

**INFLUENCE OF WORKFORCE DIVERSITY ON TEAM COHESION OF  
EMPLOYEES IN KENYAN PRIVATE UNIVERSITIES: EVIDENCE FROM KABARAK  
UNIVERSITY**

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**A Research Project Presented to the Institute of Post Graduate Studies of Kabarak  
University in Partial Fulfillment of the Requirements for the Award of the Master of  
Science in Human Resource Management**

**KABARAK UNIVERSITY**

**2019**

## DECLARATION

This research project is my original work and has not been presented for examination or award of any Certificate, Diploma or Degree in any academic institution.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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GMHR/NE/0213/01/18

## RECOMMENDATION

To the institute of Postgraduate studies:

The research project entitled **“Influence of Workforce Diversity on Team Cohesion of Employees in Kenyan Private Universities: Evidence from Kabarak University”** and written by **Esther Jillian Obita** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research project and recommended it to be accepted in partial fulfillment of the requirement for award of the degree of Master of Science in Human Resource Management.

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## **DEDICATION**

I would like to thank the Almighty God for the care, strength and good health during my research period. With utmost love and affection, I dedicate this work to Mr. Coffils Obita Oyamo and Mrs. Pauline Beryl Obita for their un-ending support in my plight to pursue my career as a Human Resource Professional. Their moral and material support together with their encouragement throughout this period has brought me this far. I am also grateful to my siblings, Mr. Benjamin Obita, Dr. Agnes Ounda and Dr. Walter Obita for their endless support, both materially and mentally throughout this period.

## ABSTRACT

Workforce diversity provides an environment for employees to learn more from each other thus making an institution stronger in terms of tolerance, ideas, innovation and creativity. The changing demographics in workforce composition in Kenya not only increases the amount of diversity that institutions need to manage and integrate but also affects business operations and productivity that inevitably affects the overall well-being of the country. This study sought to determine the influence of workforce diversity on team cohesion of employees in Kenyan private universities: evidence from Kabarak University, and was anchored on four objectives; to examine the influence of gender diversity on team cohesion among employees at Kabarak University, to assess the influence of ethnic diversity on team cohesion among employees at Kabarak University, to determine the influence of age diversity on team cohesion among employees at Kabarak University and to assess the influence of religion diversity on team cohesion among employees at Kabarak University. The study was guided by the Resource Based Theory of Diversity Management (RBT) and the Team Development Model of team development and cohesion. The study adopted a descriptive research design to give an understanding of workforce diversity and team cohesion. The researcher adopted a case study model. Stratified random sampling was used to draw a sample size of 149 from the target population of 167 teaching staff and 274 non-teaching staff. The Nassiuma (2000) equation was applied to calculate the appropriate sample. Primary data was collected using a structured questionnaire and was analyzed using both descriptive statistics and inferential statistics. Descriptive statistics, mainly, frequencies and percentages were used in this study and the findings were presented using tables and graphs while the inferential statistics was analyzed in the form of correlation and multiple linear regression. The Cronbach's alpha was employed to determine the internal consistency and average correlation of items in the case study to gauge the reliability of the tool that was piloted at St. Paul's University, Nakuru Campus. The researcher used Spearman's correlation coefficient, to measure the strength and direction of association between the ranked variables with the help of the Statistical Package for Social Science (SPSS). The results indicated that there were statistically significant influences with respect to gender, age, tribe and religion respectively and team cohesion. These findings suggest that Private Universities in Kenya as represented by Kabarak University do require on-going training and development of employees along with frequent surveys to determine how employees react to a heterogeneous workforce that would further enhance team cohesion. The study concluded that age diversity, ethnic diversity, religion diversity and gender diversity at Kabarak University were primary contributors to team cohesion. The findings of this study may help private institutions of higher learning to appreciate workforce diversity and learn how to overcome workforce diversity challenges amongst team members within the institution in order to improve team cohesion.

**Key Words:** *Age Diversity, Diversity, Ethnic Diversity, Gender Diversity, Religion Diversity, Team Cohesion, Workforce Diversity*

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## **ABBREVIATIONS AND ACRONYMS**

<b>CUE</b>	Commission of University Education
<b>HRM</b>	Human Resource Management
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NCIC</b>	National Cohesion and Integration Commission
<b>RBT</b>	Resource Based Theory
<b>SPSS</b>	Statistical Package for Social Science

## CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS

- Age Diversity** According to Kunze, Boehm and Bruch (2013), age diversity refers to the difference in age distribution among employees and the researcher considered the proportionality and inclusivity of male and female employees in institutions.
- Diversity** According to Dessler (2011), diversity refers to the variety or multiplicity of demographic features that characterize a company's workforce, particularly in terms of race, sex, culture, national origin, handicap, age and religion and the study adopted the same definition.
- Ethnic Diversity** According to Cashmore (1996), ethnic diversity refers to a group of closely related people who, to some extent, share their customs, beliefs, values, institutions, language, religion, history, and land of origin, or to put it briefly, a group who has the same culture or roots and the researcher has used this definition to focus on the ethnic opportunity and inclusivity of employees in institutions.
- Gender Diversity** Connell (2002), defines gender diversity as a description of masculinity or femininity and the researcher has used this definition to focus on gender composition and inclusivity of employees in institutions.
- Religion Diversity** According to Geertz (2000), religion diversity refers to the existence of different religious beliefs and how their followers relate to each other and with followers of other religions and the researcher has used this definition to focus on religion proportionality and inclusivity of employees in institutions.

**Team Cohesion**

According to Carron, Brawley and Widmeyer (1998), team cohesion refers to a dynamic process that is reflected in the tendency of a group to stick together and remain united in the pursuit of its instrumental objective and/or for the satisfaction of member needs and the researcher has incorporated this definition in this study.

**Workforce Diversity**

According to Cennamo and Gardner (2008), workforce diversity consists of individuals belonging to unique cultures who will have different characteristics, aspirations, and expectations and the researcher has used this definition to focus on the different elements of diversity including age, gender, ethnicity and religion of employees in institutions.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of Study

In current competitive and global situations, it is expected that institutions that practice diverse workforce perform better than those that do not. Workforce diversity not only expands an institutions talent pool but also allows each institution's members to draw information from the backgrounds, viewpoints and experiences of fellow team members. Diversity makes the work force heterogeneous, (Scott & Byrd, 2012). Workforce diversity recognizes the certainty that individuals contrast in various means, observable or undetectable, primarily age, gender, spousal standing, societal standing, disability, sexual orientation, religion, personality, ethnicity and culture (Kossek, Lobel & Brown 2005).

A diverse workforce is a replication of a fluctuating world and marketplace and it means a mass of views, understandings, values and unique ways of observing the world in totality. Rapid internationalization and globalization has amplified the importance of work-force diversity in all categories of institutions, industries and organizations. Diverse work teams have brought high value to institutions and provide a larger pool of experience and skill. To be competent to entirely exploit the exceptional abilities and potential of a diverse workforce, an institution has to generate an all-inclusive atmosphere that is committed to appreciating diversity (Shen, Chanda, D'Netto & Monga 2009).

The challenge of engaging new employees, selecting and handling a diverse workforce is necessary for institutional survival (Grobler, Warnich, Carrell, Elbert & Hatfield, 2002). Diverse teams in institutions are more proactive, innovative and are able to solve problems with ease. The acknowledgement of different needs by institutions yield greater employee satisfaction, employer loyalty and in turn, lowers staff turnover and leads to greater productivity. Institutions that fail to manage diversity tend to expose themselves to risk through the inability to reap the benefits of an effective diverse workforce. Diversity in an institution plays an important role in assisting to preserve awareness, knowledge and experience, tackling skill shortages, widening recruitment base and accumulating profits by drawing more clients (Onrec, 2005). Diversity

makes every single person feel more valued thereby making them give the best in their duties. Chatman and Spataro (2005) state that there are numeral events that an institution can participate in to manage the diversity of their workforce. It has been noted that institutions are becoming more gender sensitive by hiring more women and people from minority groups to ensure an environment that is all inclusive and diverse hence a workforce that mirrors the demographics of a given nation or region.

### **1.1.1 Global Perspective of Workforce Diversity and Team Cohesion**

The fast fluctuating international marketplace, categorized by augmented technological development, requires institutions to request for an additional supple and knowledgeable workforce to be adaptive and to endure competition (Mukanzi, 2013). Brouwer and Boros (2010) point out that workforce diversity is about intergroup relations at work, attitudes towards diversity and intergroup contact. Workplace diversity is similarly defined as inter-group relations that play out alongside one another in communication and interaction, which develop a host of complexities related to diversity. The conception of diversity includes acknowledgement, admiration and appreciation that each person is unique and the value of each individual difference. This can be along the aspects of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies (Patrick & Kumar, 2012)

Institutions in the era of globalization are forced to learn how to deal with workforce diversity. Institutions have been forced to deal with diversity for several reasons, such as: the growing number of women at work, raising the range of ages in the workplace and increasing interaction with other institutions or people across national boundaries. The overarching idea behind managing diversity in institutions is that all employees need to be afforded full participation in the operations of the institution no matter what the situation is (Sturm, 2010). Such involvement enables the diverse workforce to prosper, realize their potentials, engage meaningfully in institutional life and ultimately contribute to the flourishing of self and the teams they are in.

Selvaraj (2015) argued that institutions in Singapore discovered that personnel multiplicity is an inconsequential element in elucidating any distinction in team cohesion. Singapore's workforce has employees from different countries, cultures, generations and genders. This multiculturalism

has positioned Singapore as an attractive foreign investment destination due to its mature and experienced workforce. The mix of competencies as a result of wider diversity offers a range of opportunities. Thus, workforce diversity is regarded as an asset for Singapore for connecting with institutions from all over the world and for enabling foreign communities to engage their business within its location.

In contemporary institutions, diversity is distinctive in the cultural, religious, language, gender, ethnic, scholastic and character orientations of personnel and is a matter of great global concern. In Europe, diversity is incorporated in the public sector as standard *modus operandi*. In 2003, Norway indorsed a law that directed a 40% presence of women in the publicly listed corporations and the European Commission has anticipated that the member states guarantee women presentation in the public listed companies to 30% and 40% by 2015 and 2016 respectively (Christiansen, Lin, Perreira, Topalova & Turk, 2016).

Increase in gender diversity has been witnessed throughout other Western European countries including France, Italy, Spain, United Kingdom, Sweden and Netherlands as well as Luxembourg (Christiansen, *et al.*, 2016). While this move is directed at increasing only one aspect of diversity, gender diversity, it is indicative of international embrace for diversity as a standard aspect of modern corporations. This diversity is also experienced in the age of workforce in Europe just like elsewhere in the world. It is reported that the European labor force comprises of individuals aged between 18 and 65 years with an even split, 50% being over 50 years and the rest under 50 (Bureau of Labor Statistics, 2001)

In North America and particularly in United States of America, Canada and Mexico, diversity is being proficient in all the demographic features including race, ethnicity, gender, age, religion and level of education as well as nationality. Parkin and Mendelsohn (2003) perceive that ethnic diversity is inherent in the Canadian and American societies. This means that the individuals being engaged in organizations in these countries are not only different in terms of their age and gender but ethnicity and nationality as well. In the United States of America, Kamonjoh (2015) reports that a tremendous increase in boardroom diversity of American corporations has been verified over the last one decade.

According to Patrick and Kumar's (2012) study, personnel of the Indian Information Technology industry report discrimination as the most regularly encountered obstacle for accommodating workplace diversity. The industry on the other hand, places major prominence on decreasing preconception, stereotypes, and discrimination by increasing awareness about workplace diversity through different strategies such as to admit to biases and to recognize the existence of diversity and value the fundamental rights of employees and team members.

### **1.1.2 Regional Perspective of Workforce Diversity and Team Cohesion**

According to Akobo (2016), Nigeria has for many years, endured conflicts due to the poor supervision of gender related issues and other socio-cultural factors like, ethnicity and religion. These social frustrations have challenged the structure of the Nigerian institutions set by the colonial government pre-independence. Thomas and Bendixen (2000) state that management practices in South Africa have been shaped by British and American systems, which has provoked some criticism from African scholars, for example Anakwe (2002), who argues that African management styles should replace the Western systems hence influencing diversity in institutions. A similar study conducted by Shifnas and Sutha (2016) revealed that workforce diversity was an important factor in elucidating a distinction in team cohesion in institutions in West Africa.

In Africa, ethnic diversity would profit from team cohesion through a more assorted pool of skills and knowledge that would lead to complementary and related learning. For example, due to complementarities and learning opportunities at institutions, ethnically diverse teams are linked to more creativity and innovation. Ethnic diversity is a contemporary fact of life and the share of ethnic minorities in African populations is increasing sharply (Ozgen, Nijkamp & Poot, 2011). African countries relate to age diversity as a phenomenon that is existent in virtually all consortiums, such as families, higher establishments, activity teams and labor or team groups with members of varying ages (Kunze, Boehm & Bruch, 2013). Workforce is distinctive in its generational diversity, which presents new challenges to institutions trying to charm, retain, manage and motivate quality personnel leading to team cohesion. Each generation rely on the fact that its strengths are exceptional and do not enrich those of other generations (Rowe, 2010). Where age diversity is practiced, the benefits accumulate both to the institution and the

employees. Having an age diverse atmosphere yields and creates a healthier working relationship and improves social cohesion for all.

According to Mwikali and Kyalo (2015), Nigeria has comprehended a precedent modification in the heterogeneity of organizations' workforce. They note that Nigerian organizations and institutions not only avowal diversity in terms of age and gender but more prominently in the ethnicity and nationality of the workforce. Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Levine, & Thomas, (2003) detects the same in Egypt noting that the workforce in the country is diverse in relation to nationality and that many can speak Arabic in addition to foreign languages including French, English and German.

Workers of diverse backgrounds are often hesitant when working together as a group, due to the different thought streams and behavior. The outcome of cohesion leads to ineffective groups or groups with low productivity. The end result are wasted resources, every institution would want to avoid both idle and wasted resources. These situations have substantially high opportunity costs and henceforth will be a top priority so as to enhance productivity and team cohesion (Jones, 2005).

### **1.1.3 Local Perspective of Workforce Diversity and Team Cohesion**

In Kenya, the concern of diversity has been conventional since 2007 after the General elections which steered the ethnic clashes that later led to the enactment of the National Cohesion and Integration Act, (2008). Discrimination in the public service stretched a level of concern as one of the major encounters facing universities is the presence of undesirable ethnicity and intolerance from university administrators (NCIC, 2012). While envisaging that people are the most important asset of every institution, it is equally important for HR strategists to recognize human inequalities, otherwise called workforce diversity and try to manage this effectively (Barbosa, 2007). A study conducted by Odhiambo (2014) in Kenya found workforce diversity to be significantly related to team cohesion. He resolved that the cumulative adoption of workforce diversity is not a tradition but a sign of its unavoidable inference on global economic, demographic change and team cohesion of personnel.

#### **1.1.4 Team Cohesion**

Team cohesion occurs when a team remains united while functioning to accomplish a mutual objective. Being a unified team means that not only are group objectives met but everyone feels like they have contributed to the general achievement of the group. Personalities of a unified team tend to focus more on the entire group rather than their individual selves and are more inspired to labor towards the team goal. Bunderson and Sutcliffe (2002) approve that functionally diverse teams can be more inventive, can advance indistinct strategies, can respond more aggressively to competitive threats and can be quicker to implement certain types of organizational change than functionally homogeneous teams.

