

**IMPLEMENTATION OF WORKFORCE DIVERSITY POLICIES ON SERVICE
DELIVERY IN SELECTED PUBLIC UNIVERSITIES IN KENYA**

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**A Thesis Submitted to the School of Business Administration in Partial Fulfilment of
the Conferment of the Degree of Doctor of Philosophy in Business Administration
and Management (Human Resource Management) of Kenya Methodist University**

SEPTEMBER, 2025

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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Recommendation

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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DEDICATION

I dedicate this work to my husband, Geoffrey and my children, Patience and Eric for their unwavering support, encouragement and patience during my academic journey.

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ABSTRACT

The delivery of quality services by universities is essential due to their role as centres for knowledge creation, dissemination, and intergenerational transmission through teaching, research, innovation, and community involvement for societal transformation. However, due to globalization and rapid technological advancement, universities operate in highly competitive and dynamic environments. The efficiency of service delivery in Kenyan public universities has been below expectations, adversely affecting performance and diminishing global rankings. The study aimed to establish the influence of workforce diversity policy implementation on the quality and effectiveness of service delivery in selected public universities in Kenya. Specific objectives included: determining the effect of persons with disability policy implementation; establishing the influence of youth policy implementation; examining the influence of gender policy implementation; assessing the role of ethnic policy implementation; and determining the moderating effect of organizational culture on the relationship between diversity policy implementation and service delivery. The study was anchored on Social Identity Theory, Resource-Based View, and the SERVQUAL Model. A positivism research philosophy and mixed-methods design were adopted to collect quantitative and qualitative data. The population comprised 14,623 employees: 10,120 non-teaching staff and 4,503 full-time teaching staff. Inferential and descriptive statistics were used to analyze data. Yamane's Taro (1967) formula calculated a sample size of 389, and simple random sampling was employed. The unit of analysis was selected from public universities in Kenya. A pilot study tested the validity and reliability of instruments, with Cronbach's Alpha measuring reliability. For hypothesis testing, linear regression, correlation coefficient, and ANOVA were adopted. Findings established that persons with disabilities policy implementation was positive and statistically significant ($p < 0.05$). Youth diversity policy contributed positively to service delivery. Gender policy implementation had a statistically significant and positive influence ($R^2 = 0.265$, $p < 0.05$), and ethnic policy implementation also significantly influenced service delivery. Culture moderated gender and ethnicity and positively influenced service delivery. The study concluded that all explanatory variables exerted substantial, favorable influence on service delivery. It is recommended that public universities implement ethnic policies during recruitment and provide gender mainstreaming training on diversity policies. Further studies should focus on larger samples, comparative analyses between private and public universities, and rural versus urban universities. The findings are important to human resource practitioners in developing strategies for strengthening diversity policies, and to academicians and researchers by providing empirical evidence.

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LIST OF ABBREVIATIONS AND ACRONYMS

AA	: Affirmative Action
AAR	: Africa Air Rescue
BEE	: Black Economic Empowerment
CS	: Cabinet Secretary
CUE	: Commission for University Education
EEO	: Equal Employment Opportunities
EU	: European Union
HEIs	: Higher Education Institutions
HIMPs	: Health Information Management Practices
HRM	: Human resource management
IT:	: Information technology
KeMU:	: Kenya Methodist University
KIPPRA	: Kenya Institute for Public Policy Research and Analysis
KLC	: Kenya Labour Commission
KNHCR	: Kenya National Commission on Human Rights
KU	: Kenyatta University

KYDP	: Kenya Youth Development Policy
LGBTQ	: Lesbian, Gay, Bisexual, Transgender and Queer
MHEST	: Ministry of Higher Education, Science and Technology Department
MPSYGA	: Ministry of Public Service, Youth and Gender Affairs
MUT	: Murang'a University of Technology
NACOSTI	: National Commission for Science, Technology and Innovation
NCEO	: National Commission for Equal Opportunity
NCIC	: The National Cohesion and Integration Commission
NPM	: New Public Management
OECD	: Organization for Economic Cooperation and Development
PSC	: Public Service Commission
RBV	: Resource-Based View Theory
SERVQUAL	: Service Quality
SIT	: Social Identity Theory
SSOC	: Senate Standing Order Committee
TSC	: Teachers Service Commission
UAIA	: Universities' Appropriation in Aid
U. K	: United Kingdom
UON	: University of Nairobi
U.S.A:	: United States of America
VC	: Vice Chancellor

VRIN : Valuable, rare, inimitable and non-substitutable

ZCSA : Compulsory Standards Agency

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Public universities in Kenya have experienced significant transformation in recent decades in response to expanding student enrollment, policy reforms and the need for inclusivity and diverse governance. The changing world and the marketplace have made governments and businesses across the globe appreciate that no organization can thrive without offering quality services that meet customers' expectations (Corazza et al., 2024). The delivery of quality services by universities is of critical importance, given their vital role as hubs of knowledge creation, dissemination, and intergenerational transmission through research, innovation, and community engagement aimed at societal transformation (Arnaldo & Gómez 2022).

Nonetheless, institutions of higher learning increasingly find themselves operating within highly competitive and fluid environments, shaped by rapid technological advancements and the pervasive effects of globalization (Kaloutsas et al., 2025). Kenya's constitution promulgated in 2010, and the public service frameworks underscore the need for workforce diversity, particularly in fostering equitable representation across gender, ethnicity, age and marginalized groups (Sifuna, 2020). However, the actualization of diversity policies and strategies within the university context remains inconsistent (Sifuna, 2020).

Service delivery is the method of providing service to customers or clients in such a way that their expectations and needs are fulfilled (Ndege, 2020). It refers to the location and

mode of delivery of a service or product to a customer (Mubangizi, 2022). Service delivery comprises achieving corporate goals and objectives, particularly in terms of meeting employees' expectations (Majid, 2019). Effective service delivery in any organization, whether public or private, requires the services to be availed to the stakeholders whenever they are needed. The extent to which service providers comprehend and satisfactorily address the needs of customers has a significant impact on the profitability of businesses (Thomas et al., 2020).

Effective service delivery among Kenya's universities is crucial, as it enhances the institution's attractiveness and competitiveness (Musyoka, 2023). As centers of scholarly academic excellence and innovation, universities exemplify a paradigm shift in the phase of higher learning institutions. Universities serve a great purpose in the country's landscape of higher education (Altbach et al., 2019). However, most public universities face a myriad of challenges in maintaining the required quality standards of education (Musyoka, 2023).

The government grants them a Charter, which gives them the authority to award degrees and other academic qualifications (Commission for University Education [CUE], 2012). Universities in Kenya operate under the Universities Act of 2012, which provides the legal framework for establishing, governing, and regulating universities in Kenya. In Kenya, service delivery in universities has been below expectations, affecting their performance and ranking globally (Khamala, 2018). Also, the demand for university education has been increasing rapidly, which has ultimately led to increased enrollment of students. However, since the promulgation of the new constitution in 2010, the expansion of the number of both public and private universities, led to constraints in both capital and physical

resources. This has seen universities lack adequate resources to conduct quality research, engage competent academic staff and hence, the quality of services provided is affected. Thus, universities are not able to effectively implement diversity policies as expected (Mbugua et al., 2024).

Workforce diversity is described as the variations and similarities in employees working in an organization. The concept of diversity first emerged to promote equal opportunities in the workplace (Seliverstova, 2021). It originated in the United States in the 1830s before spreading to Europe and is currently gaining traction in Africa (Byrd & Scott, 2024). Optimizing the advantages of a diverse workforce is essential for enhancing effectiveness and efficiency rather than losing valuable talents (Otiike et al., 2022).

Workplace diversity incorporates a range of characteristics among employees, such as ideologies, age, ethnicity, culture, sexual orientation, educational background, race, region, socio-economic status, religious or political beliefs (Riccucci, 2021). Furthermore, the prevailing institutional culture, often characterized by hierarchical structures and resistance to change, can hinder the incorporation of diversity into core operations. Since universities are evaluated based on service delivery outcomes, understanding how the interplay of workforce diversity and organizational culture affects institutional performance is paramount (Gunn & Mintrom, 2022). The study aimed to examine the influence of diversity policies on the quality of services delivered in selected public universities in Kenya. It specifically focused on implementation challenges and the moderating effect of organizational culture. Public universities serve a great purpose in the country's higher education; they form the cornerstone of Kenya's educational landscape, fostering an environment where knowledge thrives, ideas flourish and aspiring minds are nurtured

(Bakar & Ismail, 2019). Public universities in Kenya not only serve as centers of learning but also as catalysts for societal advancement, preparing students to manage the challenges of today's world while contributing significantly to the nation's intellectual and socioeconomic development. Public universities play a crucial role in service delivery because they ensure a steady flow of skilled labor, which is essential for a nation's long-term growth and prosperity (Gichoni & Njoroge, 2023; Roxana-Diana et al., 2022). The business environment is changing quickly owing to the contemporary changes of economic instability, shifts in the labor movement, and technological upheavals; all accompanied by public expectations for greater services (Daft & Marcic, 2022).

As Morfaki (2022) posits, the concept of a diversified workforce and inclusion describes how individuals from various socioeconomic, cultural, and ethnic origins coexist within an entity. This study focused on ethnicity, youth, gender, and persons with disabilities among selected public universities in Kenya. Diversity goes beyond just hiring or showcasing; it entails emphasizing the complexity of differences within a workforce (Otike, 2022). The diversity policies are viewed as essential strategies aimed at improving service delivery, boosting organizational performance, and fostering an inclusive workforce. The primary goal of these initiatives is to ensure that individuals from various backgrounds like gender, ethnicity, disability, age, religion and socioeconomic status, are represented and actively participate in university operations.

Human resource managers and practitioners are becoming interested in the field of diversity due to technological advancements, globalization and shifting labour market demographics worldwide which has seen organizations engage in cutthroat competition (Barak et al., 2022). Globally, company executives are eager to comprehend workplace

diversity to mitigate its polarizing characteristics and establish conducive conditions for effectively employing its heterogeneous workforce. Diversity in the workplace is a 21st century reality.

