2007).

In Kenyan universities, the highest turnover rates are in the faculties of medicine, engineering, science and information technology (Selesho & Naile, 2014). Day & Peluchette (2009) found that faculty members were not enthusiastic about the training and development offered by their schools. Faculty perceived that avenues for skill improvement in technological developments were lacking. In addition, Day & Peluchette (2009) report that lack of formal training of business school administrators being deans and department chairs was likely to undermine the business schools ability to cope with the increasing pace of change in business and the need for schools to be responsive to not only the needs of their students but also to the community and their institution. Marchington and Wilkinson (2005) found that most organizations were only concerned with the quantitative aspects of training, like the cost and time invested resulting in workers who were overqualified for their jobs leading to poor motivation and low morale. According to Kamoche (2004), training in organizations in Kenya is mainly treated as a cost and with the volatile economic situation in Kenya, managers are finding it difficult to view training as an investment because of its uncertain value. Where training exists, it is usually limited to equipping the employees with narrowly-defined, firm-specific skills that facilitate the attainment of short-term objectives. This is consistent with traditional HRM whereby training is viewed as a 'burden' while training policies are unclear and vague (Kamoche, 2000b). Tessema and Soeters (2006) reports that public sector employees in most developing countries who have been trained by their governments have been unable to utilize their expertise due to unattractive compensation and therefore opt to move to the private sector or overseas.

Therefore, in order for organizations to develop and raise the level of productivity, there is a need to transform the way they develop people by nurturing cultures that value contribution from their employees, undertake cost-effective training activities that are geared to enhancing labour productivity and product quality (Kamoche et al., 2004). In the case of multicultural employees, training may also assist in understanding special rules and regulations that apply to the workplace. Diverse employees often feel neglected and do not perceive any career paths. Examining this proposition calls for in-depth knowledge about the training and development practices at the public universities in Kenya.

2. *Statement of the Problem*

Kenya aims to achieve industrialization and sustained economic growth consistent with the Government's employment, wealth creation, and poverty reduction objectives. All this is being done through many efforts among them the promotion of higher education, which are top priority under vision 2030. Kenya aims to increase its annual GDP growth rates to 10% and to maintain that average until the year 2030 (Vision 2030). However what has been achieved so far is 5.8% by 2015 (KNBS, 2015), clearly this falls short of the targeted 10% annual GDP growth rate. GDP per capita may therefore be viewed as a rough indicator of a nation's prosperity. Through the efficient use diverse human resources at the training level the experts can reap the benefits of the knowledge, skills and change in attitude about having a diverse workforce and consequently a higher growth rate can be achieved. Various authors have demonstrated that there is a link between training and development practices and a firm's productivity (Mukanzi 2013, Kepha 2014, Sang 2015, Guyo 2015).

Going by the above analysis, Kenya's growth target is seemingly ambitious and cannot be realized and sustained without serious human resource reforms (KIPPRA, 2012). According to Omolo, (2010), the gap between Kenya's economy and those of the high performing Asian tigers has widened tremendously since the country's independence in 1963 with Kenya recording low GDP compared to the Asian tiger countries. This is because developed countries and the Asian tigers, have over the years emphasized on training and development plus diversity of human resources leading to increased productivity and to improve G.D.P as well as raised standards of living. According to Lankeu and Maket (2012), there is a need to look attaining and development practices in Kenya that ensure maximum utilization of human resources at the workplace.

The concept of workplace diversity has increasingly become a "hot-button" issue in political, legal, corporate and educational arenas. Managing diversity is becoming a contemporary management issue with many organizations focusing on the same and investing in diversity management practices. Ozbilgin & Tatli, (2008) argue that a cultural diverse workforce is economically beneficial, and improves performance by 20% to 30%. While the trend of emphasis in workplace diversity is picking up internationally, the situation in Kenya, particularly in the public sector is far from the reality of the trends (Kibaji, 2010).