Nelson and Quick (2003) agree with Fleming (2001) that group cohesion is very vital as it facilitates a group to exercise effective control over its members in relationship to behavioral norms and standards. People work more effectively if they like the people they are with, but they may simply conspire to do less work, spend longer time ensuring they do not fall out, or even decide they don't like each other. George and Jones (2000) says that an important aspect of work teams is team cohesiveness and this affects team performance and effectiveness.

#### **1.1.5 Kabarak University**

Kabarak University is a private Chartered institution of higher learning that offers holistic Christian-based quality education, training research and outreach activities for the service of God and humanity. It was established in October 2002 by the second President of Kenya, who is also the Chancellor at the University. This was as a result of his visionary idea of setting up a Christian University that would meet the demand for higher education in Kenya and offer quality education based on string moral principles. On 16 May, 2008 the university was awarded the Charter by the third President of the Republic of Kenya, making it a fully-fledged accredited University. Kabarak University is focused on producing professionals who are trained in all aspects of human endeavor. As a way of defining and entrenching its culture, Kabarak University has embraced several core values which include integrity, excellence and professionalism, patriotism, commitment to serve, innovativeness and creativity and being mindful of others.

## **1.2 Statement of the Problem**

All universities in Kenya operate under the oversight of the Commission for University Education to which they are accredited in order to promote, regulate, monitor and deal with all matters related to university education. Currently there are thirty one public universities and eighteen private universities that are fully accredited and operational in Kenya. (CUE, 2017).

In spite of the Government of Kenya legislations that have been put in place to guarantee workforce diversity in public establishments, concerns on workforce diversity in private universities in Kenya still remain unresolved. In a report released by the National Cohesion and Integration Commission (2012), it indicated that most of the public universities in Kenya still have major issues relating to age, ethnic, regional, educational and racial inclusion. There is therefore need for these institutions to rapidly adopt workforce diversity management practices in the context of their organization culture to achieve this objective.

Kabarak University is a Private Christian University that is well known for its advocacy on Christian values as indicated in the University's mission, vision and moral values. This has opened up the university to align itself with requirements as inculcated in the Constitution of Kenya, the CUE and any other government body in Kenya. Team cohesion among the workforce brings about commitment in terms of loyalty and honesty and also brings about an equal mindset amongst members of a given team or department.

A number of studies focusing on workforce diversity have tried to relate diversity with organizational performance, employee performance and performance in general (Kathimba, 2018; Busolo, 2017; Muasa, 2017; Muthoni, 2014; Baligasima, 2013; Kinyanjui, 2013). These studies however do not connect workforce diversity and team cohesion. This study is aimed at filling up knowledge gaps identified in previous studies by establishing the Influence of Workforce Diversity on Team Cohesion of Employees in Kenyan Private Universities: Evidence from Kabarak University.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective of the Study**

The general objective of this study was to investigate the influence of workforce diversity on team cohesion of employees in Kenyan private universities: evidence from Kabarak University.

#### **1.3.2 Specific Objectives of the Study**

The study was guided by the following objectives:

- i.** To examine the influence of gender diversity on team cohesion among employees at Kabarak University.
- ii.** To assess the influence of ethnic diversity on team cohesion among employees at Kabarak University.
- iii.** To determine the influence of age diversity on team cohesion among employees at Kabarak University.
- iv.** To assess the influence of religion diversity on team cohesion among employees at Kabarak University.

### **1.4 Research Hypotheses**

H0<sub>1</sub>: There is no significant influence of gender diversity on team cohesion among employees at Kabarak University.

H0<sub>2</sub>: There is no significant influence of ethnic diversity on team cohesion among employees at Kabarak University.

H0<sub>3</sub>: There is no significant influence of age diversity on team cohesion among employees at Kabarak University.

H0<sub>4</sub>: There is no significant influence of religion diversity on team cohesion among employees at Kabarak University.



### **1.5 Justification of the Study**

The purpose of this study was to establish the importance of the information that it will provide to be used to develop strategies of managing workforce diversity to enhance team cohesion of employees in Kabarak University and other private institutions. The findings of this research would provide a reference in the formulation and review of current policies that select and recruit workforce in institutions of higher learning considering their diversity in private institutions of higher learning as a whole.

The study would also enable human resource professionals in the Kenyan private universities and other public sector institutions to appreciate workforce diversity and learn how to tackle challenges that emerge due to workforce diversity and not just to comply with the legal requirements as stipulated by the Commission of University Education or the Kenyan Constitution of 2010, but to also reap the benefits of workforce diversity in its entirety.

Due to the limited knowledge on the influence of workforce diversity on team cohesion, this research was important to fill the gap in knowledge as we try to seek solutions in this area of research. Despite having few previous research articles on workforce diversity, this study would bring distinctiveness in that it would show how the influence of workforce diversity would have on team cohesion on employees in private institutions of higher learning and may provide insight on the best workforce diversity management practices that would enhance team cohesion amongst the employees in institutions of higher learning.

### **1.6 Significance of the Study**

The aim of this study was to reveal the influence of workforce diversity on team cohesion of employees in Kenyan Private Universities: Evidence from Kabarak University. The findings may help private institutions of higher learning, Kabarak University management and stakeholders to appreciate workforce diversity and learn how to overcome workforce diversity challenges amongst team members within the institution in order to improve team cohesion. The workforce at the institution may be able to comprehend and appreciate each other, while taking advantage

of one another's perceptions, proficiencies and knowledge, which may in turn influence positively on synergistic performances of teams.

This study may extend contemporary knowledge on workforce diversity and its influence on team cohesion in institutions in general. By investigating how Kabarak University, Kenya, manages their workforce diversity, the study may provide a practical approach to managing the workforce diversity in public and private institutions in Kenya and around the world. This study is expected to reveal how institutions utilize their workforce diversity and how the various elements of diversity which include age, gender, ethnicity and religion affect team cohesion. The study findings will be shared with the institution's management with the hope that it will enable them comprehend the benefits or detriments of workforce diversity on team cohesion.

The enactment of workforce diversity may promote political stability by unraveling the potential for brilliance amongst all personnel by providing tools, resources and prospects to flourish and progress in their career paths. This study may show that the Kenyan population is made up of a diverse ethnic, age, gender and religious setting and as a result, the Kenyan government sought to establish labor unions to uphold an acceptable relationship amongst the diverse groups by giving equivalent prospects and rights to personnel irrespective of their diversity hence bringing about less conflict amongst different groups in Kenya. Employees may be able to benefit from this study because they may have an opportunity to voice their opinions towards a management that may appreciate the benefits of a diverse workforce and the influence that it would bring to teams within the institutions.

### **1.7 Scope of the Study**

This study was carried out at Kabarak University, Nakuru County, Kenya. This research involved respondents from the teaching staff present in the institutions eight schools of learning and the non-teaching staff who assisted with information on how workforce diversity has influenced team cohesion at the institution. This research was carried out in August 20

### **1.8 Limitations and Delimitations of the Study**

It was expected that some employees would be uncomfortable revealing their personal performance information in present teams, with the feeling that the information may possibly be

used against them. The researcher sought to obtain consent from the Registrar in charge of Administration and Human Resource at the Institution to conduct the research with ethical measures in place. The researcher sought to assure the respondents that upon administering the questionnaires, it would not require the respondents to share their personal information hence the concealment of the respondents and the information issued was only used for academic purposes. It was also expected that some employees may be out of their offices due to their numerous fieldwork activities. The researcher sought to try to reschedule time of presenting and collection of questionnaires with the absent personnel and present questionnaires to those employees that would be available.

### **1.9 Assumption of the Study**

The researcher assumed that the participants of this study would be directly affected by workforce diversity and team cohesion and that the management would recognize their employees to this extent. Employees that would participate in this study would provide candid and truthful responses about their diversity awareness and how it related to team cohesion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents an all-inclusive theoretical framework with regard to the influence of workforce diversity on team cohesion. The researcher has based this research on two theories which include the Resource Based Theory of Diversity Management (RBT) and the Team Development Model. This section also highlights the empirical review of relevant studies that have been conducted by other researchers on the subject matter at hand and the relationship between the dependent and independent variables. It also highlights the conceptual framework which analytically demonstrates the association amid the independent and dependent variables under contemplation.

#### **2.2 Theoretical Review**

This study is guided by two theories, namely; the Resource Based theory of Diversity Management, developed by Penrose in 1959 and the Team Development Model, developed by Bruce Tuckman in 1965.

##### **2.2.1 Resource Based Theory of Diversity Management (RBT)**

The root of the resource based theory of diversity management was traced back to the work of Penrose (1959). Penrose conceptualized an institution as being more than an administrative unit; it was also an assortment of industrious resources, the disposal of which between different uses and over time was determined by managerial decisions. The RBT had, as its central focus, the exploitation of an institutions superior resources in order to gain sustainable competitive advantage that afforded the accrual of superior team cohesion and institutional performance (Barney,1991; Peteraf,1993; Wernerfelt,1984).

Resource Based Theory of Diversity Management focused on how the enactment of diversity would affect an institutions resource. There are four classifications of resources that institutions

possess: physical capital, financial capital, human capital and corporate capital resources. These resources can moreover support or impede the operations of the institution. Institutions attempt to use these resources in ways that will contribute and improve business. From a business angle, institutions that are more diverse gain an advantage compared to institutions that are homogenous. Racial diversity within institutions increase their financial performance when progress or innovation strategy is used (Richard, 2000).

Yang and Konrad, (2011) found that institutions with more diversity administration practices in place, experienced lower levels of turnover and that diversity administration practices join forces positively with an innovation strategy may result in higher productivity and better market performance. Institutions that are diverse gain numerous advantages over institutions who fail to implement diversity policies. With a diverse workforce, RBT can be pragmatic specifically to employees for the purposes of exploiting their skills and knowledge for competitive advantage and through competence development. Clardy (2008) for example proposes that RBT can be the source for an institution to develop business competencies so that competencies are concentrated on achieving competitive advantage. These should then be cascaded down to employees and inform the nature of the competencies they are developed to achieve. In this way, leadership and general employee training and development platforms can be designed to skill people with the mindset and abilities to labor in ways that contributes to the institutions competitive advantage.

Hunt and Madhavaram (2012) pick up from Clardy by proposing that RBT frameworks can be practically applied to enable administrative actions and verdicts. They state that administrative activities are known to influence performance and provide examples of such actions including: attainment of clientele; introduction of new products; commercial enlargement; entering into business partnerships and takeovers. All such activities and the verdicts that lie behind them would essentially be founded on experiences cultured through enlargement or experience. Therefore, worker experiences will forecast certain actions and decisions that, if well chosen, can influence diversity in an institution. The researcher has chosen to use this theory because it brought about the fact that RBT can be skillfully designed to work in ways that would contribute to an institutions competitive advantage by appreciating the human resource in the institution in terms of age diversity, gender diversity, ethnic diversity, religion diversity and team cohesion.

## **2.2.2 Team Development Model**

The team development model was first established by Bruce Tuckman in 1965. This model centers on the way in which a team tackles a task from the initial creation of the team through to the accomplishment of a task that brings about team cohesion. Tuckman's model enlightens that as the team develops maturity and ability, relationships are established and the leader changes leadership style. This model is composed of the following phases: forming, storming, norming, performing and adjourning. (Tuckman,1965).

### **2.2.2.1 Forming**

In this phase, most team members are confident and civil. Some may be concerned, as they may not have entirely understood what work the team will do. Others are simply excited about the task ahead. The leader here plays a principal role because the team members' roles and responsibilities aren't clear. This phase can last for some time, as people begin to work together, and as they make an effort to get to know their new colleagues. (Tuckman, 1965).

### **2.2.2.2 Storming**

In this phase, individuals start to push against the confines established in the forming stage. This is the stage where many teams fail. Storming habitually begins where there is a conflict between team members' natural working styles. People may work in diverse ways for all sorts of motives but, if differing working styles cause unanticipated difficulties, they may become frustrated. Storming happens when team members contest the authority of the team leaders or, if the team leader has not plainly defined how the team will work, people may feel overwhelmed by their assignments, or they could be uncomfortable with the tactic used by the team leader. Some may demand to know the value of the team's objective, and they may resist taking on tasks. Team members who stick with the task at hand may experience pressure for the reason that they may not have the backing of established processes or strong associations with their colleagues. (Tuckman, 1965).

### **2.2.2.3 Norming**

At this phase, people begin to resolve their differences, appreciate coworkers' strengths, and respect the authority of the team leader. The team members now know each other better, they may mingle together, and they are able to ask one another for assistance and provide helpful feedback. Team members develop a stronger obligation to the team goal, and the team leader may begin to see some noble development towards the team goal. There is often an extended overlap between storming and norming, because, as new assignments come up, the team may lapse back into deeds from the storming stage. (Tuckman,1965).

### **2.2.2.4 Performing**

At this phase, the team is more tactically conscious of their role and recognizes clearly why it is doing what it is doing. The team has a collective idea and is able to place themselves with no interference or involvement from the team leader. There is an emphasis on over-attaining objectives, and the team makes most of the resolutions against norms agreed with the team leader. The team is highly self-sufficient. Differences occur but now they are determined within the team positively, and essential changes to procedures and structure are made by the team. The team is able to work towards attaining the goal and also to attend to association, style and process issues along the way. Team members look after each other and call for delegated assignments and projects from the leader. The team does not need to be instructed or assisted but might ask for support from the team leader with personal and inter-personal development. (Tuckman, 1965).

### **2.2.2.5 Adjourning**

Adjourning, is the break-up of the group, optimistically when the assignment is concluded successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been accomplished. From an institutions viewpoint, acknowledgement of and sensitivity to people's vulnerabilities in Tuckman's fifth stage is of assistance, particularly if members of the group have been closely united and feel a sense of insecurity or threat from this change. Feelings of insecurity would be ordinary for persons with high 'composure' attributes and with strong routine and empathy style. (Tuckman, 1965).

This theory is considered appropriate for this study because it shows how a team that is composed of a diverse workforce in terms of age diversity, gender diversity, ethnic diversity and religion diversity can tackle a task from the initial formation of the team through to the completion of a project that brings about team cohesion.

## **2.3 Empirical Review**

Empirical literature review provides a detailed summary of relevant studies conducted by other researchers on the influence of workforce diversity on team cohesion.

### **2.3.1 Workforce Diversity**

Diversity reveals the co-existence of people from a variety of socio-cultural backgrounds within the organization. It entails institutional settings in which a given workforce can practice their career aspirations without any constraints relating to gender, race, nationality, religion, age and ethnicity, (Holt, 2010). Janssens and Brande, (2003), state that workplace diversity is a complex, scandalous and political phenomena. Nkomo (1995) specified that numerous researchers have observed workforce diversity from a very constricted perspective while some look at workforce diversity from a broad view. He also states that diversity centered on race, ethnicity and gender cannot be understood in a similar manner as diversity centered on institutional functions, abilities or cognitive orientations. Scott and Sims (2016) define workforce diversity “as a strategy that promotes and supports the integration of human diversity at all levels and uses focused diversity and inclusion policies and practices to guide a given workforce in a work environment”.