Universities in Kenya have been experiencing challenges with regard to service delivery due to dwindling funding by the government, high student enrollment, and delayed capitation and student scholarships (Mobegi & Kara, 2022). This has seen universities reeling under financial crisis, retrenchment of employees and salary cuts for the remaining workers. Additionally, universities' debts have been rising to the extent of not being able to pay suppliers and pay salaries on time, cases of students not graduating within the stipulated time have been experienced, and some universities have not been able to remit retirement benefits for their employees to the various retirement bodies (Gichoni & Njoroge, 2023; Munene, 2019). A report by Ngware and Wakiaga (2025) revealed that more than half of the public universities in Kenya were struggling with a debt burden of 76 billion.

Diversity is a comprehensive idea that describes the variations among those who work for an organization. Organizations that embrace a diverse workforce attract a pool of talented employees and retain them, thus improving corporate attractiveness (Cletus et al., 2018). Diversity consists of primary and secondary factors (Bjorklund, 2022). Primary diversity consists of factors that cannot be changed: age, gender, ethnicity and culture while secondary forms are changeable factors which encompass, geographical, marital status, education levels, socio-economic class, and religion. Organizations in the world today have embraced diversity in their workplace where, some even work remotely (Sarkis et al., 2020). This has led to a rise in the heterogeneity between personnel and the challenges of

organizations to control various employees have increased. Uniting diverse employees and their views has developed to be the main concern for all organizations. The consequences of not handling diversity have led to incompetence in skills and employees' disinterest, which eventually leads to reduced individual and organizational performance and has also led to an increase in employee turnover (Stone et al., 2020). By managing diversity, organizations benefit through increased commitment and better performance as well as motivated employees (Soomro & Shah, 2019).

Globalization and technological advancement have made most organizations to embrace workforce diversity to have a competitive edge and also for effectiveness and efficiency in service delivery (Mahapatra, 2022). Inclusion and diversity management is based on the premise that every person must be fairly treated and respected as an individual irrespective of their age, gender, race, sexual orientation, disability level, education background, race, culture or religion (Tamunomiebi & Ehior, 2019). To form and maintain a culture that recognizes the differences in employees, organizations need to create awareness and programmes that are tailored towards individual needs. Proper management of diversity and inclusion has been associated with increased engagement levels, reduced conflict and enhanced cooperation (Armstrong, 2020). The study by Bor and Wanyoike (2019) on workforce diversity and employee performance established that the former positively impacts employee performance significantly.

In the US, diversity management emerged following several decades of the Equal Employment Opportunity (EEO) and Affirmative Action (AA) programs for US minority groups, which aimed at rectifying historical discrimination and preventing future employment prejudice (Furtado et al., 2021).

In China, inclusion and diversity are vital because mega-trends like individualism, urbanization, technology, and globalization have revolutionized, leading to increased diversity. However, workplace inclusion and diversity in China is at its starting stage, where a few firms are executing this policy and primary drills (Zhu et al., 2022). Studies such as Kohli and Melville (2019) have revealed that United States employees are becoming older and more balanced concerning race and gender; with the distinctive assumption being that these variations in the labor force and population need great energy toward appointing and retaining diverse workers.

Among the world's most diverse continents is Africa, particularly the sub-Saharan region, which is regarded as highly diversified in relation to culture, ethnicity, religion, gender, and geography (Appiah et al., 2023). Due to the advantages of diversity that must be well managed to assure inclusion, societies and organizations in sub-Saharan Africa are under pressure to recognize the importance of diversity in light of globalization's arrival. According to Green (2021), ethnicity is a politically delicate topic in Sub-Saharan Africa. Workplace diversity in South Africa has increased since independence and continues to grow. South African society, however, is far from accepting lawmaking in their daily approaches and performances concerning the implementation of diversity policies (Mkhwanazi, 2019). Moreover, due to historically low levels of workers' diversity in majority of workplaces, diversity communication and training have recently become a phenomenon.

A study by Simbarashe et al. (2019) established that diversity regarding gender and ethnicity issues-discrimination, prejudice and sexual harassment, still exists in institutions in South Africa. This is as a result of the perception held by leaders regarding diversity as

a matter of compliance instead of a value addition to the organization's profitability and growth. In South Africa, new legislation regarding Affirmative action, employment, fairness and Black economic empowerment (BEE) was introduced in the year 1994 (Mwangi, 2021).

In Kenya, universities have been facing various challenges in service delivery due to underfunding by the government. According to Kippra (2022), the universities had unpaid debts estimated at Ksh 65 billion, which included salary arrears, pension arrears and unremitted Pay As You Earn (PAYE). Financial shortfalls have hindered universities' ability to offer core services. Financial aid through HELB remains underfunded and poorly targeted; many needy students receive insufficient bursaries or experience disbursement delays. Universities have also been experiencing challenges regarding poor infrastructure; experienced overcrowding in lecture halls, inadequate hostels, labs and libraries.

Despite many interventions by the government of Kenya in the public sector, like the introduction of a performance contracting strategy in 2004, which was aimed at enhancing efficiency and accountability in the public service sector by establishing clear performance targets and evaluation, it has failed to achieve optimal satisfaction in terms of service delivery. In Kenya, the constitution mandates public institutions to ensure equity in recruitment and the representation of the marginalized and underrepresented communities. Managing workforce diversity in Kenya has not been observed clearly in many organizations, especially in the public sector. When the National Cohesion and Integration Commission (NCIC, 2009) was established, its advisory role was assisting individuals from diverse racial and ethnic backgrounds in achieving equity, friendliness, harmony and peaceful cohabitation (Kang'ata, 2019). This is because of Kenya's disturbed and long past

of being a top colony, like fierce battles to acquire equal chances and the fight for independence; deeply linked diversity issues with equal rights and anti-discrimination (Kundu et al., 2019). However, the country struggles to live by independent principles in the framework of diversity despite being rich in cultural differences (Milner, 2021).

A report by the Public Service Commission released in November 2013 revealed that out of the 236, 231 workers in the government institutions, three large communities accounted for 49% of the total workforce, which translated to 115, 633, whereas 120, 598 is shared among the remaining communities (51%). This has led to the imposition of severe procedures in promoting a diverse workforce in relation to ethnicity, tribe, age, gender and physical ability considerations in the public service sector following the adoption of the 2010 Constitution (Odanga et al., 2022). Previously, the allocation of opportunities was marred by cases of nepotism and the employment of people from one ethnic group. This affected the quality of services being offered to the public, where in most cases the said employees lacked the requisite qualifications to render those services (Ombanda, 2019).

A report released in November 2023 based on ethnicity, by NCIC (2023) found that, one tribe dominated jobs in the counties, which violated the inclusivity and diversity law. The report indicated that members of the Kalenjin community dominated the country's government's top jobs at 15.83% (28,556 of the total workforce), followed closely by the Kikuyus at 15.77% (28, 462). It also revealed that only 28% of the counties had complied with the law of ethnic diversity, which requires inclusivity, especially in the minority ethnic communities who are underrepresented when employing workers.

A report by the Teachers Service Commission (TSC) released in April 2024 and submitted to the Senate Standing Order Committee (SSOC) on National Cohesion and Equal

Opportunity (NCEO) indicated that collectively the Kalenjin, Kikuyu, and Luhya communities accounted for nearly 50% of 406,862 teachers employed by the government. The Kalenjin community took a lead with 73,309, followed by Kikuyu with 64,937 and Luhya with 60,912 teachers. Overall, three tribes accounted for 48% of the teaching staff, showing significant discrepancies in regional representations nationwide. The report further revealed that the Kamba community accounted for 48,201 teachers, closely trailed by the Luo community at 47,285 teachers.

Handling and respecting diversity is a key element of managing personnel effectively, thus improving productivity in the workplace. Failure to ensure workplace diversity might turn out to be a hindrance in attaining organizational goals (Hampden-Turner et al., 2020). Quality service is paramount, and most organizations are keen on pursuing it as a means of increasing efficiency, productivity, and profitability (Ochieno & Kwasira, 2020). Workplace diversity is advantageous for maintaining knowledge and skills, managing workforce shortages, expanding the recruiting pool, and increasing income by attracting more consumers (Barak, 2022). Diversity makes each employee feel more valued, inspiring them to fully fulfill their tasks (Kahn & Rafieian, 2022).

Workplace diversity is a crucial element of human resource management in the 21st century (Tamunomiebi & John-Eke, 2020). The need for diversity in the workforce has increased in part due to societal movements that challenge the patterns of tradition of segregation in many significant organizations (Bagenstos, 2017). Changes in workplace social values, roles and legislation have been promoted by organized societies. Movements for persons with disabilities, civil rights and women have been under pressure to a large extent to expand the workforce composition. Managing a diverse staff has certain difficulties since

it entails valuing differences, fighting discrimination, and promoting inclusivity. As a result of discrimination and bias, administrators may lose productivity and employees. Complaints and unlawful actions may also arise (Singh, 2018). Acceptance, understanding and valuing of differences between individuals on the root of ethnicity, age, gender, class, disabilities, ethnicity and other variables can be defined as diversity (Sue et al., 2022).

1.1.1. Service Delivery

Service delivery has been defined as the process of providing services to a customer or client (Tijjani, 2019). Effective and efficient service delivery necessitates a thorough assessment of the overall needs and expectations, as well as a relationship between the developed service and the user's needs (Torfing et al., 2019). The concept has gained significance in public administration across both developed and developing economies, thus, the wave of public sector reforms associated with the New Public Management (NPM) paradigm (Klenk & Reiter, 2019). This framework emerged in response to citizens' frequent complaints about poor government services compared to other sectors, and it emphasized four operational criteria of service delivery: effectiveness, financial feasibility, relevance and efficiency.

The provision of quality services has grown increasingly important as consumers worldwide become more aware of their rights and demand better services across sectors. This development has been further driven by greater access to information on the quality of goods and services (The Organisation for Economic Co-operation and Development [OECD], 2013). This has been necessitated by the information availability on the caliber of goods and services, no matter the industry. Consumers worldwide want to be well-served and to have their needs met to their satisfaction. This has been observed in developing as

well as developed countries, across practically all areas, like education, being widely regarded as the engine of economic and social growth (Buchanan & Huczynski, 2019). Organizations that prioritize meeting and exceeding customer expectations are more likely to remain competitive, as service quality directly influences client value and business profitability (Moghadamzadeh et al., 2020). How well service providers comprehend client value needs and effectively provide those needs determines the profitability of businesses. Businesses that are aware of this fundamental rule are always successful competitors. Businesses that put the client central to all organizational activities and choices will succeed in the market competition (Moghadamzadeh et al., 2020).