The HRM function is the custodian of the people management processes while the workplace diversity is an employee centered function that can be streamlined through HRM (Armstrong, 2013; Jie Shen, 2009). Nevertheless, most of these studies focus on diversity setting in developing countries. There are only a few local studies (Munjuri & Maina, 2013; Oluoch, 2006; Ikama, 2010; Mureithi, 2009; Shume, 2013) that focus on the diversity at workplace in Kenya. However, all these local studies focus on the status of workplace and do not attempt to address the gap from any perspective. There is therefore a dearth of information on how the training and development function influences workplace diversity in Kenya. This study therefore examines the effect of training and development practices on workplace diversity in Public Universities in Kenya. In the light of the above discussions, the following alternative hypotheses have been formulated: **H$_a$**: Training and development practices have a significant effect on workplace diversity.

3. Methodology

The study used both quantitative and qualitative data. The data obtained through questionnaires was established by calculating response rate and descriptive statistics such as mean, standard deviation, and frequency distributions for the observed variables. These measures help to tell us the point about which items have a tendency to cluster (Kothari, 2004). Second, data collected on each of variables under study was analyzed using factor analysis and descriptive statistics. Lastly, correlation and regression analysis was used to analyze the data. The entire hypothesis was tested at 95% confidence level.

4. Data Analyses

This study used the percentages to present the study findings on factors used in examining the effect of Training and development practices on workplace diversity in public universities in Kenya. The purpose of descriptive analysis is to enable the study to meaningfully describe a distribution of scores of measurements using indices or statistics.

5.1 Construct Training and Development

Training and Development is a critical component of the human resource management function. Harrison and Kessels (2004) define HRD as an organizational process including "the skilful planning and facilitation of a variety of formal and informal learning. Armstrong (2013) refers HRD as a process directed to performance improvement by developing and unleashing human expertise through personnel training and development including organization development. HRD also defined as "a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands" DeSimone, Werner, and Harris (2002).Organizations with good training and development programmes have a competitive edge. The study sought to establish the effect of training and development on workplace diversity in public universities in Kenya. The results are presented in table 5.1.

Table 5.1 Descriptive Analysis of variable Training and Development

	N	Yes	No	Do know	NotTotal
Employees' needs are assessed irrespective of their origin, to enable full participation	196	34.8%	59.6%	5.6%	100%
Individual training plans are developed	196	43.1%	48.3%	8.7%	100%
The organization develops managerial skills for working in a multicultural environment	196	42.3%	45.4%	12.2%	100%
The organization have education programs to reduce stereotyping	196	41.3%	45.4%	13.3%	100%
Cultural sensitivity courses are provided	196	35.7%	51.0%	13.3%	100%
Managers having the title of diversity managers	196	29.9%	57.7%	13.3%	100%
Hold minority career management programs	196	25.5%	62.2%	12.2%	100%
The organization has developmental assignments that expose employees to multiple cultures	196	34.7%	52.0%	12.8%	100%
The organization encourages network and support group areas and potential skill building/ advance opportunity	196	44.1%	45.2%	10.7%	100%
The organization provides conflict management training	196	37.2%	50.6%	12.2%	100%
Minority are given regular opportunities for personal and career development	196	32.7%	52.0%	15.3%	100%

The study sought to establish the effect of training and development function at the public universities. The study found that a respondent rate of 59.6% disagreed that the employees' needs are assessed irrespective of their origin to enable full participation, while a rate of 48.3% disagreed that individual training plans are developed. In order to motivate staff and enhance productivity, it is desirable, therefore, for organizations to take seriously workplace diversity. Employees will be motivated when their career paths in an organization are clearly defined. Wright (2010) has also indicated that employees will be motivated to acquire new skills if the career guidelines are clearly defined. The organization develops managerial skills for working in a multicultural environment had a rate of 45.4% agreeing while majority 54.6% disagreed or did not know. A respondent rate of 51% disagreed that the organization have education programs to reduce stereotyping and 57.7% also disagreed that cultural sensitivity courses are provided.