Jackson, Joshi & Erhardt, (2003), advocate for a comprehensive definition of diversity and disputed that, diversity encompasses all the possible ways persons can contrast. According to this school of thought, individuals do not only contrast for the reason that their race, gender, age and other demographic classifications but also because of their values, abilities, institutional function, tenure and personality. They agree that an individual can have numerous identities and that the diverse dimensions cannot be isolated even in an institutional setting. The activists of the broad definition of diversity further contended that, apart from bringing their race, age, ethnicity and gender, individuals also come with their precise awareness gained from their educational



background, disposition and cognitive style to the work place. They pointed out that in order to appreciate the dynamics of a heterogeneous workforce, interactive effects of multi-dimensional diversity have to be addressed. Managing diversity effectively could lead to a more dedicated, more contented and better performing workforce, which actually could lead to better efficiency for the whole institution (Patrick & Kumar, 2012). A team with dissimilar sentiments and individuals require a leader who can guide the whole group in an industrious and mutual direction and align the team members' efforts. It is the obligation of team leaders to delegate assignments applicably which means that the leaders need to know each team member's likes, dislikes, strengths and weaknesses. This could be accomplished through open communication (Wee & Morse, 2007).

Institutional leaders are liable for forming effective diversity policies and safeguarding its implementation. To effectively manage diversity means that they must work to make certain that unfair discrimination is eradicated within the work environs (Robbins & Judge, 2013). Senior managers play the role of communicating the value of diversity and an assurance to diversity within the institution while the managers guarantee that the work environment is one that embraces diversity (Scott & Byrd, 2012). As such, institutional leaders must try to vision diversity as an approach that can progress both employees' creativity and generally institutional growth (Betchoo, 2015).

The Public Service Commission in Kenya, in collaboration with HRMs, have emanated new guidelines and approaches to comprehend the one third regulation for women and ethnic groups, within which all the counties are given a set of seats of their own. Human Resource Managers are vital players in exercising positive accomplishments by employing personnel from historically disadvantaged groups, specifically women and certain marginalized ethnic groups into the public service sector.

### **2.3.2 Gender Diversity and Team Cohesion**

Many world class institutions have been effective in appointing women and persons from minority groups to mirror the progressively diverse markets and win over new customers (Taylor, Nicole & Maguire, 2011). The lack of women and minority representation and

inclusion, particularly in senior positions, remains a problem for academic institutions (Bilimoria, Joy, & Liang, 2008).

Connell (2002), defines gender as a depiction of masculinity or femininity. Empirical research supports the dispute that gender diversity is positively associated with an institutions performance and team cohesion. Gender, like personality, is a feature that individuals bring to a team that tends to affect team cohesion. Gender is dissimilar from sex and is not the result of biological variances. Instead, it is a social construction that is enacted by men and women's treatment of each other and the stereotypes that they create (Martins & Parsons, 2007). These productions are brought to the team dynamics and thus influence team cohesion. Women are deprived in the workplace by gender stereotypes, a practice that may negatively impact their capability to participate in cohesive teams. These observations partly occur because gender stereotypes often generate a hierarchy in the workplace, which devalues women's worth (Martins & Parsons, 2007). In addition, women underrate their own skills, which further interrupt the process of team cohesion formation (Furnham & Buchanan 2005). As a result, women might be less likely to take-up leadership roles and may be regarded as inferior team members. They may also have distress in relating with the team and viewing themselves as appreciated members. Together, these associations may make it challenging for men and women to work together in teams and attain a common objective, eventually complicating team cohesion.

Leonard & Levine, (2003), state that gender-based discriminations in institutions are protected and justified by stereotypes and prejudices that define positive characteristics and hence giving men a higher status. They consequently observe that, institutions prefer to hire male employees compared to women because they are perceived to have better performance and abilities to manage their teams. The absence of diversity in public universities in Kenya is articulated in the under depiction of women despite the fact that the Constitution of Kenya mandates public institutions to comply with the two-thirds gender rule. Under the rule, no gender should surpass 66.6% of the workforce, (Constitution of Kenya, 2010).

### **2.3.3 Age Diversity and Team Cohesion**

Age diversity is a collective phenomenon that is existent in nearly all groupings such as kinfolks, establishments and labor team groups with affiliates of varying ages (Kunze *et al*, 2013). Workforce is distinctive in its generational diversity, which grants new encounters to institutions attempting to attract, preserve, manage and inspire quality in employees. Each generation believes that its strengths are distinctive and they do not replica the traits of other generations (Rowe, 2010). Where age diversity is experienced, the benefits accrue both to the institution and to the personnel. Having an age diverse environment yields and generates better working associations and improves social cohesion for all.

Josef (2010) alleged that older personnel have the assertiveness of resisting change. Due to their advancement in age, they tend to have failing memories and are more likely to abscond duty due to ill health and injuries, which could be as a result of their being less energetic and enthusiastic unlike the younger employees. Further-more, they like to perform their tasks in a given routine with reference to the past. They tend to be less willing to be trained on how to use new technology, new processes or new skills. The resulting effect of this brings about the decline in work productivity and team cohesion.

Grigg and Zenzen (2009) observed that communication is one of the vital tools needed to manage multi-generational employees. Communicating information in multiple ways is one of the most successful ways for handling a multi-generational workforce. The needs of the multi-generational workforce are different. While younger employees may desire work-life balance, older workers may cherish retirement benefit more. Age stereotypes are features given to persons who belong to an exact age group. They are meant to lead individuals during the process of social interactions. Most of the time, stereotypes are centered on partial knowledge about variations in skills and abilities. In actuality, various age stereotypes are negatively colored. For instance, it is assumed by people that older individuals are flexible, reluctant to change and under-perform in allocated tasks (Kirton & Greene, 2005). In spite of the dominance of the negative age stereotype against older people, younger personnel are not left out as they are presumed to lack patience, social competence and skills.

### **2.3.4 Religion Diversity and Team Cohesion**

Religion diversity and team cohesion, the degree to which working team members differ in their religious beliefs, is a relevant factor that affects institutional teams' outcomes. The globalization and rising labor market mobility have brought about an increasing degree of religious diversity that characterizes the workforce of many institutions and the composition of work groups. There are at least three layers through which religion can represent a source of diversity in the workplace. These include core values and beliefs, for instance the role of work in life and work ethics, attitudes, for instance attitude towards women in the workplace or towards work itself and behavior and symbols for instance festivities and clothing (Durkheim, 2010)

Religion places importance on intellectual beliefs (Byrd & Scott, 2014) while spirituality emphasizes a personal connection with the universe and its constituents. Spirituality-oriented workplaces are known to have a more accepting and reconciliatory approach towards demographic and ideological differences (Groschl, 2016). An egalitarian and inclusive perspective and practice of religion and spirituality may provide a feeling of purpose, a sense of connection, and positive social relations between people, and enhance the ability to work with one another without conflicts (Byrd & Scott, 2014).

Scholars (Kirton & Greene, 2015; Messarra, 2014) suggest that religious and spiritual diversity has become a catchphrase that is generally acknowledged but rarely instituted until conflicts appear. Although preemptive policies exist particularly in Western countries to eliminate religious discrimination, institutions usually take a less proactive approach to addressing such issues (Kirton & Greene, 2015). As organizations and institutions are becoming more diverse, religion is often an issue in the workplace. Problems frequently arise due to conflicts between organizational and institutional policies and personnel religious practices (Mathis, Jackson & Valentine M, 2016). For example, some organizations and institutions may require their employees to dress in a certain way. However, this may not be satisfactory to some men and women for religious reasons, as may be the case with head-gear such as the turban for Sikhs and the hijab/headscarf for some Muslim women. Similarly, some personnel may struggle to work on certain days and times due to religious commitments such as Sabbath and Ramadan (Hambler, 2015). Religious discrimination is an concern that continues to fester in Western workplaces,

affecting people of diverse beliefs such as Muslims, Sikhs and Jews (Moodie, 2016). The problem often stems from lack of understanding of different religious and cultural values, which may lead to misunderstandings and resentment. As a result, employees may experience conflicts not only amongst themselves but also between their religious obligations and employment (Byrd & Scott, 2016). Some of the discriminatory or non-inclusive practices or behaviors may not be deliberate and malicious, but may reflect a lack of diversity awareness in the workplace (Mor-Barak, 2014).

Spirituality-focused workplaces are identified to have a more tolerant and reconciliatory approach towards demographic and ideological variances (Groschl, 2016). An unrestricted and inclusive perception and practice of religion and spirituality may provide a sense of purpose, a sense of connection and positive social associations amongst persons and improve the skill to work with one another without conflict (Byrd & Scott, 2016). Individuals tend to have personal views on religion and spiritual matters in the work place (Morgan, 2004). This aspiration has formed some complications for today's managers; because many managers do not comprehend some religions hence generating discrimination against religions which are not monitored by managers (Borstorff & Arlington, 2011). In their research, they looked at data from an online survey of 141 individuals with regard to the issues that are of common importance for religions. These concerns are holidays and time-off provision, dress codes, food and accommodation, similarity systems and their reception, and office space decoration. The prominence of religion can be seen in the research, because members defended their beliefs against religious discrimination.

In Kenya, the administration of religious diversity is governed by the Constitution and the Laws of the land. At independence, the three major religions recognized were: Christianity, Islam and Hindu. This did not however exclude other religions. The Constitution, (2010) established a secular state with no state religion. All religions were to be treated equally. Section 78 of the Constitution of Kenya, (2010) guarantees the freedom of thought, religion and conscience. It enables every person to worship in private and in public and to manifest the same in any form. This provision also enables communities to establish places of worship and educational Institutions in aid of their religious beliefs. This has enabled the establishment of churches, mosques, temples, synagogues and other places of worship. Section 82 of the Constitution of

Kenya, (2010) prohibits the discrimination of any person on account of *inter alia*, his or her religious beliefs. Where these rights are violated, the High Court has been empowered under Section 84 of the said Constitution to hear and determine matters involving such violations.

### **2.3.5 Ethnic Diversity and Team Cohesion**

To get a superior understanding into the workforce diversity-team cohesion association, diverse scholars endorse the usage of arbitrators and mediators in probing the association, (Van Knippenberg & Schippers, 2007, Watson, Johnson & Zgourides, 2002), which could also be used to scrutinize a precise diversity aspect and its team impact. Ethnic diversity constitutes merely changes in people's appearance; it also captures the differences in people's inner self, stemming from their ethnic background. A pattern of this is specified by Bell *et al.* (2010) who argue that someone's work style is frequently associated to someone's ethnic background. A report from the Institute of Human Resource Management, Kenya recommended that administrators should upsurge their sensitivity on diversity to domesticate it in the workstation. To attain this, administrators should pay attention and comprehend personnel emotions and beliefs. It is said that in Kenya ethnicity divulges itself in stereotypes. Some will lay off others as soon as the latter's name is revealed divulging his/her ethnic background (Ithula, 2010).

Pitts, Hicklin, Hawes & Melton (2010) states that, as institutions become more diverse along ethnic lines, it makes sense to pay more attention to how different groups interact with one another at work. Opstal (2009) indicated that ethnic diversity can have equal advantages and disadvantages for an institution. Jackson *et al.* (2003) cited examples of ethnic diversity disadvantages as communication problems and conflict. When managers ignore the clashes caused by ethnic diversity, it may be converted into personal and emotional conflict in the long run and therefore damage institutional culture, employee morale and overall sharp reduction of team cohesion. Kiglai (2006) asserts that conflict resulting from ethnic diversity does affect quality, performance and profit making of an institution. Dahlin, Weingart and Hinds, (2005) argued that high degree of ethnic diversity might be negative since it can create conflict and cliques due to social categorization.

Opstal (2009) specified the advantages of ethnic diversity as creativity and innovation. Van Knippenberg, De Dreu & Homan, (2004) observed that ethnic diversity can provide a large pool of resources to institutions such as knowledge and abilities. Van Dijk, Van Engen & Van Knippenberg, (2008) indicated that administration of diversity is imperative to assist institutions benefit from the advantages and minimize on the disadvantages of ethnic diversity that can have a negative impact on team cohesion. Timmermans, Ostergaard & Kristinsson, (2011), states that ethnic diversity can be positive toward team cohesion since it broadens the viewpoints in the institutions.

Under the Kenyan Constitution of 2010, public institutions are mandated to observe ethnic diversity and no one ethnic group is permitted to surpass one third of total employment. Ethnic patterns in the academic workforce of the public universities in Kenya designate that most jobs are presently occupied by members of only five major tribes in a country of forty three ethnic groups, according to data from the Commission of University Education, (CUE). It is argued that ethnic diversity through under representation or over representation of some communities in the academic workforce has not occurred by chance or by mistake but has been based on political consideration.

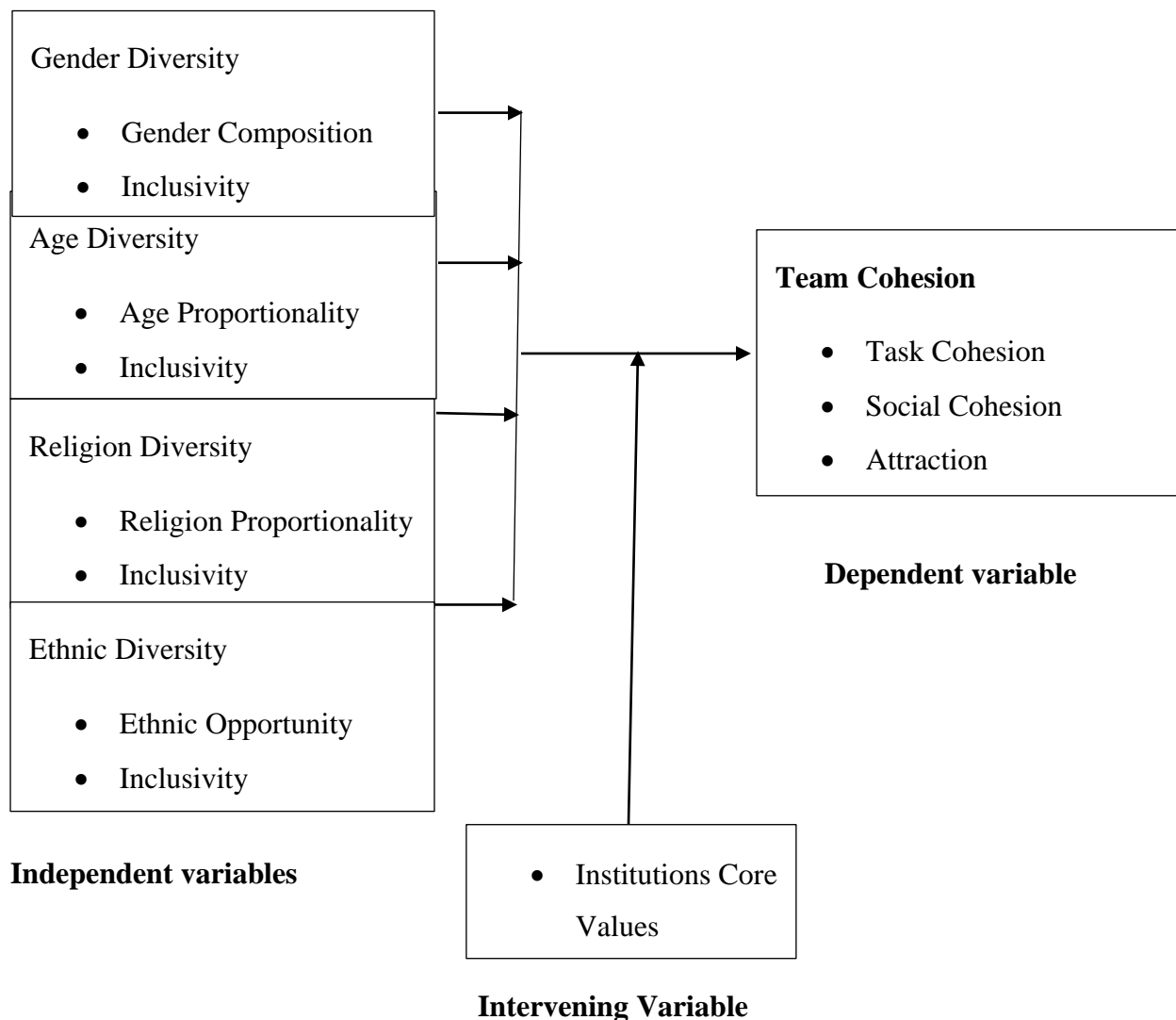
## **2.4 Conceptual Framework**

This study seeks to establish the influence of workforce diversity on team cohesion of employees in private universities: evidence from Kabarak University, Kenya. The independent variable in this study is workforce diversity with reverence to gender diversity, ethnic diversity, age diversity and religion diversity while the dependent variable is team cohesion with reverence to task cohesion, social cohesion and attraction.