Quality service delivery in higher education is becoming increasingly crucial to many countries worldwide. In the recent past, attempts have been made to design appropriate models that will aid in the measurement of quality service delivery. The SERVQUAL instrument is one of the most prominent models (Akdere et al., 2020). The SERVQUAL instrument aids in the measurement of excellent service delivery by focusing on customer satisfaction through five dimensions: assurance, responsiveness, reliability, tangibles and empathy (Akdere et al., 2020).

In 1985, Parasuraman, Zeithaml and Berry published the first version of the SERVQUAL model in American. Since its inception, SERVQUAL gained popularity as a measure of service quality (Prentkovskis et al., 2018). Along with important quality service criteria, it entails assessing both customer views and expectations of the level of service. The SERVQUAL instrument has received widespread recognition as the greatest tool for examining, evaluating, and gauging service quality and, by extension, client satisfaction

(Naidu & Derani, 2016). It is, therefore, a very helpful tool, but it cannot be applied in all businesses in the same way. As a result, it must be adjusted based on the circumstances.

Parasuraman et al. (1985) carried out research that was acknowledged as being among the most comprehensive studies on the subject of quality service. The construct was presented as having several dimensions. Parasuraman et al. (1985) noted that there are ten elements of effective customer service: comprehension/knowledge of the client, dependability, timeliness, proficiency, accessibility, credibility, security, courtesies, communication, and tangibles service quality. These elements were condensed into five service quality characteristics in their work from 1988.

Ramya et al. (2019) list the following service quality dimensions and their distinguishing characteristics: Reliability; The capacity to perform the contracted service consistently and correctly. Response, time and readiness to assist customers are examples of responsiveness. It places a strong emphasis on giving each customer individualized attention and acting quickly to address their concerns. Customers are informed in accordance with the amount of time they must remain to receive support, answers to their queries or special consideration for their concerns. Tangibility: relating to the physical look of buildings, machinery and staff members. The item is a representation of the service that the client will utilize in a concrete way to assess the level of service (Ramya et al., 2019). Assurance: relating to the staff expertise, politeness and capacity for receiving trust and confidence. Giving customers individualized attention is an example of empathy. Empathy is fundamentally demonstrated through customized, tailored, or personalized services that each consumer is different and special, with specific needs. In the measurement, SERVQUAL was shown to be the best model of service quality in the public sector.

Additionally, the most widely used method of selection is the SERQUAL Parasuraman (1988) approach since it provides a comprehensive evaluation of all service organizations.

By the late 1980s and early 1990s, many countries, including the United States of America (USA), the United Kingdom (UK), Australia, Canada and New Zealand, had integrated quality management frameworks into public service delivery. Landmark policies such as the U.K.'s *Citizens' Charter* (1991) and the U. S.'s *Reinventing Government* report (1993) emphasized efficiency, accountability, and responsiveness in the public administration (Wright, 2019). Such initiatives highlight the global importance of quality as a central measure of effective service delivery.

Moreover, workplace diversity policies have been shown to influence service delivery outcomes in multiple ways. A diverse workforce contributes to organizational learning and innovation by introducing varied cultural perspectives and problem-solving approaches (Noon & Ogbonna, 2021; Vuong, 2022). These diverse viewpoints often enhance institutional adaptability and improve client-oriented service delivery.

1.1.2 Workforce Diversity

In the twenty-first century, a crucial concern in human resource management for any company is workforce diversity. The concept of diversity has been defined by several authors by correlating it with numerous distinguishing qualities. Dessler (2013) has defined diversity as the variations or array of populations identifying the features of an entity's manpower, especially regarding age, race, sex, culture, handicap, nationality and religion. Kifordu, and Ejindu (2022), diversity in the workplace can be useful, especially in line with advancing ideas and creative solutions to the organization's problems; however, it can be problematic to the organization, leading to incessant conflict between groups or workers in

the organization, which can adversely disrupt operations. Globalization and competition have made age diversity in all organizations to become homogeneous. Countries have realized that for better performance and competition, they need to interact with people from diverse age groups than ever before. Unlike race, ethnic, or gender diversity, organizations hardly ever undertake initiatives to increase age diversity.

Lemunen (2022) defines the term "workforce diversity" as the presence of a variety of various types of people working for a certain organization, religion, and country of origin have all been considered. Diversity is the result of various individuals from various backgrounds coming together in order to achieve shared objectives and ensure the organization outperforms its competitors (Smith, 2020).

Statistics by the Bureau of Labour (2023) in the USA established that the workforce was 76.5% white, 12.8% black or African American 18.8%, Hispanic or Latino, and 6.9% Asian. It also established that the workforce consisted of 46.9% of women. The study found that only 7% of CEOs appointed in the first quarter of 2024 were women. The gender pay gap between men and women in the US is 23.7% on average, and it has barely closed in the past two decades. The study concluded that organizations that were diverse and inclusive outperformed their competitors on key human resource metrics, and companies with inclusive cultures experienced lower labour turnover.

A study conducted by Llyod and Chris (2024) on the role of workforce diversity in improving organizational sustainability and innovation on the manufacturing industry in Nigeria, established that: gender, age, and educational background are significantly related to organizational sustainability and innovation. Moreover, Llyod and Chris established that

ethnic diversity had a negative relationship with organizational sustainability. Workforce diversity encompasses a broad spectrum of perspectives, values, beliefs and unique talents. The importance of a diversified workforce has grown exponentially due to the swift pace of internationalization and globalization. A workforce that is both multicultural and cross-cultural is a defining feature of most firms worldwide. As a result, the value of diversity is becoming a "hot-button" issue in the legal, political, corporate and educational domains (Hampered-Turnerer et al., 2020). Accepting diversity is not only about justice and equality between different social groups around the world; but also essential for businesses to thrive. Organizations that foster a diverse workforce tend to outperform their industry competitors financially. Moreover, studies indicate that employees are most engaged when they work in an inclusive, equitable, and diverse workplace environment (Tsui et al., 2022). Effectively managing diversity cultivates an inclusive atmosphere, leading to opportunities for growth and advancement. Conversely, mishandling diversity can negatively affect both societies and organizations (Babundo, 2023). Among the most significant worldwide issues facing business executives, HR directors and management consultants is the effective management of today's more diverse workforce (Barack, 2022).

When diverse people co-exist in an organization or business and make up the workforce, it is referred to as workforce diversity. These differences can be attributed to a range of variables, such as race, educational background, region, culture, religion, age, or gender. (Tamunomiebi & Ehior, 2019; Fine, 2020). Consequently, workforce diversity is viewed as a core strategic value that many entities are pursuing as part of their commitment to promoting justice and fairness in the workplace. The range of demographic traits that make up an organization's workforce, specifically about age, gender, color, origin, ethnicity,

culture, and handicap, is identified as workforce diversity (Chaudhry et al., 2021). Barak's (2022) study found that one of the main factors fostering innovation in elite businesses is diversity policy. Furthermore, a few of the basic ideas of motivation theories indicate how diversity practices and policies may affect potential performance as well as motivation (Torrington et al., 2008).

Workforce diversity, a concept originating in the United States during the 1980s, has gained traction in various cultural settings, including emerging immigrant nations like Australia, Brazil, New Zealand, Canada, Argentina, and South Africa (Morrison et al., 2019). Workforce diversity policy implementation in the USA has evolved as a critical strategy for fostering inclusive workplaces (Barak, 2022). The landscape reflects a commitment to harnessing the strength of diverse perspectives, backgrounds and experiences. Employers across the industry have been integrating initiatives that prioritize equal opportunities, representation and inclusion.

Key components often include recruitment strategies aimed at diversifying candidate pools, inclusive training programs, mentorship initiatives and the establishment of inclusive workplace cultures. The implementation of these policies aligns not only with ethical imperatives but also with the recognition of the tangible benefits diversity brings to innovation, productivity, and organizational success. Government regulations, corporate responsibilities and societal progress continue to drive the ongoing evolution and refinement of these policies in the US.

The United Kingdom (UK) has made significant strides in fostering workforce diversity through policy implementation across various sectors (Hussain et al., 2020). The key elements of diversity policy implementation in the UK include legislation and regulations,

where robust legislation aimed at promoting equality and diversity in the workplace was enacted. The Equality Act 2010 integrates various rules and regulations on Antidiscrimination and protects people from discrimination (Castelino, 2022). Companies often develop and implement diversity policies encompassing recruitment practices, training programs, flexible working arrangements and support networks for underrepresented groups.

In China workforce diversity implementation policy has undergone a gradual transformation, acknowledging the positive contribution of diverse perspectives and experiences within the workplace (Qu et al., 2021). While historically homogeneous, there has been a rise in appreciation of the benefits of diversity in fostering innovation and enhancing organizational performance. Chinese companies are increasingly adopting measures to promote inclusivity, such as actively recruiting individuals from various backgrounds, genders and regions. The government initiatives aimed to encourage diversity and inclusion have also played a role, with policies emphasizing equal employment opportunities and equity for all employees. However, challenges persist, especially regarding cultural norms and traditional beliefs that may influence hiring practices. Efforts towards diversity implementation in China reflect a shifting mindset recognizing diversity not just as an ethical imperative but also as a strategic asset which is essential for competitiveness and sustained growth in the global market.

In South Africa, institutional racism that exists between whites and blacks is a major problem linked to inequality. Racism, as it manifests, is intricately linked to the organized interplay between stereotypes and discrimination. It encompasses more than just personal prejudices; rather, racism reflects the impact of institutional, societal, and cultural forces

(Qwabe, 2020). Racism encompasses more than mere negative beliefs and attitudes; it also involves the leveraging of social power to cause harm and unfairness to certain races while benefiting others (Qwabe, 2020). The extensive poverty, racism, and inequality prevalent in South Africa can largely be traced back to the ages of conflict between the indigenous Africans and white settlers (Wolpe, 2023). In efforts to address this legacy, the post-apartheid government has implemented strategies like Black Economic Empowerment (BEE) and enacted laws aimed at rectifying historical economic disparities.