The respondent rate of 57.7% disagreed on managers having the title of diversity managers, while 62.2% also disagreed on hold minority career management programs. The organization has developmental assignments that expose employees to multiple cultures had a respondent rate of 52% disagreeing, whereas 55.9% disagree and do not know whether that the organization encourages network and support group areas and potential skill building/ advance opportunity. This indicates that the universities do not conduct diversity culture training. This is contrary to findings by Chang (2007) who observed that training affects the psychological state of the employees, when training is provided the employees feels that the organization are concerned about them and their commitment level increases. Guyo (2015) indicated that training and development is significantly related to organizational commitment.

The organization does not provides conflict management training with a respondent rate of 50.6%, while a respondent rate of 52% disagree that minority are given regular opportunities for personal and career development. The results are a clear indication that universities do not accord all cadres of employees equal training opportunities. This is a dangerous trend which might affect the performance of employees who may feel discriminated. These findings contradict studies conducted by Evans, Kelly and Peoples (2010) who found out that for organizations to achieve their objective they need to come up with relevant training programs irrespective of their professional background. The same sentiments are also shared by Accenture (2003), Walker (2009) and Jamrog (2002) who indicated that all employees in an organization irrespective of their professional background contribute to the success of the organization and should be equipped with the necessary skills if possible.

Research also shows that training offers many benefits as employees become more confident, open to change and supportive of each other (Joseph & Dai, 2009). In addition, employees are more motivated to achieve improved performance as a result of training. Ivancevich (2006) identified three types of benefits that employees obtain from training which are personal, career, and job-related benefits. Finally, it can be said the changing business environment necessitates that organizations should spend on training and development of employees to enhance organizational ability to positively respond to the dynamic environment (Jarventaus, 2007)

5.2 Construct Workplace Diversity

Workplace diversity in public universities in Kenya is very critical because it determines whether they achieve their objectives or not. Workplace diversity also tends to enhance their image in the public sector. The study, therefore, sought to measures the extent of the indicators of workplace diversity in public universities. The results are presented in Table 5.2.

Table 5.2 Descriptive results on Workplace Diversity

	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The workforce profile is equally represented in the organization	196	11.2%	25.5%	13.3%	42.9%	9.2%
All groups are equally represented in the workforce	196	15.3%	25.5%	14.3%	35.7%	9.2%
The organization is broadening the pool of applicants by extended outreach efforts	196	12.7%	23.5%	18.4%	38.8%	7.7%
Employees among affirmative action groups are paid the same as dominant counterparts or those in similar positions	196	18.9%	37.2%	18.4%	20.4%	4.1%
Men and women are given equal pay for equal work in the same establishment	196	30.6%	41.3%	11.2%	10.7%	6.1%
Promotion rates for men, women and other affected are the same	196	21.4%	19.4%	15.8%	37.2%	6.1%
Voluntary and involuntary turnover by demographic category is reviewed annually	196	6.6%	18.4%	32.7%	28.6%	13.8%

The study sought to establish the extent of workplace diversity in the public universities. The data on table 4.2 shows responses on statements regarding the determinants of workplace diversity in public universities in Kenya. The data shows 36.7% of the respondents agree on the workforce profile are equally represented in the organization while 63.3% are do not agree or do not know. In addition, 40.8% respondents agree that all groups are equally represented in the workforce while 59.2% do not agree or were undecided. The respondents 64.9% disagree that the organization is broadening the pool of applicants by extended outreach effort. Of the respondents, 56.1 percentages agree that employees among affirmative action groups are paid the same as dominant counterparts or those in similar positions. Men and women are given equal pay for equal work in the same establishment with a response rate of 71.9%, while a response rate of 40.8% agree on promotion rates for men, women and other affected are the same but 59.2% disagreed. Of the respondents 64.9% disagreed or did not know whether the Voluntary and involuntary turnover by demographic category is reviewed annually while 35.1% agreed. The results concur with Mathews (2012), that diversity has been characterized as a function of human resource management and the policies and programs that constitute the diversity management function vary substantially among organizations, including mentoring opportunities, training programs, minority policies, and advocacy groups.