Carless and Paola (2009) define task cohesion as the degree of commitment to the task that a team purposes to complete. Task cohesion is inclined by connections that are linked to the task amongst associates of a team, affecting task commitment within the team. This joint obligation towards group goals is linked to team effectiveness. Individual efficacy is an important constituent of team task cohesion because it improves individual's interpersonal relationship to the collective task. Wang (2012) states that collective efficacy amongst team members improves

task cohesion and consequently the team's ability to realize its objectives. Positive interdependence advances task cohesion by improving team performance and team communication. Carless and Paola (2009) define social cohesion as the degree to which members interrelate communally inside or outside of a team. Social cohesion has been conventional to have a positive correlation with task cohesion, as it is an essential element for the formation of team member commitment towards one-another.

**Workforce Diversity**



**Figure 2.1 Conceptual Framework**



## 2.5 Research Gaps

In general, there is little that is known about the influence of workforce diversity on team cohesion amongst employees in private institutions in Kenya while much is known about public organizations as researched in some studies below.

**Table 2. 1 Research Gaps**

<b>Author and Year</b>	<b>Topic of Study</b>	<b>Findings</b>	<b>Research Gaps</b>
<b>Kathimba (2018)</b>	Effect of Workforce Diversity on Performance of National Police Service in Nakuru County, Kenya	The study established that ethnic diversity, gender diversity, education diversity and age diversity of the National Police Service Workforce had a significant effect on performance.	The study did not show how workforce diversity administration influences work performance and hence recommends that the National Police Service and other organizations in Kenya should promote diversity in their place of work by putting in place proper mechanisms to deal with discrimination which reduces work morale.
<b>Busolo (2017)</b>	The Impact of Workforce Diversity on Organization Performance: A Case of AAR Group	Conflict does not directly impact on performance but it does so through the workforce	Research only covered ethnic, age and gender elements of workforce diversity yet there are many elements of workforce diversity that can affect organizational performance. This study suggests that there is

			necessity for more research to scrutinize why in theory it is recommended that diversity results in greater performance but research finds this relationship to be comparatively weak.
<b>Muasa (2017)</b>	Effects of Primary Factors of Workforce Diversity on Organizational Performance: A Survey of Cargo Freight Stations in Mombasa County, Kenya	The study recognized the performance of Cargo Freight Stations in Mombasa County, Kenya was considerably affected by age, gender, ethnicity and race diversity in the labor force. Age and gender positively related to performance. High levels of ethnicity and racism negatively affected performance.	The study endorses that establishments should implement suitable interventions to offset the negative consequences and sustain diversity coordination for improved performance of the business. It is suggested that the organization acquires personnel from the global market for their proficiency.
<b>Muthoni (2014)</b>	Workforce Diversity Management and Employee Performance in National Biosafety Authority, Kenya	The study concluded that age, education and gender diversity at NBA were the primary contributors to employee performance. Education level and that marital status portrayed a weak relationship to performance	There is need to investigate the awareness of managers on certain skills necessary for the creation of a diverse workforce environment.

<b>Baligasima (2013)</b>	The relationship between Workforce Diversity and Performance of Juja Referral Hospital, Uganda	This study suggests that management should uphold and promote task oriented workforce diversity so as to improve on performance at the hospital and also introduce and enforce best practices that promote good working relationships.	There is lack of awareness towards diversity management approach at the hospital and the managers do not have sufficient knowledge and competency to manage a diversified workforce.
<b>Kinyanjui (2013)</b>	Innovative Strategies for Managing Workforce Diversity in Kenyan Leading Corporations in Present Global Scenario	This study looks at how communication strategies, performance management, leadership initiatives and shared responsibilities are used in managing workforce diversity. Accomplishments of diverse corporations in Kenya are appraised to identify those that are inclined to the administration of workforce diversity.	There is need for more deliberate research efforts on tactics of managing workforce diversity if concerns over ethnicity and gender disparity in the workstation are going to be contained before they explode and become human rights issues.

Various researches have previously been conducted on workforce diversity in general however these studies did not consider how teamwork as a diversity strategy could affect team cohesion of employees. This study aims at filling up knowledge gaps identified in previous studies by establishing the Influence of Workforce Diversity on Team Cohesion of Employees in Private Universities: Evidence from Kabarak University, Kenya

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter elucidates on the methodology that will be used for this research project. It describes the research methodology as well as reasons for the choice of study design, the study population, the target population, data collection, data analysis methods and the methods for presenting the analyzed data.

#### **3.2 Research Design**

According to Kothari (2004) research design is the conceptual structure within which the research is conducted; it constitutes the blue print for the collection, measurement and analysis of data. This study adopted the descriptive research design. This design was chosen to help describe the influence of workforce diversity on team cohesion considering the employees at Kabarak University. Robson (2002) points out that a descriptive study depicts a precise profile of individuals, proceedings or situations. The descriptive design, mainly frequencies, percentages and mode, helped to acquire facts concerning Kabarak University while describing what currently existed with respect to the different variables in this study.

In addition to descriptive research design, the researcher used a case study research which was an in-depth study of a particular research problem to help researchers answer how and why the contemporary events in the dependent and independent variables were related and the relevant behaviors of the two variables would not be manipulated. The case study research was narrowed down from a very broad field of research of private universities in Kenya into one researchable area of study which in this case was Kabarak University.

#### **3.3 Location of the Study**

The study was carried out at Kabarak University Main Campus and Nakuru town Campus in Nakuru County, Kenya. The Main Campus is located twenty kilometers from Nakuru town along the Nakuru – Eldama Ravine road while the Nakuru town Campus is located in Milimani Estate,

opposite National Oil petrol station, along Nakuru – Kabarak road. Kabarak University is located at a longitude of 35.95213 and latitude of -0.179243.

### **3.4 Population of the Study**

Population denotes a comprehensive assembly of persons, events, or things that the researcher desires to study (Sekaran & Bougie, 2013). The research was focused on the influence of workforce diversity on team cohesion with respect to the employees at Kabarak University. Kabarak University has a total of 167 teaching staff in its workforce and 274 of non-teaching staff that is evenly distributed amongst the various schools and departments in the institution. In total, the target population is 441 respondents.

### **3.5 Sampling Procedure and Sample Size**

#### **3.5.1 Sampling Procedure**

Kothari and Garg (2014) define a sample design as a definite plan for obtaining a sample from a given population. Sampling methods are classified into two groups; probability sampling and non- probability sampling. The researcher used probability sampling method in this study because every item on earth has an equivalent coincident of being incorporated in a given sample.

The researcher used stratified random sampling technique for selecting the respondents. This technique was employed to assure a fairly equivalent representation of the variables for the study. The respondents were categorized into strata that comprised of schools / departments present at Kabarak University, then the subjects in each stratum were selected randomly.

#### **3.5.2 Sample Size**

According to Gupta (2005) a sample size should neither be too small nor too large. It should be optimum so as to fulfil the requirements of efficiency, representativeness, reliability and flexibility. The sample size formula recommended by Nassiuma (2000) was used to determine the sample size.

$$n = \frac{NC^2}{C^2 + (N - 1)e^2}$$

Where

n = Sample size

N = Population size

C = Coefficient of variation

e = Standard margin of error.

Nassiuma (2000) recommends a margin error ranging between 2% - 5% and coefficient of variation ranging between 20% - 30%. For this study N = 441 respondents, C = 30% and e = 0.02 which gives a sample of 149

Hence:

$$n = \frac{441 (0.3)^2}{0.3^2 + (441-1)0.02^2} = \frac{39.69}{0.09 + 0.176} = 149$$

The researcher allocated samples with a probability proportional to the strata size using the formula,  $n_h = (\frac{n}{N})N_h$  where  $N_h$  = total population size of strata h,  $n_h$  = the sample size of stratum h. the resultant sample allocation was distributed as follows:

**Table 3. 1 Sample Distribution**

<b>Staff Type</b>	<b>Population</b>	<b>Sample</b> $n_h = (\frac{n}{N})N_h$
Teaching Staff	167	56
Non – Teaching Staff	274	93
<b>Total</b>	<b>441</b>	<b>149</b>

*Source: Kabarak University HR Department (2019)*

### **3.6 Instrumentation**

Data was collected using primary data collection techniques. The researcher collected primary data using a questionnaire. The questionnaire was alienated into numerous sections to sufficiently cover the objectives of the study. A five point Likert scale was used to rate the magnitude of agreements by the respondents from 5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree and 1 – Strongly disagree.

Questionnaires were deliberated for this study since they provide a high degree of data standardization that the researcher would moderately collect facts from the respondents fast and in a none-threatening way. Kombo & Tromp (2006) specified that a self-administered questionnaire is the solitary technique to prompt a report on people’s opinion, attitudes, beliefs and values. Mugenda & Mugenda (2003) admits that questionnaires give a comprehensive response to compound problems.

#### **3.6.1 Pilot Study**

A pilot study was conducted at St. Paul’s University, Nakuru Campus. The pilot study enabled the researcher to be familiar with the research and its administration procedure as well as identify concepts that would require modification. St. Paul’s University, Nakuru Campus was used because it has similar characteristics with Kabarak University.

#### **3.6.2 Validity of the Instrument**

Kothari and Garg (2014) describe validity as the degree to which alterations found with a measuring instrument reflect true differences among those being tested. In order to ensure validity of the research instrument, content validity was established through expert opinion from the researchers’ supervisors. The data collection tool which is a self-administered questionnaire, was subjected to critique and discussion by peers and supervisors whose opinion were deemed to be sufficient.

#### **3.6.3 Reliability of the Instrument**

Reliability is the degree at which an assessment tool produces constant and consistent outcomes. Kothari and Garg (2014) explain that a measuring instrument is dependable if it provides

consistent results. Sekaran & Bougie (2013) stated that the reliability of a measure indicates the magnitude to which it is without prejudice and guarantees consistent measurement across time and across the various items in the instrument. The researcher used Cronbach's alpha ( $\alpha$ ) to measure the internal reliability of the structured questionnaire. While the Cronbach alpha coefficient values range from 0 to 1 with a 0 implying no reliability and 1 implying perfect reliability (Sekaran & Bougie, 2011). The study used a cut off of 0.7 as a means of checking the internal reliability of the study. In this context, the study used Cronbach alpha statistical coefficients of 0.740.

### **3.7 Data Collection Procedure**

The process of data collection started with seeking the approval of the University to be allowed to collect data in relation to the study. The Institute of Post Graduate studies issued a letter to the researcher to present to NACOSTI for the purpose of applying for a research permit. This was followed by applying for a research permit from The National Council of Science, Technology and innovation (NACOSTI). Upon the receipt of the permit, the researcher sought the consent of the management of Kabarak University and St. Paul's University that was surveyed both during the pilot and the main research. Data was collected by the researcher using self-administered questionnaires where the respondents were to enter the responses on the spaces provided. Quantitative data was collected using closed ended questions while qualitative data was entered on the spaces provided on the questionnaires by the respondents appropriately. Clarifications on particular questions were made as required by the respondents. The researcher sought to have the questionnaires filled on the spot and where it was not possible; respondents were given a maximum of three days after which the filled questionnaires were collected for analysis. Analysis was then done and a summary of the findings concluded.

### **3.8 Data Analysis Method and Presentation of Findings**

The data obtained from the questionnaire in this research was used to identify a proportionate allocation in the study. Collected data was analyzed by using both descriptive and inferential statistics with the help of the statistical package for social science (SPSS). The researcher used Spearman's correlation coefficient, to measure the strength and direction of association between



the two ranked variables with the help of the statistical package for social science (SPSS). Descriptive statistics, mainly, frequencies and percentages were used in this study and the findings were presented using tables and graphs while the inferential statistics was analyzed in the form of correlation and multiple linear regression. The open-ended questions were analyzed through quantitative content analysis by the researcher with the goal of computing the developing characteristics and concepts. Data was presented using percentages, means and standard deviations.

This regression model guided the inferential analysis.

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

Where:

Y = represents team cohesion

$\beta_0$  = represents constant

$X_1$  = represents gender diversity

$X_2$  = represents age diversity

$X_3$  = represents religion diversity

$X_4$  = represents ethnic diversity

E = error term

### **3.9 Ethical Considerations**

The rights, values, interests and dignity of the interviewees were respected. This included any ethical issues revolving around confidentiality, safety, health, equality and diversity of individuals. Participation of the respondents was voluntary and non-coerced. The participants were informed of their right to refuse to participate or their right to withdraw from the interview at any point. Their withdrawal would not have any consequences whatsoever. The research was

conducted in a free and transparent manner, the identity of the interviewees was withheld and honesty was upheld.

The researcher assured the respondents of protection of the information given in confidence by the respondent and assured the respondents that the facts given were for research purposes only and if any information had to be exposed, then approval was to be pursued from the respondent. This enhanced honesty towards the research subjects by shielding them from physical and psychological harm. Informed consent from the respondents emphasized the respondent's right to autonomy whereby a respondent would make a decision to participate in the study if they understood the benefit and risks of the study that would lead to new knowledge.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

Chapter four provides the study results as per every item of the questionnaire. It applies the use of descriptive statistics including bar graphs and frequency tables. The chapter also presents the outcome of some inferential statistics that were conducted on the data including regression and correlation.

#### 4.2 Response Rate

In order to establish the relationship of workforce diversity on team cohesion among employees in Kabarak University, this study administered 149 questionnaires to the sampled teaching and non-teaching staff at the University. After data entry, cleaning and validation, all the 149 questionnaires were found complete translating to 100 % response rate. Nachmias and Nachmias (2004) cited in Keraro (2014) that survey researches face a challenge of low response rate that seldom go above 50%. They, therefore, contended that a response rate of 50% and above is acceptable and signifies a good basis for data analysis. Mugenda and Mugenda (2003) argued that a 50% response rate is adequate, 60% is good and above 70% is very good, which concurs with Kothari (2011) who asserted that a response rate of 50% is adequate, while a response rate greater than 70% is very good. Based on these findings, the response rate of 100% achieved by the study was very good hence allowed the researcher to proceed with data analysis.