Despite the enactment of these policies and laws, their impact has been largely disappointing, as evidenced by persisting disparities. For instance, in 2016, although white individuals comprised only 9.9% of the working population, they held 69.1% of top management positions across all government entities, while black Africans, constituting 78% of the working population, secured only 14.3% of such positions (Lemunen, 2022). Workforce diversity policy implementation in South Africa is significant in the country's journey towards healing past injustices and building an inclusive society.

Shaped by its history of Apartheid, South Africa approach to diversity policies focuses on readdressing imbalances and promoting representation across race, gender, ethnicity and other social identifiers (Pirtle, 2021). Legislation such as the Employment Equity Act mandates fair employment practices ensuring equitable opportunities and treatment for all. Implementation efforts include affirmative action measures to address historical disparities, diverse hiring practices, inclusive training programs, and supportive workplace cultures. While progress has been achieved, challenges persist including; socio-economic inequalities and lingering prejudices. Nevertheless, the commitment to diversity in South

Africa remains integral to the nation's ongoing pursuit of social justice, economic empowerment, and recognition.

Akinlade and Omotehinse (2025), study the main objective was to determine the management of library staff diversity for effective service delivery in an academic library. The main focus was on the Federal Polytechnic, Ilaro, the study specifically aimed at identifying the various types of staff diversity in regard to demographic, organizational, and socio-cognitive in the polytechnic. The study also sought to establish the most prevalent type of diversity among the staff of the library. The study adopted a descriptive survey design to investigate the dimensions of staff diversity demographics. Organizational and socio-cognitive factors and their impacts on effective service delivery in academic libraries. The study targeted 22 librarians, both professionals and para-professional staff. Structured questionnaires were distributed for primary data collection. The study findings revealed that the library management had been active in equipping the library staff with digital skills. It also revealed the existence of a disparity in the holistic use of demographic, organizational, and socio-cognitive diversity in staff development practices. Demographically, age and gender are still variables in access to training and adaptability for new technologies. Organizationally, although practices such as online learning and conferences were used, challenges encountered were infrastructure and no funding commitment from the government, and management commitment interfered with consistency.

Wycliff (2020) highlights that higher education in Kenya is heavily influenced by negative ethnicity, with the composition of vice-chancellors and governing councils at universities significantly reflecting ethnic, political, and economic favoritism. Kenya's workforce

diversity policy implementation reflects a commitment to harnessing the strength of its enormous tribes, rich diverse culture, and population. With a mosaic of ethnicities, languages and backgrounds, Kenya's approach to diversity policies aims to create inclusive workplaces that celebrate and leverage this diversity. Government efforts including the Employment Act and the constitution emphasize equal opportunities and fair treatment for all citizens. Implementation strategies involve initiatives such as diverse recruitment practices, inclusive leadership programs cultural sensitivity training and creating a conducive environment for employees from various backgrounds. Challenges persist including; tribal tensions and inequalities yet the commitment to diversity policies in Kenya serves as a cornerstone for fostering unity, equal opportunities, and sustainable development within the nation's workforce.

Workforce diversity has been lauded for its capacity to foster organizational cohesion, enhance efficiency and understanding of customer preferences (Phiri, 2022). To harness these advantages, the government of Kenya has established diversity policies to govern staffing practices. However, there remains a disparity between the formulation of diversity policies and their actual implementation. The implementation of workforce diversity policies among selected public universities is progressively gaining traction as these institutions recognize the importance of embracing inclusivity. These universities are increasingly adopting strategies to cultivate diverse and inclusive environments that celebrate differences in ethnicity, gender, religion, and socioeconomic background. Efforts include the establishment of policies that encourage equal opportunities in recruitment, advancement, and professional development for all faculty, staff, and students. Universities

worldwide are implementing mentorship programs, cultural awareness, training, and initiatives to mitigate biases in hiring and promotion processes (Chapman et al., 2023).

While progress is underway, challenges such as deeply entrenched cultural biases and systematic barriers persist. However, the commitment to diversity policies among selected public universities in Kenya signifies a collective effort to foster academic excellence, innovation and societal progress through the active embrace of diversity and inclusion. Age, gender, ethnicity, physical ability, and physical traits make up the main category of diversity referred to as primary diversity. A secondary source of diversity consists of information about geographic location, marital status, income, education, and religious beliefs (Healey & Stepnick, 2019). By embracing diversity, organizations can benefit in various ways, including performance improvement. It significantly affects both individual employees' performance and the general success of the firm. Several scholars have observed that distinct aspects of diversity yield varying outcomes within organizations (Moon et al., 2020). In a recent endeavor, diversity is understood to be each person's uniqueness. This includes many organizational responsibilities, beliefs, and personal attributes.

Initiatives to promote diversity and inclusivity inside the organization have been encouraged to build and enhance a work environment with a workforce with positive perceptions, which in turn attracts and retains highly skilled workers who are also innovative and creative (Cleveland et al., 2018). Workplace diversity has been studied widely concerning workers' performance, and the results consistently showed that it indicated a favorable functioning of the organization (Ngalo et al., 2023). Numerous studies have provided insightful information about the relationship between employee

effectiveness and diverse workplaces in a variety of industries, geographical areas, and organizations.

According to Ajeigbe (2019), there are various factors to consider when determining the relationship between workplace diversity and service efficiency, effectiveness and quality. This includes internal diversity, ethnicity, sexual orientation and gender. External diversity includes, marital status, income, religion, and employment history. Organizational diversity also exists in the secondary dimension in regard to; income, work experience, religion, marital status and educational background, work content, workplace, and form of employment (Verma, 2020).

Dixon et al. (2020) study asserts that a corporation that fosters and encourages diversity remains free of discrimination. They further observed that a culture of transparency and social responsibility becomes a significant inspiring factor for the talent of future generations. An environment that values the distinctions among its employees gains attraction. The need for a diverse workforce is partly influenced by social movements that are challenging conventional trends of exclusion in a majority of the most significant entities in society, such as work and government recruitment. In the 21st century, variations in human resources which are the most essential assets for organizations has become a crucial issue for business (Ricucci, 2021).

Elias (2021) established that most companies intentionally form diverse work groups for fostering the exchange of ideas, realizing several perspectives must be applied to solve a given issue. According to a common diversity policy, companies with varied workforce perform better financially, have a better grasp of the global market, are preferred employers in the workplace, stays out of legal troubles and acts morally (Dobbin & Kalev, 2022).

Women, persons with disabilities and civil rights groups have all worked to broaden the labor force's makeup. Diversity implies accepting and appreciating the fact that people are unique or have variations in their formation like gender, culture, region, race, ethnicity, physical ability, educational background, sexual orientation, social class, age, religious convictions, political affiliations, and other ideologies. Organizations should provide a caring and supportive atmosphere in which to explore these variations.

Diversity contributes to team cohesiveness and improves communication skills, leading in new attitudes and procedures that benefit the entire team (Obita, 2019). The inability to govern variety in regard to gender, race, occupation, level of education, ethnicity, religion, and other types of inequality frequently results in disparities in training, promotions, mutual acceptance, salary, turnover, job satisfaction, and other forms of inequality (Smith & Sinkford, 2022). The implementation of a robust and well-crafted diversity and inclusion policy not only mitigates financial risks but also upholds the organization's commitment to ethical considerations that foster a culture of equity and respect.

Diversity gives an entity fresh approaches to recurring problems and new channels to a larger audience. Bonaccio et al. (2020) assert that diversity has several advantages for an organization. Some of these include: cheaper costs because there are lower labor turnover rates and the acquisition of resources, particularly personnel with multicultural backgrounds. It is also associated with boosted employee creativity, improved ability to handle organizational challenges, boosted organization's adaptability, and support for quicker environmental adaptation.

An organization that fosters and encourages diversity is devoid of discrimination (Kannaiyan & Neelamegam, 2023). As social responsibility, transparency and cultural fit

become important motivators for new talent generations, workplace environments that value individual diversity among employees grow more alluring. Workplaces with a negative reputation for being hostile or exclusive tend to have high rates of employee turnover. On the other hand, corporations that value top achievers are more likely to be retained by talent from all backgrounds on board and draw in new ones.

Workforce diversity increases market share and develops a contented, wide customer base by engaging with people from different backgrounds (Buchanan & Huczynski, 2019). Diversity can make or break a business and have a big effect on its bottom-line earnings. Ignoring diversity's effects or the reality that it exists in this new global market would only prevent firms from realizing their full potential—productivity and above all, profitability—which are the foundation of any successful enterprise.

Chaudhry et al. (2021) assert that 85% of profitable companies over the previous three years show that a diverse staff is essential for creativity and innovation. They stressed how new ideas and fresh perspectives on performance and service delivery may be produced when people with diverse backgrounds and experiences come together. Dennissen et al. (2020) ever since, organizations are beginning to understand that diversity is a fact to be built upon to create a stronger, more competitive firm, rather than merely something to deal with (Dennissen et al., 2020). Most organizations benefit more from workforce diversity policies because they combine social responsibility while assuring fair job opportunities and workplace cohesion (Zhu et al., 2022). The third and most important step in the policy cycle is policy execution, which is the process of carrying out a legal decision that is policy choice. The procedure for implementing a policy entails a dialogue between the goals that are set and the activities that are taken to achieve them (Vienne & Pont, 2019).

Implementation of a diversity policy would help to improve representation and equal opportunities thereby increasing organization performance, boosting service delivery, and enhancing staff retention. The representation could take the form of gender, ethnicity, persons with disability and equal representation regardless of age where even youths are given an equal opportunity. Gender equality in representation and compensation at all stages of the organizational order remains a serious challenge for OECD states. Women's representation varies greatly between countries. Even though women make up 44.2% of the Federal personnel in the USA, 29% occupy top leadership roles (Kim, 2021).