5.3 Correlation analysis for construct Training and Development

Based on the results in Table 5.3, the correlation coefficient (P) between training and development and workplace diversity was found to be 0.619 at (P=0.000).This, therefore, implies that there is a relationship between the two variables (61.9%) since it is above the recommended 30% (Sekaran,2005). The findings of this study therefore, indicate that there was a highly significant linear correlation between the two variables (Training and development and workplace diversity).

This implies that the two variables are very close. This supports the argument that there is a strong relationship between training and development and employee performances, as those employees who are skilled tend to be more productive than those who are not (Appiah, 2012).

These results echo Harris (2011) who found out that training and development are often used to close the gap between current performances and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM. Amongst the activities of this function is the identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results. Levering and Moskowitz (2003) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Armstrong (2013) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It is also argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington and Taylor, 2005).

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies, and behaviour (Appiah 2010; Guest 2001). Moreover, other studies for example one by Mwangi (2015)elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs, thus retaining employees of all caliber. Becker (2004) indicate that organizations should invest in their employees through training and development in order to boost their performance since this is the only way for organizations to improve on their portfolio, thus diversity. Kokkos (2005), Walsh (2009), and Herold (2012) also indicate that once organizations have procured employees, they should continuously develop their skills in order to improve on performance.

Table 5.3 Correlations analysis for construct Training and Development

		Training and Development	Workplace Diversity
Training and Development	Pearson Correlation	1	.619[**]
	Sig. (2-tailed)		.000
	N	196	196
Workplace Diversity	Pearson Correlation	.619[**]	1
	Sig. (2-tailed)	.000	
	N	196	196

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

5.4 Regression Analysis

In interpreting the results of multiple regression analysis, the R squared was used to check how well the model fitted the data. Therefore, it is interesting to know if the independent variable training and development practices relates to the dependent workplace diversity. The coefficient of determination R^2 was used to measure how well the regression line represents the data. If the regression line passes exactly through every point on the scatter plot, it would be able to explain all of the variation. The further the line is away from the points, the less it is able to explain. The p - values were used to measures the hypotheses of the study. The coefficient of determination is the ratio of the explained variation to the total variation. The coefficient of determination is such that $0 < r^2 < 1$, and denotes the strength of the linear association between x and y.

The aggregate mean score of the training and development practices (independent variable) was regressed on the aggregate mean scores of the workplace diversity practices (dependent variable). The results showed that training and development practices had moderate explanatory power on workplace diversity as it accounted for 39.3%, with the coefficient of determination R^2 = .393 and R = .619 at significant level of 0.05. The results shown indicate that an increase in training and development practices tends to increase the workplace diversity in the public universities by 39.3% and the remaining 60.7% can be explained by other factors.

To assess the effect of Training and Development (TD) on workplace diversity in public universities in Kenya the study had the following alternative hypothesis: **H_a**: Training and development practices have a significant effect on workplace diversity. The individual regression results reveal statistically significant positive linear relationship between TD and workplace diversity ($\beta = 0.846$, P-value 0.000). Hence, H_a is accepted as there is a significant relationship between training and development and workplace diversity since $\beta \neq 0$ and P-value < 0.05.

Table 5.4 Regression coefficient

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.228	.195		11.426	.000
	TD	.846	.142	.393	5.958	.000

a. Dependent Variable: WD

The ANOVA was done to test the significance of the independent variable in table 5.5 which was training and development practices.   The analysis results revealed that the significance of F statistics is 0.000 which is less than 0.05. This implies that there is a significant relationship between training and development practices and workplace diversity as seen in table 5.5.

Table 5.5 ANOVAs

ANOVAˢ

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.772	1	19.772	35.499	.000[b]
Residual	108.052	194	.557		
Total	127.824	195			

a. Dependent Variable: WD

b. Predictors: (Constant), TD

The ANOVA test results on TD revealed F statistic of 35.499 which was significant at 0.05(p <0.05). This means that 35.5% of the change in workplace diversity was influenced by TD measures.