**Table 4.1: Response Rate**

Category	No. Questionnaires Issued	No. of Questionnaires Returned	Response Rate
Teaching Staff	56	56	100%
Non-Teaching Staff	93	93	100%
<b>Total</b>	<b>149</b>	<b>149</b>	<b>100%</b>

### 4.3 Reliability Analysis

Reliability is the ability of an instrument to produce a similar measure. According to Creswell (2008) reliability denotes the stability or consistency of measurements; that is whether or not similar results would be achieved if the test or measure was applied repeatedly. The most common reliability coefficient is the Cronbach's alpha, which approximates internal consistency centered on the average inter - item correlation. Cronbach's alpha reliability coefficient ordinarily ranges between 0 and 1. The closer the value is to 1, the greater the internal consistency of the items (variables) in the scale. This study found a Cronbach's alpha value of 0.740.

As observed by Bramble & Mason (1997), instruments with a reliability index of 0.5 and above can be used to collect data. According to Berthoud (2000), a reliability index of 0.7 or 70% is satisfactory for any research instrument. The value of 0.740 was above 0.5 and hence the questionnaire was acceptable. The findings are presented in Table 4.2.

**Table 4. 2: Reliability Statistics**

Cronbach's Alpha	No. of Items
0.740	40

### 4.4 Demographic Information

For this study to assess the influence of work diversity on team cohesion, it was important to establish demographic information of the respondents. These demographics included gender, ethnicity, age and religion.

#### 4.4.1 Gender Diversity

Gender diversity is important because it brings about a broader talent pool, diverse perceptions on matters that come from diverse life experiences, enhanced collaboration, improve staff

retention as it boosts morale and opportunity amongst staff in the workplace. It also brings about a better reflection of the clients who engage in daily business with the company or institution.

This study aimed to establish the employees’ perceptions on gender diversity. It was hence important to establish first the distribution of the respondents as these perceptions may have varied by gender. This study found that there was imbalance in terms of gender as women were few compared to men hence the environment was not all inclusive and diverse in terms of gender. 91 (61.10%) respondents were male while 58 (38.9%) respondents were female. The findings are presented in Table 4.3.

**Table 4. 3 : Gender Diversity**

	Frequency	Percent
Male	91	61.1
Female	58	38.9
<b>Total</b>	<b>149</b>	<b>100.0</b>

#### **4.4.2 Ethnic Diversity**

Ethnic diversity helps to dispel negative stereotypes and personal biases about different groups in an institution. In addition, it helps employees to recognize and respect the different cultures that are not necessarily their own that brings about unity, trust, respect and understanding of across cultures.

This study found that majority, 102(68.5%) of the sampled Kabarak University employees were from the Kalenjin community hence showing an under representation of the other forty two communities present in Kenya in the institutions workforce. There was a marginal representation of the Kikuyu (7.4%), Luhya (8.1%) and Luo (6.0%) communities. The Kamba, Taita and Teso had the least representation as each recorded at most 2 staff sampled. These findings are presented in Table 4.4.

**Table 4.4: Ethnic Diversity**

	Frequency	Percent
Kalenjin	102	68.5
Kamba	2	1.3
Kikuyu	11	7.4
Luhya	12	8.1
Luo	9	6.0
Taita	1	.7
Teso	1	.7
Total	149	100.0

#### 4.4.3 Age Diversity

This study found that majority, 65 (43.6%) of the sampled employees were in the age cluster of 36 – 45 years. 58 (38.9%) were in the age bracket of 26 -35 years and 19 in 46 -55 years. Only 4 respondents were in the age cluster 56 years and above. The researcher concluded that there is even distribution of age at Kabarak University, meaning different generations have been absorbed at the institution. These results are presented in Table 4.5.

**Table 4.5: Age Diversity**

Years	Frequency	Percent
18 - 25	3	2.0
26 - 35	58	38.9
36 - 45	65	43.6
46 - 55	19	12.8
56+	4	2.7
Total	149	100.0

#### 4.4.4 Religion Diversity

This study sought to establish how religion diversity influences team cohesion at Kabarak University. The study hence deemed it important to establish the distribution of respondents by religion as this laid basis for further analysis. The study found that majority 130 (87.20%) of Kabarak employees were Protestants while 13 (8.7%) were Catholics. Only 2 were Muslims. These findings are presented in Table 4.6.

**Table 4.6: Distribution of Respondents by Religion**

		Frequency	Percent
Valid	Catholic	13	8.7
	Protestant	130	87.2
	Islam	2	1.3
	Others	2	1.3
	No Response	2	1.3
	<b>Total</b>	<b>149</b>	<b>100</b>

#### 4.5 Variables of the Study

This study sought to determine the influence of age diversity, gender diversity, ethnic diversity and religion diversity on team cohesion. The independent variables gender diversity, age diversity, religion diversity and ethnic diversity were analyzed to assess perceptions of teaching and non-teaching staff at Kabarak University on team cohesion.

The data collected was of likert type through likert items. Likert-type items are single questions that use some aspects of Likert response alternatives such as strongly agree to strongly disagree. Several likert-type items were combined and scored into a likert scale that was used to measure each of the study constructs. Likert-type items fall into the ordinal measurement scale.

Descriptive statistics recommended for ordinal measurement scale items include mode or median for central tendency and frequencies for variability since the data is not normally distributed.

Likert scale data, on the other hand, are analyzed at the interval measurement scale. Likert scale items are created by calculating a composite score (sum or mean) from four or more type Likert-type items; therefore, the composite score for Likert scales should be analyzed at the interval measurement scale. Descriptive statistics recommended for interval scale items include the mean for central tendency and standard deviations for variability. Inferential statistics appropriate for interval scale items would include the Pearson's r, t-test, ANOVA and regression procedures.

#### **4.5.1 Gender Diversity Indicators.**

This study sought to determine the influence of gender diversity on team cohesion among employees at Kabarak University. The construct was measured by use of five likert items with responses fluctuating from strongly agree to strongly disagree. The questionnaires were presented to 149 employees out of whom majority 71 (47.70%) respondents agreed that fair treatment is given to all employees, irrespective of gender while 63 (42.30%) respondents strongly agreed on the same. Only 7 employees disagreed with the fact that there is fair treatment to all employees irrespective of their gender, whether they were male or female.

A majority of 74 (49.70%) respondents agreed that opportunities for growth and advancement existed for women in the institution. There were another 47 (31.50%) respondents who strongly agreed that opportunities for growth and advancement existed for women in the institution while only 7 employees disagreed with this fact. About 71(47.70%) of the employees agreed that women were involved in the institutions decision making as much as men while another 42 (28.20%) respondents strongly agreed with this fact. There were 25(16.80%) of the employees were however neutral on the statement while only 11 disagreed that indeed women are involved in the institution's decision making as much as men. About 71 (47.70%) and 62(41.60%) respondents respectively agreed and strongly agreed that they were positive about gender diversity in their workplace. However, there were 7 (4.70%) respondents who disagreed that they were positive about gender diversity in the workplace. A majority of 81 (54.40%) respondents agreed that the institution's training and development program was developed to meet the



criteria/requirement of the male and female. There were also 42 (28.20%) respondents who strongly agreed on the statement while only 7 employees disagreed with this fact. These findings are presented in Table 4.7.

**Table 4.7: Gender Diversity Indicators**

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fair treatment is given to all employees, whether they are male or female	63 42.30%	71 47.70%	8 5.40%	4 2.70%	3 2.00%
Opportunities for growth and advancement exist for women in our institution	47 31.50%	74 49.70%	21 14.10%	4 2.70%	3 2.00%
Women are involved in the institution's decision making as much as men.	42 28.20%	71 47.70%	25 16.80%	7 4.70%	4 2.70%
I am positive about gender diversity in my workplace.	62 41.60%	71 47.70%	8 5.40%	7 4.70%	1 0.70%
The institution's training and development program is developed to meet the criteria/requirement of the male and female.	42 28.20%	81 54.40%	19 12.80%	3 2.00%	4 2.70%

Kabarak University was found to be an institution that has an imbalance in terms of gender among its employees with male employees dominating with 61.10% whereas female employees were at 38.9% hence the environment was not all inclusive and diverse in terms of gender. Positions in the institution were also not equally shared among all genders as some departments recorded a higher percentage of male employees than that of female employees. In general, Kabarak employees had the perception that observing gender diversity at the workplace had an influence on team cohesion and stated that this influence existed at different levels in hierarchy

at the institution. The overall perception of gender diversity indicated that gender diversity significantly influenced team cohesion among employees in Kabarak University and this was tested by use of the t-test to test whether the coefficient was significantly different from zero.

Gender diversity brings about a balanced gender mix of employees that possess an assortment of expertise and abilities, and such diversified teams created improved output thereby improving the team cohesion at the institution. Regarding the influence of gender diversity on facets of team cohesion, the study established that the institutions training and development program was developed to meet the requirements of the employees at the institution was classified as the highest amongst features of team cohesion affected by gender diversity, followed by opportunities of growth and advancement and women involvement in decision making. This finding agrees with the contention made by Darwin and Palanisamy (2015) when they disputed that a diverse workgroup brings diverse proficiencies, abilities and perceptions that enrich overall team performance and cohesion in an institution. In fact, when probed to indicate the nature of influence of gender diversity on the institutions training and development program, 82.6% indicated that they thought it had a positive effect.

Ali, Kulik & Metz, (2007), while examining the association between gender diversity and decision-making found that the former also positively affected team cohesion by facilitating the making of quality decisions. They argued that a more gender diverse workforce brings to the firms a spectrum of perspectives, skills and knowledge that an organization can tap into and base its strategic goals up (Ali, Kulik & Metz, 2011).

#### **4.5.2 Age Diversity Indicators**

This study sought to determine the influence of age diversity on team cohesion. Age diversity in the workplace is important because it can improve institutional performance and productivity by employing both older and younger employees hence developing mixed-age work teams.

Six questions were asked regarding the employees' perceptions on age diversity. This study found that a majority 80 (53.70%) of the employees agreed that their team leaders include all members of different ages. About 50 (33.60%) respondents more strongly agreed that their team leaders include all members of different ages while only 4 (2.70%) respondents disagreed with

this fact. Additionally, a majority 75 (50.30%) respondents disagreed that the age differences in their work group might cause conflict while 44(29.50%) respondents strongly disagreed with this fact. Only 16 employees agreed that the age differences in their work group might cause conflict.

This study also found that a majority 65(43.60%) respondents disagreed that they experience lack of bonding with people of different age groups while 45 (30.20%) respondents with the more strongly disagreed aspect on this fact. However, there were 14 employees who agreed that they experience lack of bonding with people of different age groups. About 72 (48.30%) of the respondents agreed that working with employees from different age groups made them reconsider how they approach things while 21 (14.10%) respondents more strongly agreed with this fact. However, 12 (8.10%) respondents disagreed and 9 (6.00%) respondents strongly disagreed that working with employees from different age groups made them reconsider how they approached things. A majority 86(57.70%) of the employees agreed that they are positive about age diversity in their work place while 53(35.60%) respondents strongly agreed with this fact.

This study found a balance in employees that felt that age diversity kept some work teams from performing at their maximum effectiveness. About 43 (28.90%) respondents agreed with the statement while 46(30.90%) disagreed with this fact. These findings are presented in Table 4.8.

**Table 4.8: Age Diversity Indicators**

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My team leaders include all members of different ages.	50 33.60%	80 53.70%	15 10.10%	4 2.70%	0 0.00%
The age differences in my work group might cause conflict.	7 4.70%	9 6.00%	14 9.40%	75 50.30%	44 29.50%
At work, I experience lack of bonding with people of different age groups.	5 3.40%	9 6.00%	25 16.80%	65 43.60%	45 30.20%
Working with employees from different age groups makes me reconsider how I approach things	21 14.10%	72 48.30%	35 23.50%	12 8.10%	9 6.00%
I am positive about age diversity in my work place.	53 35.60%	86 57.70%	8 5.40%	2 1.30%	0 0.00%
Age diversity keeps some work teams from performing at their maximum effectiveness	15 10.10%	43 28.90%	20 13.40%	46 30.90%	25 16.80%

Age diversity is considered to bring value to the firm by facilitating creativity and innovativeness as well as decision-making. Other studies have associated age diversity with team cohesion in creative tasks. Simons and Rowland (2011) found that diversity produces different perspectives, knowledge and skills that enhance creativity and innovativeness and less conformity with past and existing norms. The study findings regarding influence of age diversity on team cohesion however, contradicts the assertion by Gupta (2013) that beliefs of people of diverse age groups possess complements on each other and that this would increase the innovativeness and creativity of age-heterogeneous workforces as compared to a more homogeneous one. It also refutes Zaidi, Saif, & Zaheer, (2010) observation that owing to their intuition and experience, older employees bring a vital set of experiences and intuition that help in decision-making. Dezo and Ross (2013) note that age diversity may not always lead to informed decision-making or

ease problem solving. They point to the potential of such disparities and the stereotypes that underscore them as a real source of conflict if not effectively managed.

### **4.5.3 Ethnic Diversity Indicators**

This study sought to determine the influence of ethnic diversity on team cohesion. Nine questions were asked regarding the employee's perceptions on ethnic diversity and the study found that the majority 60 (40.30%) respondents agreed that opportunities for growth and advancement existed for minority communities in the institution. About 39 (26.20%) respondents strongly agreed that opportunities for growth and advancement existed for minority communities in the institution while only 21 respondents disagreed with this fact.

The study also established that 72(48.30%) of the employees agreed that the institution concerns itself about the employee's customs, cultures and values. There were 37(21.50%) employees who strongly agreed with this statement while only 11(7.40%) respondents disagreed and another 4(4.70%) strongly disagreed with this fact. About 69 (46.30%) respondents also agreed that different languages that were used to communicate did not create problems among employees while 32 (21.50%) respondents strongly agreed with this fact. Only 22 (14.80%) respondents disagreed that different languages that were used to communicate did not create problems among employees.

The study also found that majority, 65 (43.60%) respondents strongly disagreed that while at work, they developed low self-esteem due to their ethnicity. About 63 (42.30%) more employees disagreed that at work, they developed low self-esteem due to their ethnicity. About 75 (50.30%) employees agreed that employees share their knowledge and expertise with other employees with ease regardless of their ethnic background while 54 (36.20%) strongly agreed to this fact. Only 10 of the employees disagreed that they share their knowledge and expertise with other employees with ease regardless of their ethnic background.

The study found that 58 (55.00%) of the employees agreed that people of the same ethnic background tend to look out for each other. However, there were 22 (14.80%) of the employees who disagreed that people of the same ethnic background tend to look out for each other while 27 (18.10%) were neutral on this. About 82 (55.00%) respondents agreed and 43 (28.90%) of the

employees strongly agreed that the team leader included all members of different ethnic backgrounds in problem solving and decision making. The study also established that 70 (47.00%) respondents agreed that they were positive about ethnic diversity in their work place while 60 (40.30%) more strongly agreed with this fact. Only 6 of the employees disagreed that they were positive about ethnic diversity in their work place. These findings were presented in Table 4.9.