On the contrary, Germany adopted a Working Aid strategy aimed at facilitating gender specific effects during the legislative process. The initiative sought to advance the practical implementation of gender equality by dismantling existing obstacles and fostering rights for both genders (German Government, 2017). However, a variety of OECD countries are still working on making public spaces accessible to individuals with impairments. For instance, the number in the US federal government has remained constant over the last twenty years, and its percentage of the total working population remains low. In this regard, diversity policies can involve quota establishment, as in Portugal and Korea, or the use of goals, as in the United Kingdom and the Netherlands (Özsoy et al., 2022).

Diversity policy may also entail the creation of specific positions reserved for people with disabilities, as Australia has done. Other strategies include modifications to workplace conditions, such as in Ireland, where positions are structured on the grounds of qualities and characteristics needed. This is driven by the quest for efficient results and must not comprise any needs that discriminate against persons regarding disability, tribe, or gender directly or indirectly (Haq et al., 2020).

According to a study conducted by Vera-Toscano and Meroni (2021), each person is distinct from the next due to differences in religion, education, age and viewpoint. When diverse people with varied perceptions, ways of thinking and generations work together in one place, disputes on the same issue are common. As a result, there would be difficulties in the employees' interpersonal relationships.

In Kenya, Article 232 of Kenya's Constitution promulgated in 2010, demands that its diverse communities be represented in the available job opportunities in the public service. It also stresses that persons with disabilities, people from all races and cultural groups, and men and women be given appropriate and equal chances in recruitment and training at all stages of government service. The PSC determined that developing a policy to manage diversity was necessary to offer results to the constitutional mandates atmosphere (Public Service Commission, 2016). However, this has not been the case among public institutions as some institutions lack preparedness to provide for the desires of people with disability as they do not have appropriate infrastructure. Therefore, the objective of this study was to explore the effect of executing diversity policies on service delivery in the selected public universities in Kenya.

A report launched by the NCIC in November 2023 on the Public Service Sector's ethnic and diversity audit primary goal was to determine how far inclusivity in employment has come after ten years of devolution. This was informed by Certified General Accountant (CGA) No. 17 of 2012 and other legal provisions on promoting inclusivity and diversity in the workplace. According to the report, the ethnic and diversity established that over 80% of jobs in the country are dominated by 10 tribes led by Kalenjins (15.83%), Kikuyus (15.77%), Luhyas (11.6%), and Luos (9.81%), while 1% of jobs represented 29 tribes. The

report also revealed that the total workforce in the country is 184,876 which translates to 53% female and 47% male and only 1.14% representing people with disability (PWDs). The report further indicated that only four minority ethnic groups, Somali: 4.31%, Maasai: 4.0%, Turkana: 1.92%, and Taita: 1.56% are the most represented in the country's public service.

1.1.3 Diversity Policies in Kenya

Kenya, like many countries globally, acknowledges the significance of fostering diversity and inclusivity in public institutions. The diversity policy in Kenya was developed in 2016 by the Public Service Commission (PSC, 2016), after the promulgation of the Kenyan Constitution in 2010. The main focus of the policy is to foster and ensure equality in employment opportunities and representation for all individuals. This was the case regardless, of their backgrounds, identities, ethnic affiliations, gender, age, cultural background, or characteristics.

Elias's (2021) study asserts that many public institutions have implemented diversity policies on affirmative Action but their influence on service delivery is yet to be established. The diversity policy's main focus is on gender, where it states that a single gender should not be appointed to take more than two-thirds of the available job opportunities. It also provides that 5% of appointive positions should be reserved for persons with disabilities. In addition, it requires that public institutions ensure there is fairness and equity in the representation of the diverse Kenyan ethnic communities and groups, including underrepresented and minority groups (PSC, 2016).

1.1.4 Organizational Culture

Organizational culture refers to individuals' perception of the essential organizational characteristics. It is showcased by features such as individual autonomy, reward system, and conflict resolution based on the entirety of shared ideas, beliefs, rituals, and traditions among the organization's members (Liu et al., 2021). Organizational culture is imperative since it is critical in defining the relationship between organizational performance and sustainability (Akpa, 2021). Culture serves as a societal adhesive, promoting cohesiveness and governance through informal and formal mechanisms such as beliefs, shared values, and conventions. This study, therefore, sought to establish the impact of culture on the relation among diversity policy implementation and service delivery in Kenyan selected public universities.

Organizational cultures are portrayed as values that subconsciously influence individuals to make decisions within the organization (Al-Swidi et al., 2021). This encompasses the norms experienced and described by the organization's members as their work settings, shaping their behavior and adaptive strategies to achieve them (Stefano, 2019).

Organizational culture, defined as the interaction of members and other stakeholders, is critical to decision-making processes (Ababneh, 2021). Its profound influence on diverse organizational processes, employees and overall performance is widely acknowledged.

This makes it a crucial element in harmonizing different corporate cultures within a group structure. A weak organizational culture cannot effectively meet customers' needs. On the contrary, a well-defined organizational culture fosters superior customer service and enhances both employee engagement and customer loyalty (Metz et al., 2020). An organization's culture, encompassing its beliefs, norms, values, and attitudes,

fundamentally shapes its functions and the extent to which it prioritizes the provision of high-quality services. Consequently, for exceptional customer service and the sustainability of customers, organizations must establish well-defined structures and implement precise, strategic policies (Tidd & Bessant, 2020).

1.1.5 Universities in Kenya

Since gaining independence, challenges in ensuring access and maintaining quality standards and efficiency with limited resources have been exacerbated, notably highlighted in a report by the CUE (Altbach et al., 2019). These challenges impact the sector's contribution to overall national development. Motivated by a moral imperative, universities seek to contribute to society's intellectual, cultural and economic advancement by generating educated citizens, developing future leaders, and engaging in public service activities (Berchin, 2021). Despite the substantial growth in Kenya's university education, concerns persist about the ability of her universities to produce graduates capable of propelling the nation forward. Global policy and research funding are historically yet to prioritize university education and development. On the contrary, greater emphasis is on primary and secondary education funding bodies, including donor institutions (Akuru, 2019).

The significance of education, especially at the university level, in socio-economic growth is increasingly recognized. It cultivates a highly skilled workforce and facilitates the dissemination of critical information, serving as a cornerstone in a knowledge-based economy. Stehr et al. (2018) study on modern societies as knowledge societies asserts that education should enable individuals to unleash their capability and assist in the growth of a democratic, civilized and inclusive society.

Kenya's university system can be traced back to 1947 when the colonial government established a technical and business school in Nairobi. In 1949, this plan was broadened to include East Africa, leading to the creation of the Royal Technical College of East Africa in 1957. After Kenya was freed in 1964, the college changed its name to the University College of Nairobi. The following year, in 1970, it became the University of Nairobi. Kenya's state university system has grown a lot since 1972. It went from having one national university to having 35 full-fledged universities and three constituent colleges by December 2022 (Ellis, 2018).

Establishing universities in Kenya, notably the University of Nairobi in 1970, marked a significant milestone. For the last thirty years, the country has experienced a remarkable surge in universities, driven by an increased number of students from working-class backgrounds and high school graduates (McCowan, 2018). These universities are spread across the nation, enjoy autonomy in managing their human resources and have substantial government financing through student capitation and appropriation in Aid (AIA). Their primary focus lies in research, teaching, innovation and outreach services, necessitating a diverse workforce, including both professional and unskilled personnel (Ombanda, 2018).

However, studies conducted by Ndegwa (2007), Gitahi (2010), Sifuna (2010) and Ombada (2018) reveal that most universities in Kenya still need to implement diversity and inclusion policies fully. Widespread nepotism and an over-representation of aged individuals at the management and academic staff levels are prevalent issues within the university sector, particularly in rural settings (Ombanda, 2018).

1.2 Statement of the Problem

The delivery of services in universities is essential since they are beacons of academic excellence through teaching, research, innovation, and outreach for societal transformation. However, since the promulgation of the new constitution in 2010, which expanded the number of both public and private universities, there have been constraints both in capital and physical resources. This has led to a persistent lack of adequate resources to conduct quality research, engage competent academic staff and consequently, affecting the quality of services being offered. This has resulted in public universities grappling with ineffectiveness and inefficiencies, employee dissatisfaction, and complaints regarding poor service delivery from both internal and external stakeholders.

Despite the formulation of workforce diversity policies aimed at fostering inclusivity and equity, there is a noticeable gap between policy intent and implementation on the ground. Moreover, customer satisfaction regarding quality services remains elusive. This can be attributed to the failure by universities to adhere to diversity and inclusion policies mandated by the Constitution of Kenya and the Public Service Commission Policy on Diversity (2016). Kenya's Vision 2030 underscores inclusive development, particularly in promoting equity and diversity in education.

Universities are pivotal in shaping the country's human resource capacity and socioeconomic development. Additionally, organizational culture encompassed by shared values, beliefs and practices plays a critical role in shaping employees' behaviour and the performance of these universities. Workforce diversity policy implementation combined with organizational culture influence on service delivery remains underexplored within the context of higher education in Kenya. Thus, there is a need to investigate whether the

current diversity policies are effectively integrated into institutional practices, how organizational culture moderates their influence, and how these factors foster or hinder quality service delivery.

Wekesa (2021) posits that negative ethnicity dominates higher education in Kenya and that there are strong hints of ethnic, political and financial favoritism in the appointments of VCs and the makeup of university Governing Councils. Despite numerous studies on diversity Elias (2021), Obita (2019), Deborah et al. (2024), Turi et al. 2022 and Tjimuku et al. (2024), there exists a remarkable lack of focus on the implementation of workforce diversity policies and their influence of the delivery of services in these institutions.

1.3 Objectives of the Study

The study's main focus was to establish the influence of workforce diversity policies implementation on service delivery in selected public universities in Kenya and the effect of organizational culture as a moderating variable.