6. *Summary of Findings*

6.1 The effect of training and development practices on workplace diversity

The study sought to find out the effect of training and development on workplace diversity and to test the research hypothesis that training and development significantly influences workplace diversity. From the descriptive analysis, majority of the respondents felt that the organization does not develop managerial skills for working in a multicultural environment (57.6%). The majority of respondent (58.7%) disagreed that the organization have education programs to reduce stereotyping while the respondent rate was 63.3% for cultural sensitivity courses not provided in the public universities in Kenya. The majority of the respondent disagreed (71%) on managers having the title of diversity managers, while minority career management programs are not held (74.4%) and on the organization not having developmental assignments that expose employees to multiple cultures (64.8%). On the issue of the organization provides conflict management training the respondents disagreed (62.8%), while minority are not given regular opportunities for personal and career development (67.3%).

The computed Cronbach's Alpha of the items of Training and Development was 0.724; this meant a high reliability of the study instrument and data. The inferential analysis and findings showed that there is a positive significant linear relationship between Training and Development and workplace diversity, with a Pearson correlation coefficient of 0.619 and a p- value of 0.000 and an R Square value of 0.393. This means that Training and Development contributes to 39.3% to workplace diversity and is significantly positively correlated to workplace diversity. This implies that an improvement in Training and Development leads to an increase in workplace diversity. These findings indicate that training and development influences workplace diversity, while still observing that employees associate training and development to their performance which encourages better performance and enhances a diverse workforce. It is important to make the employees feel that their contribution is valued irrespective of their demographic attributes.

Therefore the study concludes that training and development plays a significant role in influencing workplace diversity, and accepts the alternative hypothesis since the p- value for the Pearson correlation coefficient was less than 0.05.

This study concludes that increasing employee's competencies by increasing their knowledge, skills, abilities and enhancing their behaviours leads to workplace diversity. This helps to bridge the gap between the desired and actual levels of behaviour and attitudes desired in a multicultural environment to ensure workplace diversity. The study therefore accepts the alternative hypothesis that training and development practices significantly influence workplace diversity.

6.2 Conclusions and Recommendations

The conclusions were based on the objectives of the study that aimed at establishing the effect of training and development practices on the workplace diversity in public universities in Kenya. The results established that training and development practices were found to significantly and positively influence workplace diversity. This study considers the training, development and the personal and career development of the employees and how it enhances workplace diversity. When the stated hypotheses were tested in the regression model, they were found to have a significant relationship between themselves and workplace diversity. Training and development were the practices which had the highest effect on workplace diversity. The findings of the study revealed that public universities in Kenya should undertake training and development practices which are aimed at helping them to achieve their goals. These practices were found to be influential in predicting workplace diversity in public universities Kenya. Although the public universities in Kenya have undertaken the training and development practices, they are not consistent on their application. This implies that they are doing well in some areas, whereas they face major challenges in some aspects of the practices. Nonetheless, they do appreciate the fact that they cannot be able to achieve their desired objectives if effective training and development practices are not put in place. This is supported by the fact that their strategic plans are aligned on the basis of the best HRM practices. In adopting the best training and development practices, they aim to attract and retain the most qualified employees, continuously develop them and motivate them to achieve a university with diversity and attain their visions to be centers of excellence. They should also be able to compete in ranking with other leading universities in Africa and the world.

Training and development practices play a key role in influencing workplace diversity, it is therefore crucial for public universities in Kenya to adopt training and development practices that favour diversity. This is by ensuring that all human resource personnel and administrative managers at the public universities are trained on hiring skills among other human resource management skills whereas the HR department plays a strategic role as in training and implementing diversity policies and practices.

6.3 Suggestions for further research

There is need to undertake further studies in order to establish reasons for inconsistency in the application of training and development practices by public universities in Kenya. This is because the findings indicate that Hiring practices are applied inconsistently. The study did not focus on how the training and development practices can be continuously improved and it is, therefore, recommended that further studies be undertaken to address this matter. Since the study has concentrated on public universities which are government owned, there is also need to undertake similar or comparative studies with international universities operating in Kenya

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