**Table 4. 9 : Ethnic Diversity Indicators**

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Opportunities for growth and advancement exist for minority communities in my institution.	39 26.20%	60 40.30%	29 19.50%	12 8.10%	9 6.00%
The institution concerns itself about the employee's customs, cultures, and values.	37 24.80%	72 48.30%	22 14.80%	11 7.40%	7 4.70%
Different languages that are used to communicate do not create problems among employees.	32 21.50%	69 46.30%	19 12.80%	22 14.80%	7 4.70%
At work, I developed low self-esteem due to my ethnicity.	6 4.00%	7 4.70%	8 5.40%	63 42.30%	65 43.60%
Employees share their knowledge and expertise with other employees with ease regardless of their ethnic background	54 36.20%	75 50.30%	10 6.70%	3 2.00%	7 4.70%
People of the same ethnic background tend to look out for each other	28 18.80%	58 38.90%	27 18.10%	22 14.80%	14 9.40%
The team leader includes all members of different ethnic backgrounds in problem solving and decision making.	43 28.90%	82 55.00%	14 9.40%	5 3.40%	5 3.40%
I am positive about ethnic diversity in this work place	60 40.30%	70 47.00%	13 8.70%	3 2.00%	3 2.00%

The study found that of the aspects of team cohesion is influenced by ethnic diversity. The question that team leaders include all members of different ethnic backgrounds in problem solving and decision making had the highest ranking in terms of percentage and average, followed by the employee culture, customs and values being appreciated by the Institution had the was ranked as the second most important questions in the questionnaire. This finding endorses an argument advanced by Darwin (2014) when he proclaimed that that ethnic diversity had a positive effect on team cohesion as it generated a pool of skills sets and learning opportunities that an institution can tap into for positive results in a team. In fact, 86% of the respondents agreed that ethnic diversity had positively contributed to team cohesion in respect to sharing of knowledge and expertise amongst employees regardless of their ethnic background. This is probably because in a multi-ethnic society, team cohesion can be achieved by employing a workforce from diverse ethnic background. A more ethnically diverse workforce exhibits more creativity and innovativeness than a more ethnically homogenous workforce (Darwin & Palanisamy, 2015).

According to Gupta (2013), Hoogendoorn and Van Praag (2012), ethnic diversity coincides with information sets, abilities and skills set that affect the formation and performance of teams in modern institutions. In other words, ethnic diversity remained to progress organizational performance because of the establishment of more operative teams. Gupta (2013) found that positive association can be obtained between teams if group associates are more ethnically diverse. Lee and Nathan (2011) established a positive link between ethnic diversity in teams and an increase in the level of creativity and innovativeness of the teams.

Parrotta, Pozzoli, & Pytlikova (2011) perceived that an ethnic diverse workforce may possibly convey diverse perspectives, notions and experiences that may affect team cohesion positively or may create conflict amid workforce groups and destabilize teams. Max, Pons & Suri, (2015) found that workers have pre-conceived perceptions and implicit preferences on who they would like to work with and therefore increasing ethnic diversity may result in disunity and lack of cohesion within the workforce.

#### **4.5.4 Religion Diversity Indicators**

This study sought to determine the influence of religion diversity on team cohesion. Religion diversity in the workplace can bring an institution many benefits in the form of different viewpoints in regards to handling various institutional matters, tolerance and acceptance of religious views as well as being able to accommodate those who may need extra time off or may have special needs that are dictated by their religious preference.

Seven questions regarding perceptions on religion diversity were asked to the 149 employees and the study found that 51 (34.20%) of the employees disagreed that religion diversity kept some work teams from performing at their maximum effectiveness. However, 35 (23.50%) respondents agreed while another 21 (14.10%) respondents strongly agreed with the statement. A majority, 71 (47.70%) respondents agreed that ideas and criticism from members of diverse religions were received warmly by members of the institution. About 22 (14.80%) respondents strongly agreed with this fact while only 25 of the employees disagreed with the same.

The study established that 85 (57%) of the employees agreed that religion diversity is appreciated in the institution while 37 (24.80%) respondents strongly agreed. However, there were 11 respondents who disagreed that religion diversity is appreciated in the institution. There was a balance on those who agreed and strongly agreed that they felt like it was up to them to adjust to others when their religious beliefs presented differences in style or characteristics as 43 (28.90%) respondents agreed and the same number disagreed. A majority, 62 (41.60%) respondents however agreed that working with employees from different religious backgrounds made them reconsider how they approached things. About 39 (26.20%) employees strongly agreed with the same statement.

The study established that 68 (45.60%) of the employees agreed that the team leader included all members of different religions in problem solving and decision making. Additionally, 39 (26.20%) of the employees strongly agreed that the team leader included all members of different religion in problem solving and decision making while only 17 employees disagreed with the statement. There were also 75 (50.30%) respondents who agreed that they were positive about religion diversity in their work place while 48 (32.20%) strongly agreed with this statement. These findings were presented in Table 4.10.



**Table 4.10: Religion Diversity Indicators**

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Religion diversity keep some work teams from performing at their maximum effectiveness	21 14.10%	35 23.50%	24 16.10%	51 34.20%	18 12.10%
Ideas and criticism from members of diverse religions are received warmly by members of the institution	22 14.80%	71 47.70%	31 20.80%	14 9.40%	11 7.40%
Religion diversity is appreciated in the institution	37 24.80%	85 57.00%	16 10.70%	8 5.40%	3 2.00%
I feel like it is up to me to adjust to others when their religious beliefs presents differences in style or characteristics	22 14.80%	43 28.90%	32 21.50%	43 28.90%	9 6.00%
Working with employees from different religious backgrounds makes me reconsider how I approach things	39 26.20%	62 41.60%	26 17.40%	12 8.10%	10 6.70%
The team leader includes all members of different religion in problem solving and decision making.	39 26.20%	68 45.60%	25 16.80%	10 6.70%	7 4.70%
I am positive about religion diversity in my work place	48 32.20%	75 50.30%	23 15.40%	1 0.70%	2 1.30%

Numerous philosophies and approaches to work have to be incorporated in teams composed of individuals with diverse cultural backgrounds and religion, requiring time and efforts to reach consensus on solutions, and making communication and coordination more difficult. While the former effect will drive higher team cohesion, the latter will make working life more difficult and worsen outcomes. Moderate religion diversity accrues when within a work team there is a dominant religious group and a smaller sub-group, whereas maximum diversity corresponds to the presence of two equally sized religious subgroups within the institution team. Our results

show that both positive and negative effects can stem from religious diversity in terms of efficiency. Previous research has shown that religious groups might develop strong moral and rigid norm systems (Hunter, 1991; Jagodzinski, 2009; Ferree & Gamson, 2002) that are incompatible with other belief systems or lifestyles that may give rise to the exclusive effects of religion in the form of devaluation, xenophobia and exclusion. While the research on the inclusive power of religion suggests that religion is important for team cohesion, the debate about its disintegrative potentials gave rise to the expectation that team cohesion did not encompass all societal groups to the same extent.

#### **4.5.5 Team Cohesion Indicators**

This study sought to establish the relationship between age diversity, gender diversity, ethnic diversity and religion diversity on team cohesion. Eight Likert type questions were asked to the 149 respondents. The questions had scales ranging from strongly agree to strongly disagree. This study found that a majority, 73(49.00%) of the employees agreed that their workmates valued their participation. The study also found that 77 (51.70%) respondents agreed that their team had well-defined roles while 69 (46.30%) strongly agreed with this fact. A majority, 87 (58.40%) respondents agreed that their role or contribution to the team was valued by their supervisor or team leader. About 57 (38.30%) respondents strongly agreed that their role or contribution to the team was valued by the supervisor or team leader while only 5 were neutral.

The study also established that 74 (49.70%) respondents agreed that their team mates strive to sacrifice their individual achievements for the benefit of the team. There were also 47 (31.50%) respondents who strongly agreed with this statement. The study also found that 71(47.70%) of the employees agreed that their supervisor or team leader adequately prepares the team to perform proposed activities while 91 (61.10%) agreed that conflicts seem to be resolved in their teams. A majority, 92 (61.70%) of the employees agreed that the discipline of the team enhanced by the team leader is satisfactory. About 36 (24.20%) more employees strongly agreed with the statement while only 4 disagreed. The study found that 78 (52.30%) of the employees agreed that team members do not have difficulties

interacting with each other while 54 (36.20%) respondents more strongly agreed with this fact. These results were presented in Table 4.11.

**Table 4.11: Team Cohesion Indicators**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My team mates value my participation	73 49.00%	73 49.00%	3 2.00%	0 0.00%	0 0.00%
My team has well-defined roles	69 46.30%	77 51.70%	3 2.00%	0 0.00%	0 0.00%
My role or contribution to the team is valued by the supervisor or team leader	57 38.30%	87 58.40%	5 3.40%	0 0.00%	0 0.00%
My team mates strive to sacrifice their individual achievement for the benefit of the team	47 31.50%	74 49.70%	23 15.40%	4 2.70%	1 0.70%
My supervisor or team leader adequately prepares the team to perform proposed activities	50 33.60%	71 47.70%	25 16.80%	3 2.00%	0 0.00%
Conflicts do not seem to be resolved in this team.	0 0.00%	4 2.70%	10 6.70%	91 61.10%	44 29.50%
The discipline of the team enhanced by the team leader is satisfactory	36 24.20%	92 61.70%	14 9.40%	4 2.70%	3 2.00%
Team members have difficulties interacting with each other	2 1.30%	6 4.00%	9 6.00%	78 52.30%	54 36.20%

Results of this study certainly support several previous studies (Carreira, 2006; Bernaus & Gardner, 2009; Anwar, 2015), including the research done by Harun and Mahmood (2012) where there is a relationship between diversity and team cohesion, especially with respondent identification of task relationships, social cohesion and attraction within the framework of the progress of the questions asked.

Data was collected from 149 respondents through a questionnaire. Results of the study showed that the team cohesion was significantly correlated with the diversity aspect in an institution. In addition, both terms of social cohesion and task were significantly correlated with the diversity of the institution as already predicted in the hypothesis. The study also found that the cooperative task can potentially increase the cohesion of the team. Team cohesion is the relationship between members of the team with very mutual ties which have impact to obtain a common group goal (Rinnankoski, 2001).

This study also supported the research done by Borkar and Kesarkar (2012) who had proven the effects of cooperative learning strategy and cohesiveness. The studies revealed that cooperative learning strategy had better impact on team cohesion especially in experimental research in Indian schools. The research also promotes the use of cooperative learning strategy as the best way of building cohesiveness at school environments. Thus, the results of this study certainly support and also complement the findings of previous studies that lead to the very close relationship between team work and team cohesion. The aspects that need attention in the findings of this study is that of the three elements in team cohesion, team pride is very dominating in team work, followed by interpersonal Attractions and commitment to tasks.

## **4.6 Inferential Statistics**

Inferential statistics are used to test hypotheses about the relationship between the independent and the dependent variables. The researcher used the following statistical tests: T-test, ANOVA, Correlation and Linear Regression.

### **4.6.1 Correlation Matrix**

A correlation matrix shows correlations between two variables. This study found a positive and small correlation between Age diversity score and Gender diversity Score. There was also a positive moderate correlation between Ethnic diversity score and Ethnic diversity score. The study also found that ethnic diversity had a small and negative correlation with Age diversity score. There was a small but positive correlation between Religion diversity score and Gender

diversity Score. Similarly, Religion diversity score had a small and positive correlation with Age diversity score as well as Ethnic diversity score. The dependent variable team cohesion was positively correlated with Gender diversity Score, Ethnic diversity score and Religion diversity score. However, it was negatively correlated with Age diversity score. These findings were presented in Table 4.12.

**Table 4.12 Correlation Matrix**

	Gender diversity Score	Age diversity score	Ethnic diversity score	Religion diversity score	Team Cohesion diversity
Gender diversity Score	1				
Age diversity score	.020	1			
Ethnic diversity score	.387**	-.021	1		
Religion diversity score	.269**	.207*	.525**	1	
Team Cohesion diversity	.365**	-.049	.418**	.301**	1

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

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

#### 4.6.1 Correlation Analysis

Correlation analysis is a statistical method used to study the strength of a relationship between two, numerically measured, continuous variables. This analysis is useful when a research intends to assess whether linear relationship exists between variables. However, correlation analysis only indicates the direction and magnitude of the relationship but not its causality or effect. The effect is assessed through regression analysis. If correlation is found between two variables it means that when there is a systematic change in one variable, there is also a systematic change in the other variable; the variables alter together over a certain period of time. Correlation coefficients can be negative, zero or positive. Positive correlation exists if one variable increases simultaneously with the other, while negative correlation exists if one variable decreases when

the other increases. Zero correlation coefficient indicates that there is no relationship between the variables.

Pearson's product-moment coefficient is the measurement of correlation that was used in this study and ranges between +1 and -1. +1 indicates the strongest positive correlation possible, and -1 indicates the strongest negative correlation possible. Therefore, the closer the coefficient is to either of these numbers the stronger the correlation of the data it represents. On this scale 0 indicates no correlation, hence values closer to zero highlight weaker/poorer correlation than those closer to +1/-1. The study used likert-type questions (items) to measure constructs of interest. Each likert-type item had attributes 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree. The values from these items were aggregated altogether to create a likert-scale, the indicator of the construct. The likert scale data was continuous hence this study adopted the Pearson's product-moment coefficient to establish whether there existed any linear relationship between the independent variables and the dependent variable.

This study sought to establish the influence of age diversity, gender diversity, ethnic diversity and religion diversity on team cohesion. This was achieved through linear regression analysis. However, a major assumption in linear regression analysis is that there must exist a significant linear relationship between the independent and the dependent variable. Therefore, a correlation analysis prior to regression analysis was carried out. The correlation analysis findings are presented in Table 4.13.

**Table 4.13: Summary of Correlation Analysis**

		Team Cohesion
Gender Diversity	Pearson	.365**
	Correlation	
	Sig. (2-tailed)	0.00
	N	149
Age Diversity	Pearson	-0.049
	Correlation	
	Sig. (2-tailed)	0.555
	N	149
Ethnic Diversity	Pearson	.418**
	Correlation	
	Sig. (2-tailed)	0.00
	N	149
Religion Diversity	Pearson	.301**
	Correlation	
	Sig. (2-tailed)	0.00
	N	149

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

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

#### **4.6.1 Correlation between Gender Diversity Score and Team Cohesion**

The Pearson's product moment correlation between gender diversity and team cohesion was ( $r = .365^{**}$ ,  $p = 0.000$ ). The results reveal a moderate and significant positive relationship between gender diversity and team cohesion among employees in Kabarak University. The strength of relationship is moderate and significant ( $p < 0.05$ ), showing that gender diversity has a significant positive linear association with team cohesion. The results thus support the alternative hypothesis that there is a positive and significant relationship between gender diversity and team cohesion among employees in Kabarak University.

#### **4.6.2 Correlation between Age Diversity Score and Team Cohesion**

The Pearson's' product moment correlation between age diversity and team cohesion was ( $r = -.049$ ,  $p = 0.555$ ). The results reveal existence of a relationship but insignificant ( $p > 0.05$ ). In addition, it also shows that the relationship between age diversity and team cohesion among employees in Kabarak University is negative. The result thus does not support the alternative hypothesis that there is a significant relationship between age diversity and team cohesion among employees in Kabarak University. The findings are presented in Table 4.11. This hence disqualifies the construct from regression analysis and hence the study supported that there is no significant influence of age diversity on team cohesion among employees at Kabarak University, Kenya.

#### **4.6.3 Correlation between Ethnic Diversity Score and Team Cohesion**

The Pearson's' product moment correlation between ethnic diversity and team cohesion was ( $r = .418^{**}$ ,  $p = 0.000$ ). The results reveal a moderate and significant positive relationship between ethnic diversity and team cohesion among employees in Kabarak University. The strength of relationship is moderate and significant ( $p < 0.05$ ), showing that ethnic diversity has a significant positive linear association with team cohesion. The results thus support the alternative hypothesis that there is a positive and significant relationship between ethnic diversity and team cohesion among employees in Kabarak University. The findings are presented in Table 4.11.