1.4 Specific Objectives

The study's specific objectives were as follows:

1. To determine the influence of the persons with disability policy implementation on service delivery in selected public universities in Kenya.
2. To establish the influence of youth policy implementation on service delivery in selected public universities in Kenya
3. To establish the influence of gender policy implementation on service delivery in selected public universities in Kenya

4. To determine the influence of ethnic policy implementation on service delivery in selected public universities in Kenya.
5. To establish the moderating effect of organizational culture on the relationship between workforce diversity policy implementation and service delivery in selected public universities in Kenya

1.5 Research Hypotheses

1. H₀₁: Implementation of Persons with Disability policy does not significantly influence service delivery in public universities
2. H₀₂: Implementation of Youth Policy does not significantly influence service delivery in selected public universities in Kenya.
3. H₀₃: Implementation of gender policy does not significantly influence service delivery in selected public universities in Kenya
4. H₀₄: Implementation of ethnic diversity policy does not significantly influence service delivery in selected public universities in Kenya.
5. H₀₅: Organizational culture does not significantly moderate the relationship between workforce diversity policies and service delivery in selected public universities in Kenya.

1.6 Significance of the Study

This research was based on the implementation of diversity policies and their influence on service delivery in selected public universities in Kenya. The study's findings hold considerable significance for the management of selected public universities in providing critical insights for the facilitation of effective diversity policies' implementation. The

study would enhance the formulation of policies for organizations geared towards embracing diversity and creating awareness, ensuring efficiency and effectiveness in service delivery. Practitioners might use this knowledge to develop strategies for strengthening diversity policies, ultimately leading to improved service delivery by universities. Additionally, the findings would be of significance to academicians and other scholars by providing empirical knowledge to their studies. The recommendations for the study would also benefit human resource practitioners in formulating policies geared towards improving services and raising awareness of the significance of a diverse workforce.

Furthermore, the study lays the groundwork for further investigations into workforce diversity policies implementation in the public and private domains. Several key factors influenced the selection of the universities. For instance, the UON was the first to be established in Kenya, and as a historically significant institution, it has a large and diversified workforce and student population. This makes it perfect for examining the implementation of diversity policies. On the other hand, Kenyatta University is known for its extensive curricula and significant employees, which offer profound insights into how diversity and inclusion policies are implemented on a large institutional scale. On the contrary, recently established universities such as Dedan Kimathi (DeKuT), Karatina University, Murang'a University of Technology (MUT) and Kirinyaga University provide a distinctive opportunity to investigate the execution of diversity policies in rapidly growing institutions with changing organizational structures and facilities. Furthermore, the selection of universities demonstrates a purposeful balance between urban and rural settings, with the University of Nairobi being positioned as an anchor in the urban setting.

1.7 Limitations of the Study

The study experienced numerous hurdles during the data collection exercise, which included: the methodology for data collection was a challenge since not all the respondents had time to fill the questionnaires; hence, a few questionnaires were not returned. The researcher overcame this challenge by working extra time in feeding the data into the Excel spreadsheet and being consistent in data analysis. Another challenge was that the researcher feared that the sample size could not be representative of all selected public universities since the regional differences based on geographical location varied. The structure of the universities regarding resources differed, and this was a challenge because it shaped expected services from the universities. Another challenge was that universities were on extended vacations, and most of the respondents were on leave, so the researcher and the research assistants kept on trying to reach out to them; this was tedious, and filling up the questionnaires took a little longer than expected. The other challenge experienced was time constraints, since the respondents took more time to fill out the questionnaires than expected. The researcher overcame this by working extra hours to analyze the data. Gathering information from some of the respondents was a challenge due to confidentiality, but the researcher guaranteed them utmost confidentiality by ensuring anonymity on the questionnaires.

1.8 Assumptions of the Study

The study operated under the assumption that: data would exhibit a normal distribution, that the sample size would be sufficiently representative of the broader population of public universities in Kenya, that the tools for data collection would demonstrate both reliability

and validity and that the respondents would provide candid and truthful responses when completing the questionnaire.

1.9 Scope of the Study

The study was conducted in selected public universities in Kenya to obtain homogeneous data. Geographically, the study was limited to six public universities, which were the unit of analysis. This study was conducted between May 2022 and July 2025. The focus of the study was three major constructs which included: workforce diversity as the independent variable, organizational culture and service delivery as the dependent variable. The study's main objective was to establish the influence of workforce diversity policies on service delivery in selected public universities and the moderating effect of organizational culture. The independent variables under consideration were: persons with disability, youth, gender, ethnicity and their influence on service delivery in selected public universities. The study was anchored on the following theories: Social Identity Theory, Resource-Based View Theory, Institutional Theory and SERVQUAL Model. The target population for the study was thirty-five (35) public universities. Mixed methods, which included both quantitative and qualitative research methodologies, were adopted. The design was a descriptive survey research design. Simple random sampling was employed for the sampling design. The unit of analysis was selected public universities in Kenya, whereas full-time lecturers and departmental administrative staff were the unit of observation.

1.10 Operational Definition of Terms

Diversity:	Acknowledging variations that exist between people in terms of ethnicity, gender, youth, and disability, while also understanding and embracing such differences (Lin, 2020).
Diversity policy:	It is a guiding document that indicates how an organization commits to a diverse workforce and sets the tone for an inclusive culture and practices. This study focused on the diversity policy developed by PSC (2016).
Ethnic policy:	The inclusion of individuals in the same social group who have culturally significant links with distinctly different group members (Rosenmann et al., 2016).
Gender policy:	Gender refers to the fair representation and inclusion of employees regardless of their gender in an institution or organization. It ensures that men, women, and transgender individuals have equal opportunities to engage in organizational objectives. Gender diversity in this study refers to equal representation of both genders in selected public universities in Kenya (Barrantes, 2018).
Organizational Culture:	These are shared values, beliefs and practices shaping the social and psychological environment of an organization and set it apart from others (Ertosun & Adiguzel, 2018).

Persons with disabilities:	These are people with any kind of impairment that hinders them from effectively and fully participating on an equal basis with others in society (Bigby et al., 2018).
Policy implementation:	This is the execution of diversity policies formulated by the government and ensuring there is equity and fair treatment to all, regardless of their physical ability, age, gender and ethnic background (PSC, 2016).
Public universities:	These are universities that have been awarded a charter by the Commission for University Education and operate under the Universities Act 2012 (CUE, 2012).
Service delivery:	Quality of education provided to students, the level of research productivity and the general administrative and support services that contribute to the overall functioning of the university (Parasuraman, 1988).
Workforce diversity:	Variations among workers in regard to age, physical and mental ability, educational background, capabilities, as well as their ethnicity, religion, gender, socioeconomic background and sexual orientation (Goel, 2018).
Youth diversity:	Refers to every person who is 18 years of age or older but under 35 in the Republic of Kenya (PSC, 2016).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter details the theoretical review, literature review in accordance to the study objectives and noted research gaps.

2.2 Theoretical Review

The concepts of organizational theories have been implemented over numerous years. Essentially, these theories explore how various demographics collaborate within a workplace setting. They outline the advantages and challenges that organizations might encounter while embracing a more diverse staff. The theories forming the basis of this study are; Resource-Based View (RBV), the SERQUAL model, and the Social Identity theory (SIT).

A theory is an organized collection of connected ideas. It binds important pieces of knowledge together to create a framework. It is a perspective that aids in comprehending and analyzing phenomena, including processes, systems, events, people and objects. It is composed of universal principles or widely held beliefs that are independent of a phenomenon. The use of organizational theories has been around for a long time, and they address how a diverse workforce interacts together in an organization. The theories supporting the study in this chapter demonstrate the benefits and challenges encountered in embracing a diverse workforce. Theories are formed through empirical study, which is based on data obtained and verified through observation and experiment (Harrison et al., 2017).

2.2.1 Social Identity Theory (SIT)

Brown, Turner and Tajfel in the late 1970s postulated the Social Identity theory. The idea offers a clarification structure in a way that the intergroup behavior influences performance in society and the workplace. This theory predicts an individual's identity influence on an organization's social structures. This theory is pertinent to the current research because an individual's knowledge of self and others is a crucial component of group contact and resemblance. Their reasoning is based on features of social understanding in the framework of personal variance.

Trepte (2006) posits that Social Identity theory recognizes how an individual perceives him/herself within the group, suggesting that a part of self-perception stems from belonging to a social group. Essentially, social identity theory pertains to an individual's understanding of themselves through their affiliation with groups. The research explored workplace diversity, revealing that employees tend to categorize themselves based on shared behaviors or similarities in a professional setting.

Henri Tajfel's significant psychological contribution in 1979 emphasized the significance of group affiliations, including social class, family, and even sports teams like football, as sources of self-esteem and pride. According to McLeod (2008), groups tend to give people a feeling of inclusion and identity in the larger social framework. McLeod also points out that people frequently enhance the standing of the groups they are a part of, to improve perception of themselves. Another way to achieve this is to discriminate against and harbor prejudices about the out-group, or the group to which 'we do not belong'.

As a result, social categorization—the process by which we assign people to social groups—is what divides the world into "them" and "us." According to McLeod (2008),

these are referred to as in-groups (us) and out-groups (them). The perception of cultural and national diversity within organizations can be approached from contrasting viewpoints. On one hand, a pessimistic stance, influenced by Similarity Attraction (SAT) Byrne (1971) and Social Identity theories (SIT) Tajfel (1982) suggests that diversity may lead to divisions. On the other hand, an optimistic perspective contends that cultural diversity improves a person's capacity for learning and solving problems (Shirayev et al., 2020).

While the rationale behind both positive and negative effects of ethnic diversity is evident, defining, measuring and empirically evaluating these effects in organizational contexts poses significant challenges (Steele et al., 2022). Elias (2021) study established that the theory was fit for the work team's variable, in that teams are constituted consciously and designed to address needs that cannot be satisfactorily met by a group of people or by an individual. The study also found that the outputs or services provided as a group are the main indicators of a team's effectiveness. Observing group procedures, adhering to team norms and guidelines, and having a sense of shared accountability with fellow team members and the team as a whole are all signs of a commitment to the team process.

The researcher applied the social identity theory in the study since the theory fitted well in all independent variables of the study namely, persons with disability, youth, gender and ethnicity. This is explained by the fact that in a work environment, individuals tend to associate with people whom they normally have something mutual, especially when people are from the same ethnic affiliation. This in a way affects how they perform in the organization. Embracing diversity by organizations can affect service delivery positively or negatively (Gomez et al., 2019).

When employees are in the same organization and happen to be from the same ethnic background, they are likely to spend most of their time talking about issues about their ethnicity rather than delivering services (Baldrige, 2019). According to social identity theory, the salience or significance of a specific social identity is context-dependent. Social identities associated with diversity aspects (gender, race, ethnicity) may become more salient in diverse workplaces where individuals from different social groups interact. This increased salience may influence individuals' identification with their social groups, sense of belonging and attitudes and behaviors toward members of other groups.

According to SIT, individuals have a higher identification and preference for their in-group (the group to which they belong) than for out - groups (other groups) (Trepte, 2017). These ingroup-outgroup dynamics might influence inter-group attitudes, prejudices, and perceptions in varied work situations where individuals may identify with different social groups. It has the potential to result in both. The theory assumes that individuals derive their social identity solely from group membership and ignores the role of individual uniqueness, personal values and other social groups and how power differences can impact on inter-group dynamics. The relevance of the theory in this research demonstrates how different age groups relate in the workforce.

Social identity theory has been used to support the idea that similar groups should be more motivated to set themselves apart from one another. Nevertheless, the theory has come under fire for having too much power; that is, even though the association among independent variables and the intergroup behavior that results may be consistent with the theory in hindsight, the actual outcome is frequently different from what was anticipated. It also focuses on a singular social identity at the time without accounting for the

convergence dimensions of identity and fails to recognize how multiple social identities interact and their impact on individuals' experiences.

2.2.2 Resource-Based View (RBV) Theory.

Barney et al. (1991) postulated the theory, which is a management strategy aimed at determining the strategic resources that a business might adopt to gain a sustainable competitive advantage. The principal objective of the resource-based view theory is how organizational resources are affected when diversity initiatives are implemented. The concept of gaining a competitive advantage first surfaced in the 1980s and 1990s and was influenced by the writings of scholars and businesses (Birger-Wernerfelt, 1984).

The theory's main tenet is that an organization should look within its existing resources and potential rather than looking outside for ways to carve out a market segment or gain an advantage over competitors (Chigara, 2021). RBV focuses on the importance of capabilities and resources while formulating long-term competitive advantage plans. It accomplishes this by examining and understanding the companies' internal resources. One might think of resources as the inputs companies use to run their operations. Most organizations focus on their internal strength while making their strategic decisions and when navigating the external environment. Using organizational resources and competencies, the RBV generates sustainable competitive advantages.

The main idea behind the RBV is that unique qualities that are hard for competitors to copy can give a company better results and a competitive edge (Barney, 1986; Hamel & Prahalad, 1996). It is more likely that a business's resources are unique and hard for rivals to copy if they have a steep learning curve, are hard to buy or transfer or require a big change in the company's atmosphere and culture. According to Conner (1991), the

effectiveness of a company depends on which people have the right skills and resources. The resources of an organization can be categorized into four: financial, physical, human, and business capital. These tools could either help or hurt the organizations' ability to do their jobs. Osama and Tarnara's (2025) study on the influence of workforce diversity on organizational performance in the UAE hospitality sector aimed to investigate the influence of workforce diversity on organizational performance from the perspective of the resourcebased view theory (RBV). The study was conducted in the hospitality sector in the United Arab Emirates (UAE). The study utilized sequential regression analysis. The unit of observation was Unit managers, Supervisors, Low-level workers, directors, customers, and financial outcomes. The unit of analysis included hotels, travel agencies, recreational Centre's, and museums. The study's findings established a positive relationship between diversity and organizational performance. The study also established that the training and performance appraisal strengthened the relationship to higher performance of the organization, which would eventually result in customer satisfaction and sales. The RBV theory posits that an organization can have an edge over competitors by having resources that are rare, valuable, unique, imitable, and non-replaceable. This gives companies an edge over their competitors and helps them retain (Barney, 1991).

According to Barney's (1991) analysis, resources can be broken down into three groups: formal structures make up organizational capital resources; training and experience are human capital resources; and technology, plant, and equipment make up physical capital resources. These tools could help or hurt the organization's work, depending on how they are used. Businesses try to make the best use of these tools so that they can help and

advance their business operations (Gold et al., 2001). Organizations with diversity outperform those with homogeneity (Richard et al., 2021).

The theory is relevant in this study since by implementing a diversity policy would attract the most talented, competent, and innovative employees who are productive, thus the organization can compete in a dynamic environment and have an edge over the competitors. Furthermore, it was shown that companies with more diverse management practices had lower turnover rates and that these strategies combined well with an innovative and creative plan to increase productivity and enhance market activity. Compared to homogeneous organizations, businesses with a diverse workforce enjoy the benefits of a wider range of talents and competencies. When resources are regarded as inputs into a firm's activities in order to generate goods and services, then economists view the firm as a bundle of productive resources. This perspective does not recommend any particular categories; instead, resources are generic. Patents, capital equipment, and both skilled and unskilled human resources are common examples, though. Further, strategists' separate capabilities from resources

Diversity at the corporate level can be perceived as adding value to the organization by giving it fresh perspectives and by better reflecting on the stakeholder demographics Rabl et al. (2020). Historically, diverse human resources have been a rare trait for many businesses, this implies that an organization can have a competitive advantage over other institutions since it seizes the chance and exploit rare characteristics of diversified human resources (Tang, 2017).

Many researchers have applied this theory in their studies (Chigara ,2021; Elias ,2021; Almarri & Gardiner, 2014). Critics of the resource-based view (RBV) theory have raised

concerns, particularly regarding its overemphasis on instrumental value (Valaei et al., 2022). The theory tends to prioritize diversity solely as a means to achieve competitive advantage and organizational success, neglecting the essential moral and social justice dimensions associated with diversity and inclusion. This narrow focus fails to consider the broader impact of organizational structures, processes, and cultural norms on effectively leveraging diverse resources.

Merely possessing diverse resources may not yield positive outcomes if hindered by structural obstacles, biased practices, or a lack of an inclusive organizational culture. Additionally, the RBV theory has been criticized for its lack of substantial managerial implications and operational validity, as it offers little guidance on how managers should go about training and developing in order to obtain rare, valuable, hard to duplicate and non-replaceable resources in establishing an appropriate organizational framework. Furthermore, the theory has been accused of implying an infinite regress, as highlighted by scholars (Collis, 1994; Prime & Butler 2001).

The theory has also been criticized in that the resources and firm performance studies differ greatly from one another in terms of the design of the RBV research and the methodology used. The significant preference for quantitative research techniques is questioned by Rouse and Daellenbach (1999) who argue that RBV research is generally not a good fit for this type of approach. Benefits in organizations should be complex and firm-based. Researchers have thus asserted that qualitative and on-site techniques are very appropriate. Chan (2000) supports this point of view and contends that before the study's subject is fully grasped, more qualitative contributions to the conversation could be required. These

concerns highlight the need for resource-based perspectives in organizational management to be approached more thoroughly and nuancedly (Priem & Butler, 2001a; Collins, 1994).

The theory appears to give guidance to managers to produce and obtain valuable, rare imitable and non-substitutable (RVIN) resources as well as create a suitable organization, but does not advise on how this could be accomplished. Additionally, it suggests infinite regress Collis (1994), Priem and Butler (2001a), whereby a company with the best capacity to create structures that invent products will eventually overtake the company with the least capacity to innovate products.

2.2.3 Institutional Theory

The theory was proposed by Philip Selznick in 1948, and it is fundamental organizational research that adopts an open systems perspective, where a lot of emphasis is on how the external environment and the organization interact and affect one another. The organization has been described as an organism by Philip Selznick, since it responds to pressure and threats in its environment. The institutional theory serves as an analytical framework for understanding social phenomena within the context of organizational behaviour, according to Boghossian (2019).

The theory is often used to explain the adoption and spread of formal organizational structures, including written policies, standard practices, and new forms of organizations. The theory asserts that institutions' standing rules, norms, and structural frameworks shape and limit the actions organizations can take. Though the theory was formally systematized in the 20th century, it has its intellectual roots in the 19th century with the foundational work by scholars like Commons (1913) and Webb (1894) in the field of Labour Relations (Waring & Cooper, 2009).

The theory has been influential in fields of Human Resource Management, Diversity Management Practices, and Strategic Human Resource Management. The theoretical framework has been insightful in examining diversity policies within HRM. Parboteeah et al., (2013) argued that the HRM function plays a crucial role in formulating policies and practices that promote ethnic diversity, enhance equity and contribute to organizational effectiveness. Conversely, Groeneveld and Verbeek (2011) assert that the term diversity policies refer to Affirmative Action and Equal Employment Opportunities and the management of diversity initiatives.

Diversity policies arise as responses to both competitive and institutional constraints. Organizations embrace diversity initiatives due to government mandates, which include Affirmative Action and Equal Employment Opportunities, since compliance becomes essential for accessing contracts and government funding (Portocarrero & Carter, 2022). It is also imperative for institutions to embrace diversity since they are under pressure from professional bodies, and society increasingly expects inclusive workplaces; they also embrace diversity to align with norms of fairness, equity, and corporate responsibility.

The theoretical framework gives appropriate insights for evaluating how workforce diversity policies and institutional culture influence service delivery in public universities. It also focuses on how the external environment, regarding social, legal, political, and professional, influences the structures and practices of the organization. In regard to public universities, which are government-regulated and expected to be publicly accountable, they play a crucial role in diversity policies implementation and the provision of services. The institutional theory posits that organizational culture is not just an internal occurrence, but a reflection of wider organizational environments.

An organizational culture refers to the shared beliefs, values, norms, and practices that both frame and are shaped by the organizational pressures. Diversity policies may be implemented inconsistently or ostensibly in an organizational culture that does not embrace change or does not authentically value diversity (Williams, 2023). Conversely, an organizational culture that embraces the institutional culture of accountability and inclusivity is more likely to succeed in the implementation of diversity policies in recruitment and selection and decision-making procedures. Since the inclusivity and diversity of the workforce, as well as the flexibility of organizational culture, have a direct impact on service delivery in universities, whether in research, teaching, or administration, the institutional theory is pertinent to this study.