#### **4.6.4 Correlation between Religion Diversity Score and Team Cohesion**

The Pearson's' product moment correlation between religion diversity and team cohesion was ( $r = .301^{**}$ ,  $p = 0.000$ ). The results reveal a moderate and significant positive relationship between religion diversity and team cohesion among employees in Kabarak University. The strength of relationship is moderate and significant ( $p < 0.05$ ), showing that religion diversity has a significant positive linear association with team cohesion. The results thus support the alternative hypothesis that there is a significant relationship between religion diversity and team cohesion among employees in Kabarak University. The findings are presented in Table 4.11.



## 4.7 Regression Analysis

Regression analysis is a statistical technique that is used to predict the value of an outcome or dependent variable based on one or more predictor (independent) variables. It is hence used to assess how much a change in a given explanatory variable causes or influences the outcome variable to change. This study sought to determine the influence of age diversity, gender diversity, ethnic diversity and religion diversity on team cohesion hence regression analysis was adopted. Simple regression model for each of the study hypothesis is given as:

$$Y = \beta_0 + B_i * X_i \quad \text{Where } i=1,2,3,4$$

*The  $X_i$  are the predictor variables (Independent Variable) as stated in each of the study objective.*

The overall regression equation for predicting team cohesion as the dependent variable from the predictor variables (workforce diversity) is given as;

$$\text{Team Cohesion} = \beta_0 + B_1 * \text{Gender diversity} + B_2 * \text{Age diversity} + B_3 * \text{Ethnic diversity} + B_4 * \text{Religion diversity} + e$$

*Whereby fitted value = intercept + (slope \* Y)*

The intercept (constant) gives the value of the response or dependent variable when Y is at zero levels.

### 4.7.1 Hypothesis 1

Hypothesis 1 stated that there is no significant influence of gender diversity on team cohesion among employees at Kabarak University, Kenya. This study found that 13% variation in team cohesion can be explained by gender diversity score. The models,  $p = 0.00$ , which is less than 0.05, indicates that, on overall, the regression model statistically significantly predicts the outcome variable (i.e. it is a good fit for the data). These findings are presented in Table 4.14.

**Table 4.14 :Gender Diversity Model Summary**

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Model	R	R Square	Adjusted R Square	Sig. F Change
1.00	.365 <sup>a</sup>	0.13	0.13	0.00

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a. Predictors: (Constant), Gender Diversity

The study found out that gender diversity significantly ( $B=0.279$ , Sig.  $<0.05$ ) influenced team cohesion among employees in Kabarak University. The null hypothesis was thus rejected and the hypothesis that there is significant influence of gender diversity on team cohesion among employees at Kabarak University was supported. The t test was used to test whether the coefficient was significantly different from zero. Since its p value is less than 0.5, the study concluded that the coefficient was significantly different from zero and hence a unit change in gender diversity resulted into 0.279 increment in team cohesion. These findings are presented in Table 4.15.

**Table 4.15: Gender Diversity Regression Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.207	0.584		27.76	0.00
	Gender Diversity	0.279	0.059	0.365	4.757	0.00

a Dependent Variable: Team Cohesion

Simple regression models for the hypothesis were found to be:

$$\text{Team cohesion} = 16.207 + 0.279 * \text{Gender Diversity score}$$

#### 4.7.2 Hypothesis 2

Hypothesis 2 stated that there was no significant influence of Age diversity on Team Cohesion among employees at Kabarak University. This study found that only 0.2% variation in Team Cohesion score could be explained by age diversity. The model was found to be not significantly (Sig F change  $>0.05$ ) different from the null model and hence the age diversity was not a good predictor of team cohesion. These findings were presented in Table 4.16

**Table 4.16: Age Diversity Model Summary**

Model	R	R Square	Adjusted R Square	Sig. F Change
1	.049 <sup>a</sup>	.002	-.004	.555

a. Predictors: (Constant), Age diversity score

b. Dependent Variable: Team Cohesion diversity

The study also established that age diversity had a negative ( $B = -0.039$ ) influence on team cohesion. However, the influence was not significant. This finding is presented in Table 4.17

**Table 4.17: Age Diversity Regression Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	19.503	1.128		17.293	.000
	Age diversity score	-.039	.065	-.049	-.592	.555

a. Dependent Variable: Team Cohesion diversity

The data reveals that there is a negative relationship ( $-0.039$ ) between age diversity and team cohesion. The value of correlation coefficient ( $-0.039$ ) falls in the range of 0 to  $-0.19$  which is interpreted as “very low and almost negligible. The significance of relationship is  $0.555$  which is greater than  $0.05$ . Thus, the null hypothesis is accepted that there is no significant relationship between age diversity and team cohesion.

### 4.7.3 Hypothesis 3

Hypothesis 3 stated that there is no significant influence of ethnic diversity on team cohesion among employees at Kabarak University. This study found that 17.5% variation in team cohesion can be explained by ethnic diversity score. The models,  $p = 0.00$ , which is less than 0.05, indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data). These findings are presented in Table 4.18.

**Table 4. 18 :Ethnic Diversity Model Summary**

Model	R Square	Adjusted Square	R	Sig. F Change
1	0.175	0.169		0.00

a Predictors: (Constant), Ethnic Diversity

The study found out that ethnic diversity significantly ( $B=0.04$ , Sig.  $<0.05$ ) influenced the team cohesion among employees in Kabarak University. The null hypothesis was thus rejected and the hypothesis that there is significant influence of gender diversity on team cohesion among employees at Kabarak University was supported. The t test was used to test whether the coefficient was significantly different from zero. Since its p value is less than 0.5, the study concluded that the coefficient was significantly different from zero and hence a unit change in ethnic diversity resulted into 0.224 increment in team cohesion. These findings are presented in Table 4.19.

**4.19: Ethnic Diversity Regression Coefficient**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.555	0.789		18.447	0.00
	Ethnic Diversity	0.224	0.04	0.418	5.581	0.00

a Dependent Variable: Team Cohesion

Simple regression models for the hypothesis were found to be:

$$\text{Team cohesion} = 14.555 + 0.224 * \text{Ethnic Diversity score}$$

#### 4.7.4 Hypothesis 4

Hypothesis 4 stated that there is no significant influence of religion diversity on team cohesion among employees at Kabarak University. This study found that 9% variation in team cohesion can be explained by religion diversity score. The models,  $p = 0.00$ , which is less than 0.05, indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data). These findings are presented in Table 4.20.

**Table 4. 20 : Religion Diversity Model Summary**

Model	R Square	Adjusted R Square	Sig. F Change
1	0.09	0.084	0.00

a Predictors: (Constant), Religion Diversity

The study found out that religion diversity significantly ( $B=0.213$ , Sig.  $<0.05$ ) influenced the team cohesion among employees in Kabarak University. The null hypothesis was thus rejected and the hypothesis that stated that there is significant influence of religion diversity on team cohesion among employees at Kabarak University, was supported. The t test was used to test whether the coefficient was significantly different from zero. Since its p value is less than 0.5, the study concluded that the coefficient was significantly different from zero and hence a unit change in ethnic diversity resulted into 0.224 increment in team cohesion. These findings are presented in Table 4.21.

**Table 4.21: Religion Diversity Regression Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.285	0.95		16.087	0.00
	Religion Diversity	0.213	0.056	0.301	3.822	0.00

a Dependent Variable: Team Cohesion

Simple regression models for the hypothesis were found to be:

$$\text{Team cohesion} = 15.285 + 0.213 * \text{Religion Diversity score}$$

#### 4.8 Multiple Regression

The study also regressed workforce diversity (gender, age, ethnicity and religion) jointly on team cohesion. The study established that gender, age, ethnicity and religion jointly explained 21.9% variation in tem cohesion. This finding is presented in Table 4.22.

**Table 4.22: Multiple Regression**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.468 <sup>a</sup>	.219	.198	2.12829	1.035

a. Predictors: (Constant), Religion diversity score, Age diversity score, Gender diversity Score, Ethnic diversity score

b. Dependent Variable: Team Cohesion diversity

The ANOVA test was used to test whether the coefficients of gender, age, ethnicity and religion were jointly significant. The study found that they were jointly significant (F=10.110, Sig <0.05). This finding is presented in Table 4.23.

**Table 4.23: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	183.184	4	45.796	10.110	.000 <sup>b</sup>
	Residual	652.266	144	4.530		
	Total	835.450	148			

a. Dependent Variable: Team Cohesion diversity

b. Predictors: (Constant), Religion diversity score, Age diversity score, Gender diversity Score, Ethnic diversity score

The study further found that gender significantly ( $t=11.681$ , Sig  $<0.05$ ) influenced team cohesion while controlling the Age diversity score, Ethnic diversity score and Religion diversity score. Similarly, ethnic diversity significantly ( $t=2.4$ , Sig.  $<0.05$ ) influenced team cohesion while controlling the Age diversity score, gender diversity score and Religion diversity score. However, while controlling the other variables, age diversity and religion diversity did not significantly influence team cohesion. The study also tested for multi-collinearity since the independent variables were found to be correlated. A Variance Inflation Factor was generated and none of the independent variables had a value greater than 10 indicating that in as much as the variables were correlated, there was no collinearity in the model. These findings are presented in Table 4.24.

**Table 4.24 : Multiple Regression Model**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	14.861	1.272		11.681	.000		
Gender diversity Score	.187	.061	.245	3.061	.003	.844	1.184
Age diversity score	-.061	.060	-.077	-1.010	.314	.934	1.070
Ethnic diversity score	.087	.036	.220	2.400	.018	.645	1.551
Religion diversity score	.096	.064	.135	1.506	.134	.673	1.485

a. Dependent Variable: Team Cohesion diversity

The resulting regression model was as follows:

Team Cohesion=14.861+0.187\* Gender diversity Score-0.061\* Age diversity score+0.087\* Ethnic diversity score+0.096\* Religion diversity score.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

Chapter five provides a summary of the study findings, the conclusion of the study and recommendations for further research.

#### **5.2 Summary of Findings**

The general purpose of the study was to determine the influence of workforce diversity on team cohesion of employees in Kenyan private universities: evidence from Kabarak University. The study sought to realize four specific objectives, namely; to examine the influence of gender diversity on team cohesion of employees at Kabarak University, to assess the influence of ethnic diversity on team cohesion of employees at Kabarak University, to determine the influence of age diversity on team cohesion of employees at Kabarak University and to assess the influence of religion diversity on team cohesion of employees at Kabarak University.

##### **5.2.1 Influence of Gender Diversity on Team Cohesion**

The results of the study revealed that there was an imbalance in terms of gender among Kabarak University employees, with male employees dominating with 61.10% whereas female employees were at 38.9%. In general, Kabarak University employees had the perception that observing gender diversity at the workplace had an influence on team cohesion and stated that this influence existed at different levels in hierarchy at the institution. The overall perception of gender diversity indicated that gender diversity significantly influenced team cohesion among employees in Kabarak University.

##### **5.2.2 Influence of Age Diversity on Team Cohesion**

Age diversity at Kabarak University was observed with employees belonging to different age groups from different departments. Employee age groups were spread evenly across the age groups stated on the questionnaire. The senior positions within the institution were held by the older experienced staff while the younger generations were mainly working at entry and middle

level management at the institution for both the teaching and none teaching staff respectively. Most employees believed that age diversity at the workplace affects team cohesion. Having age diversity at the workplace brings together different people of different ideas, innovativeness, decision making and problem solving skills. Such a mix in age diversification of employees can result in providing solutions to a myriad of problems and also enhance team cohesion.

### **5.2.3 Influence of Ethnic Diversity on Team Cohesion**

Ethnic diversity has been determined to be a significant factor in team cohesion. This is especially true for institutions that operate in multi-ethnic societies like Kabarak University. The study obtained that despite the fact that there are 42 ethnic communities in Kenya, one ethnic community seemed to dominate at the University. This study showed that the dominant ethnic group at Kabarak University came from the Kalenjin community comprising of 60.4% of the employee population.

Institutions operating in ethnically heterogeneous societies, boardroom ethnic diversity is an indispensable internal resource for problem solving as people from different ethnic backgrounds provide a wider perspective of considering and conceiving a situation, which might result in more informed corporate decisions being made, or to finding proper and effective solutions to problems. Thus, ethnic diversity not only helps to boost the institutions competitive advantage over other institutions with a more ethnically homogenous workforce, but enhances employee satisfaction as they come to work with and appreciate other people and different ways of perceiving their assigned tasks. The study also found out that ethnic diversity significantly influenced the team cohesion among employees in Kabarak University. The null hypothesis was thus rejected and the hypothesis that there is significant influence of ethnic diversity on team cohesion among employees at Kabarak University, supported.

### **5.2.4 Influence of Religion Diversity on Team Cohesion**

Religion diversity in the workplace can bring an institution many benefits in the form of different view-points in regards to handling various institutional matters, tolerance and acceptance of religious views as well as being able to accommodate those who may need extra time off or may have special needs that are dictated by their religious preference. Regression analysis

indicated that the Pearson's' product moment correlation between religion diversity and team cohesion was ( $r = .301^{**}$ ,  $p = 0.000$ ). The results reveal a moderate and significant positive relationship between religion diversity and team cohesion among employees in Kabarak University. From the results, an increase in religion diversity will automatically lead to an increase in team cohesion. The strength of relationship is moderate and significant ( $p < 0.05$ ), showing that religion diversity has a significant positive linear association with team cohesion.

### **5.3 Conclusion**

Apart from age diversity, the other independent variables of this study namely, ethnic diversity, religion diversity and gender diversity significantly influenced team cohesion among the workforce at Kabarak University. Gender diversity is a vital element in institutional performance. This is because it has both internal and external principles that expedite institutional performance. Accomplishing gender diversity is not only imperative because it is the right thing to do in a society in which gender equality is a major issue, as it also has the prospects to expedite the accomplishment of internal and external corporate goals. This study sought to examine the influence of gender diversity on team cohesion of employees at Kabarak University as the researcher focused on the gender composition and inclusivity of employees. The researcher concluded that gender diversity significantly influenced team cohesion which brought about the value of gender diversity for intra-organizational decision-making and problem solving in this study.

The value of boardroom gender diversity in the corporate decision-making and the determination of a sustainable corporate strategy on team cohesion has also been found to be true. Additionally, the value of workforce gender diversity for creativity and innovativeness, quality of management, services and products has also been established in some studies. The inclusion of both women and men in the boardroom and management of the institution has been found to add to corporate reputation and job satisfaction, all of which are crucial for their value to overall corporate performance. The knowledge gap in relation to the influence of gender diversity on team cohesion of employees at private universities has thus been achieved by this study.

An age diverse workforce creates an atmosphere in which each generation brings in a variety of skill sets that are equally important in problem solving and meeting of objectives. This study sought to determine the influence of age diversity on team cohesion of employees at Kabarak University as the researcher focused on age proportionality and inclusivity of employees at the institution. Age diversity of employees at Kabarak University was obtained to be diversified and therefore the institution reaps the benefits of that through improved team cohesion though in this study, the researcher concluded that there was a small relationship between age diversity and team cohesion though age diversity did not significantly influence team cohesion. The study reveals that the age diversity of the workforce at Kabarak University did not significantly impact team cohesion of employees. Thus it was concluded that the employees at Kabarak University neither admire nor criticize age diversity and they have shown a neutral perception about age diversity. It is believed that organization culture, human resource practices, the nature of work and the business strategy of institutions are different from each other and the differences are likely to mask the impact of variables on team cohesion in one institution with that observed in other institutions. A comparison of the effect of age diversity on similar or same institutions operating in different countries would improve the depth of knowledge especially on the interaction of organization culture and national, about the effect of age diversity further.

Ethnic diversity is of equal importance to an institution as it seeks to dispel negative stereotypes and personal biases amongst different ethnic groups in an institution. In addition it helps employees to recognize and respect the different cultures that are not necessarily their own that brings about unity, trust, respect and understanding of across cultures. This study sought to determine the influence of ethnic diversity on team cohesion of employees at Kabarak University as the researcher focused on ethnic opportunity and inclusivity of employees at the institution. Like gender, religion and age diversity, Kabarak University embraced ethnic diversity as a crucial resource for achieving the institutions marketing objective and for achieving team cohesion though it was obtained from the study that the Kalenjin ethnic group dominated at the institution making the institution less in inclusivity in terms of ethnic diversity. Furthermore, the management should appreciate the problem-solving value of ethnic diversity in the boardrooms. The value of ethnic diversity for employee productivity and team cohesion, as well as creativity and innovation should not escape the senior management of institutions.

This study sought to determine the influence of religion diversity on team cohesion of employees at Kabarak University as the researcher focused on religion proportionality and inclusivity of employees at the institution. Religion diversity in the workplace can bring an institution many benefits in the form of different view-points in regards to handling various institutional matters, tolerance and acceptance of religious views as well as being able to accommodate those who may need extra time off or may have special needs that are dictated by their religious preference that would lead to the enhancement of team cohesion.

#### **5.4 Recommendations**

Kabarak University management should focus on assigning tasks to employees possessing relevant skills and trainings to enhance team cohesion. The institution should organize team building activities to ensure that the staff is able to appreciate how age diversity, gender diversity, ethnic diversity and religion diversity influence team cohesion at their workplace both at a professional and a social level. Additionally, institutions especially those that operate in ethnically heterogeneous societies like Kenya must view attainment of ethnic diversity as key to attaining team cohesion within the institution and contributing towards the establishment of a stable external social environment in which the institution must exist.

Kabarak University has a diverse mixture of young and senior professionals that allows the institution to draw upon the past and present employees and create better client presentations, campaigns and team synergy. Kabarak University should have a written diversity policy, and give a copy to employees. Conduct sensitivity training and workshops for all employees. Participating in community outreach opportunities would also help educate employees on diversity.

#### **5.5 Suggestions for further research**

It is essential for additional research to examine why in theory it is proposed that diversity results in greater team cohesion but upon conducting research on this, one discovers the association to be inconclusive in respect to age diversity aspects. Imminent research should aim at focusing the study on the nature of association between a single aspect of team cohesion and a single form of

diversity to provide a comprehensive appreciation of the nature of the association. This, in turn, would bring about the significance or non-significance of workforce diversity aspects on team cohesion. According to this study, some aspects of workforce diversity affect like gender diversity and ethnic diversity jointly affect team cohesion. Future research should also attempt at creating a model for administrators to use to exploit the advantages offered by diversity for team cohesion.

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## APPENDICES

### APPENDIX I: COVER LETTER

School of Business and Economics

Kabarak University

**NAKURU**

1<sup>st</sup> August, 2019

Dear Respondent,

#### **RE: DATA COLLECTION FOR RESEARCH PROJECT**

I am student at Kabarak University pursuing a Master of Science course in Human Resource Management at the Nakuru town campus. I am conducting a research in partial fulfilment of the requirements for the award of the degree of Master of Science in Human Resource Management. The title of my research is “*Influence of Workforce Diversity on Team Cohesion of Employees in Private Universities: Evidence from Kabarak University, Kenya.*”

I kindly request you to fill the attached questionnaires. All the information that you will provide will be treated with utmost confidentiality and will be used only for the purpose of this research.

Thank you for your assistance.

Yours faithfully,

Esther Jillian Obita

**Researcher**

## APPENDIX 11: QUESTIONNAIRE

The purpose of this study is to investigate *Influence of Workforce Diversity on Team Cohesion of Employees in Private Universities: Evidence from Kabarak University, Kenya*. The questionnaire is composed of three sections. Do not write your name on this questionnaire. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. If there are sections that you do not feel comfortable answering, please skip them. Thank you for your co-operation.

### INSTRUCTIONS

1. Please tick the appropriate choice.
2. Fill the information on the blank space.

### SECTION A: DEMOGRAPHIC INFORMATION

1. Gender: Male ( ) Female ( )
2. Job category: Teaching Staff ( ) Non- Teaching Staff ( )
3. Kindly specify your school/ department \_\_\_\_\_
4. Kindly specify your current position \_\_\_\_\_
5. Kindly specify your ethnicity \_\_\_\_\_
6. Kindly specify your age: 18 – 25 ( )  
26 – 35 ( )  
36 – 45 ( )  
46 – 55 ( )  
56 – Above ( )
7. Kindly specify your religion: Catholic ( )  
Protestant ( )  
Islam ( )  
Other ( ) Specify \_\_\_\_\_
8. Kindly specify your education level: Certificate ( )  
Diploma ( )  
Undergraduate ( )  
Postgraduate ( )



**SECTION B: WORKFORCE DIVERSITY AND TEAM COHESION**

The following statements relate to the workforce diversity aspect. On a scale of 1 – 5 where; (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1) Please tick appropriately your level of agreement with each of the following statements.

<b>I</b>	<b>Gender Diversity Indicators</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	Fair treatment is given to all employees, whether they are male or female					
2	Opportunities for growth and advancement exist for women in our institution					
3	Women are involved in the institution’s decision making as much as men.					
4	I am positive about gender diversity in my workplace.					
5	The institution’s training and development program is developed to meet the criteria/requirement of the male and female.					
<b>II</b>	<b>Age Diversity Indicators</b>					
6	My team leaders include all members of different ages.					
7	The age differences in my work group might cause conflict.					
8	At work, I experience lack of bonding with people of different age groups.					
9	Working with employees from different age groups makes me reconsider how I approach things					
10	I am positive about age diversity in my work place.					

11	Age diversity keeps some work teams from performing at their maximum effectiveness					
<b>III</b>	<b>Ethnic Diversity Indicators</b>					
12	The institution does a good job of attracting and hiring persons from minority communities					
13	Opportunities for growth and advancement exist for minority communities in my institution.					
14	The institution concerns itself about the employee's customs, cultures, and values.					
15	Different languages that are used to communicate do not create problems among employees.					
16	At work, I developed low self-esteem due to my ethnicity.					
17	Employees share their knowledge and expertise with other employees with ease regardless of their ethnic background					
18	People of the same ethnic background tend to look out for each other					
19	The team leader includes all members of different ethnic backgrounds in problem solving and decision making.					
20	I am positive about ethnic diversity in this work place					
<b>IV</b>	<b>Religion Diversity Indicators</b>					
21	Religion diversity keep some work teams from performing at their maximum					

	effectiveness					
22	Ideas and criticism from members of diverse religions are received warmly by members of the institution					
23	Religion diversity is appreciated in the institution					
24	I feel like it is up to me to adjust to others when their religious beliefs presents differences in style or characteristics					
25	Working with employees from different religious backgrounds makes me reconsider how I approach things					
26	The team leader includes all members of different religion in problem solving and decision making.					
27	I am positive about religion diversity in my work place					

**SECTION C: TEAM COHESION**

The following statements relate to the team cohesion aspect. On a scale of 1 – 5 where; (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1) Please tick appropriately your level of agreement with each of the following statements.

<b>V</b>	<b>Team Cohesion Indicators</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
28	My team mates value my participation					
29	My team has well-defined roles					
30	My role or contribution to the team is valued by the supervisor or team leader					
31	My team mates strive to sacrifice their individual achievement for the benefit of the team					
32	My supervisor or team leader adequately prepares the team to perform proposed activities					
33	Conflicts do not seem to be resolved in this team.					
34	The discipline of the team enhanced by the team leader is satisfactory					
35	Team members have difficulties interacting with each other					

**Thank you for your participation. May God bless you.**

### APPENIDIX III: KABARAK SCHOOLS AND DEPARTMENTS

<b>VICE CHANCELLORS DIVISION</b>		<b>No</b>
	Office of the Vice Chancellor	5
	Marketing and Corporate Affairs	6
	Internal Audit	4
	Resource Mobilization	2
	Security	57
	<b>TOTAL</b>	<b>74</b>
<b>ADMINISTRATION DIVISION</b>		<b>No</b>
	DVC (A&F)	2
	Finance	11
	Procurement	7
	ICT	9
	Medical Center	20
	HR	10
	Operations	31
	<b>TOTAL</b>	<b>90</b>
<b>PROVOSTS DIVISION</b>		<b>No</b>
	Office of the Provost	2
	Chaplaincy	3
	Student Affairs	11
	<b>TOTAL</b>	<b>16</b>
<b>ACADEMIC AFFAIRS DIVISION</b>		<b>No</b>
	Office of the DVC (A&R)	3
	Admissions	5
	Examinations and timetabling	4
	Library	25
	<b>TOTAL</b>	<b>37</b>
<b>SCHOOLS</b>		<b>No</b>
	School of Business	31
	School of Computer Science	54
	School of Education	40
	School of Medicine Health Science	38
	School of Law	23

	School of Music and Performing Arts	10
	School of Pharmacy	15
	<b>TOTAL</b>	<b>211</b>
		<b>No</b>
	Nakuru Town Campus	4
	Directorate of Research	1
	Institute of Postgraduate	1
	Quality Assurance	1
	DELT	1
	KABU Online	5
	<b>TOTAL</b>	<b>13</b>
	<b>GRAND TOTAL</b>	<b>441</b>

*Source: Kabarak University HR Department (2019)*

## APPENDIX IV: UNIVERSITY LETTER TO NACOSTI

**KABARAK**

Private Bag - 20157  
KABARAK, KENYA  
<http://kabarak.ac.ke/institute-postgraduate-studies/>



**UNIVERSITY**

Tel: 0773 265 999  
E-mail: [directorpostgraduate@kabarak.ac.ke](mailto:directorpostgraduate@kabarak.ac.ke)

### BOARD OF POSTGRADUATE STUDIES

4<sup>th</sup> July, 2019

The Director General  
National Commission for Science, Technology & Innovation (NACOSTI)  
P.O. Box 30623 – 00100  
NAIROBI

Dear Sir/Madam,

**RE: ESTHER JILLIAN OBITA- REG. NO. GMHR/NE/0213/01/18**

The above named is a Masters of Science student at Kabarak University in the School of Business and Economics. He is carrying out research entitled "*Influence of Workforce Diversity on Team Cohesion of Employees in Private Universities; Evidence from Kabarak University, Kenya*". She has defended her proposal and has been authorized to proceed with field research.

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide her with a research permit to enable her to undertake her research.

Thank you.

Yours faithfully,

**Dr. Betty Jeruto Tikoko**  
**DIRECTOR, POSTGRADUATE STUDIES**



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#### Kabarak University Moral Code

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)*



**APPENDIX V: INTRODUCTION LETTER FROM KABARAK POST GRADUATE STUDIES TO KABARAK REGISTRAR, ADMINISTRATION AND HUMAN RESOURCE**

**KABARAK**



**UNIVERSITY**

Private Bag - 20157  
KABARAK, KENYA  
<http://kabarak.ac.ke/institute-postgraduate-studies/>

Tel: 0773 265 999  
E-mail: [directorpostgraduate@kabarak.ac.ke](mailto:directorpostgraduate@kabarak.ac.ke)

**BOARD OF POSTGRADUATE STUDIES**

30<sup>th</sup> July, 2019

The Registrar (Admin & HR),  
Kabarak University,  
P.O Private Bag- 20157,  
KABARAK.

Dear Madam,

**RE: ESTHER JILLIAN OBITA- REG. NO. GMHR/NE/0213/01/18**

The above named is a Master of Science student (Human Resource Management) at Kabarak University in the School of Business & Economics. She is carrying out research entitled "*Influence of Workforce Diversity on Team Cohesion of Employees in Private Universities: Evidence from Kabarak University*". She has defended her proposal and has been authorized to proceed with field research.

In order to write her report, she needs information on human resource practices in Kabarak University. The purpose of this letter is therefore to kindly request you to provide her with necessary authorization to enable her collect data at the University.

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality

Please provide her with a necessary assistance.

Thank you.

Yours faithfully,

**Dr. Betty Jeruto Tikoko**  
**DIRECTOR, POSTGRADUATE STUDIES**



**Kabarak University Moral Code**

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)*





## APPENDIX VI: RESEARCHERS REQUEST TO KABARAK UNIVERSITY FOR DATA COLLECTION

30th July 2019  
The Registrar (Human Resource Management)  
Kabarak University  
P.O. Box Private Bag - 20157  
Kabarak


Dear Madam,

RE: ESTHER JILLIAN OBITA - REG. NO. GMUR/NE/0218/0.118

I am a Master of Science Student (Human Resource Management) at Kabarak University in the School of Business and Economics. I am carrying out a research entitled "Influence of Workforce Diversity on Team Cohesion of Employees in Private Universities: Evidence from Kabarak University, Kenya."

I humbly seek authorization from your office to enable me to collect data at the University.

The information obtained in this research will be used for academic purposes only and will be treated with utmost confidentiality. Attached find a copy of my questionnaire.

Yours faithfully,  
  
ESTHER JILLIAN OBITA

## APPENDIX VII: DATA COLLECTION APPROVAL BY KABARAK UNIVERSITY



### Office of the Registrar (Administration & Human Resources)

Private Bag - 20157  
KABARAK, KENYA  
Email: [Registrar@kabarak.ac.ke](mailto:Registrar@kabarak.ac.ke)

Tel: 254-51-343509  
Fax: 254-51-343529  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

30<sup>th</sup> July 2019

Ms. Esther Jullian Obita  
P. O Box 13500-20100  
NAKURU

Dear Ms. Obita,

**RE: DATA COLLECTION REQUEST**

This is to acknowledge receipt of your letter on the above subject.

I am pleased to inform you that your request to collect data from our University on "*Influence of Workforce Diversity on Team Cohesion of Employees in Private Universities: Evidence from Kabarak University, Kenya.*" has been approved. We would also appreciate if you would share with us your research findings.

Thank you for choosing to undertake your research at Kabarak University.

Yours sincerely,

**Dr. Emily C. Tumwet**  
**AG. REGISTRAR (ADMIN & HR)**

C.C. Deputy Vice Chancellor (A & F)  
Deputy Vice Chancellor (A & R)

*ECT/rr*

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**Kabarak University Moral Code**

As members of Kabarak University family, we purpose at all times and in all places, to set apart in our heart, Jesus as Lord. | Peter 3:15



**KABARAK UNIVERSITY IS ISO 9001:2015 CERTIFIED**

**APPENDIX VIII: NACOSTI PERMIT**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: <b>139300</b>	Date of Issue: <b>16/August/2019</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Miss.. Esther Obita of Kabarak University, has been licensed to conduct research in Nakuru on the topic: INFLUENCE OF WORKFORCE DIVERSITY ON TEAM COHESION OF EMPLOYEES IN PRIVATE UNIVERSITIES: EVIDENCE FROM KABARAK UNIVERSITY, KENYA for the period ending : 16/August/2020.</b>	
License No: <b>NACOSTI/P/19/99</b>	
<b>139300</b> Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	