The theory has drawn criticism for focusing on how businesses follow outside rules and pressure to appear legitimate, but it fails to address why some businesses defy institutional pressures or adopt novel strategies, particularly in a fiercely competitive market. The theory also fails to address strategic behaviour and the exercise of influence in its conceptions of institutionalization.

2.2.4: Equity theory

The theory was postulated by Adams in the early 1960s. The theory is premised on the idea that employees perceive fairness and equity as fundamental traits of a motivated person. The theory posits that employees are motivated by openness and fair treatment, and when they detect disparities in their effort versus what they get in return for both themselves and their colleagues, this is likely to affect their performance. The theory posits that the employees put into consideration their contribution and what they get in return and when they feel there is inequity, they perceive unfairness. The equity theory is relevant in this

study since employees will perceive equity if they are treated fairly, regardless of ethnicity, gender, age, and ability.

Mullins (2008), asserts that it is important to balance employees' input with outcomes so that they can be perceive equity and fair treatment. If the employer can bridge the gap between employees' input and outcomes, then the employees can be motivated, engaged, and be loyal to the organization. Adam (1960), the founder of the equity theory, concludes that though the employer treats the employees fairly and equitably, the feeling of inequity remains based on individual perception. The theory has been used by various scholars in their studies, for example, Disley, Dagan and Haltan.

Businessballs (2020), asserts that equity theory extends beyond the individual self and incorporates influences and comparisons of other people's situations. Halfied et al. (2011) pointed out that in equity theory, people feel most comfortable when their relationships are optimally balanced and are giving and getting exactly what they deserve from their relationships.

Dessler (2008), affirmative action as the extra effort made to recruit and promote those who are marginalized or underrepresented. When employees feel they are being treated unfairly, they tend to react by demanding their rights or expressing their dissatisfaction in different ways. The theory helps to lower inequality and the feeling of dissatisfaction and therefore relates well with reference.

The theory has been criticized since it is based on comparisons and is subjective, and does not consider the intrinsic motivation.

2.2.5 SERVQUAL Model

The Service Quality model (SERVQUAL) was postulated by Berry, Zeithaml and Parasuraman (1988) to serve as a model metric for service quality for organizations interested in evaluating as well as comprehending service quality. The foundation of the concept is on the premise that, particularly in service-oriented sectors like hospitality, healthcare, retail, and financial services, high-quality customer service is a critical factor in fostering satisfaction, loyalty, and corporate success.

The model's main emphasis was on the product's functionality. The quality of service refers to the discrepancy between what is expected and what is delivered. The 10 characteristics for measuring service quality were described as responsiveness, accessibility, courteousness, competency, communication, reliability, knowing the customer's needs, reputation, protection, and tangibles.

The SERVQUAL ten components were condensed into five categories, namely: responsiveness, tangibles, empathy, reliability, and assurance (Parasuraman et al., 1985). Customer responsiveness refers to a company's enthusiasm to assist customers in the provision of prompt services. Customer responsiveness and quality service delivery imply being aware of consumers' needs promptly. Quick delivery has both factual and subjective components, yet constitutes of both the provider of the service and the service consumer, the study's findings reveal that receptiveness is 25, known as a diverse type of accountability that is vital for workers to improve service delivery effectiveness (Krishna-Murthy et al., 2010).

The ability of a business to appropriately adopt SERVQUAL may be to improve customer fulfillment and loyalty in the organization. As a result, essential quality service delivery attributes like reliability, responsiveness, tangibility, empathy, and assurance must be incorporated into practice inside organizational quality models. Furthermore, the ability of public service providers to design and implement service quality aspects of doing jobs daily will significantly increase subsequent good client outcomes. This includes trust and behavioral plans. In today's global economy and borderless globe, this good conduct leads to sustained and better-performing organizations (Hong et al., 2016; Gronroos, 2018; Hussain et al., 2015).

The SERVQUAL model looks at service more broadly than just customer service. One of the motivations for the SERVQUAL paradigm was the distinguishing qualities of facilities, as opposed to physical items. For example, intangibility and heterogeneity make it significantly harder for a corporation to factually identify the standard value than a manufacturer who can check and degree actual things. This model created a methodical way for retailers and service providers to assess the collection of characteristics that impact customers' insights into a corporation's overall service quality. Service quality refers to a customer's assessment of corporate overall performance and value (Parasuraman et al., 1988). When a client's perspective or service experience doesn't live up to their expectations or outlooks, it's proof that the service is, therefore, inadequate.

The SERVQUAL model has been criticized for using only 22 items, which may or may not be applicable in different situations (Cronin & Taylor, 1994; Machado et al., 2014; Brady et al., 2002). However, there exists a break in terms of quantity service excellence in context of the real-world scenario in which the issue is discovered. There is no precise

models for evaluating service excellence in different beliefs and economies at the moment. Furthermore, the most recent models are of origin in the West, which is mismatched as a result of the cultural and economic situations of developing countries. Generic models do not convey the true dynamism of the practical environment; hence, their application is limited. Existing service-quality models have been frequently criticized due to the number and mix of the dimensions. The service model has been pre-defined, and no service organizations are included in any of the scopes. This has inspired businesses to develop their models for assessing service quality (Colli et al., 2019). A company ought to develop long-term initiatives that enhance the effectiveness and efficiency of services. A constant development approach is among the most successful ways to keep a company running in the long run. The SERVQUAL model is a crucial instrument for examining the level of service delivery that is still utilized in a variety of applications and advancements in the area (Shi & Shang, 2020).

The consumer responds to the assistance provider's attitudes, routines, and communication skills, as well as their body language and voice tone. Pleasant service standards include professionalism, customization to the needs of each customer, attention to detail, and advice, which informs the consumer of current remedies and problem-solving. Singh et al. (2023) have defined quality service as the degree to which services provided exceed customer expectations. To provide exceptional service, one must continually satisfy the demands of the client. Customers weigh service quality by comparing expectations with views of obtained services, according to Gronroos (2019). The functional, image, and technological qualities are identified as the components of services by Gronroos (2019). As a result, it's the same as what, (Tan et al., 2019). described, where service is divided

into three categories: physical (technical) attributes, functionally interactive services, and corporate (image) attributes.

The service quality is one of the elements that helps provide the greatest service "expressive efficiency" or its friendliness. Customer service and customer relations are inextricably linked. As a result, determining the wants of clients helps to save time during service delivery. Knowledge of the services offered is also beneficial because it reduces the involvement of other personnel in the procedures. If an employee provides extensive information about the service, it is simpler to persuade clients, who will have a developed degree of assurance throughout the service delivery. The government ought to implement a variety of beneficial measures to create a favorable service-providing climate (Supriyanto, 2023). Customers' requirements and expectations are growing; thus, service quality and gratification are critical for effective service delivery. Existing customer outlooks are shaped by previous experiences. Customers who are exposed to a wide range of high-quality, dependable services may have higher expectations for service delivery and efficiency.

Customers' expectations of service delivery might be influenced by the speed at which they are exposed. However, since none of the service quality models are appropriate in all scenarios, the researcher opted for SERVQUAL model, which can cover a broader range of service delivery and client expectations. The SERVQUAL model is closely tied to service delivery since it provides a framework for analyzing and measuring service quality from the customers' perspective. The methodology assists firms in understanding the connection between customer expectations and attitudes towards the quality of services

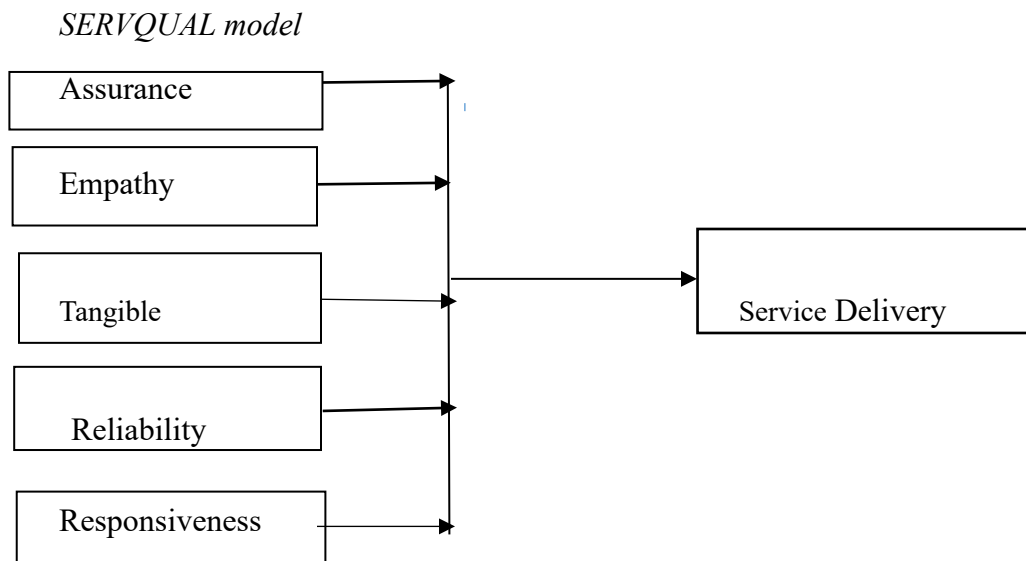
provided, allowing them to discover opportunities for service delivery improvement. The SERVQUAL model is related to service delivery in that the SERVQUAL model emphasizes the vital relevance of understanding customer expectations in service delivery. Organizations can get insights into the precise elements that customers deem significant in the service delivery process by identifying and measuring customer expectations across several aspects of service quality referred to as assurance, empathy, responsiveness, tangibles and reliability. It acts as a measurement of the quality gap.

The SERVQUAL approach assesses the gap between consumer expectations and service quality judgments. Some detractors, however, contend that the model fails to accurately capture the underlying nature of client expectations. Customer expectations are complicated and might vary depending on individual characteristics, context, and prior experiences, which the model may fail to account for.

The Model's lack of dimensional agreement: The approach presents five dimensions of service quality namely, dependability, promptness, certainty, the efficiency of service and empathy. Concerns about the SERVQUAL model's reliability and validity: While the SERVQUAL model has been widely used, many questions have been raised about the validity and effectiveness of its measuring scales (Shi & Shang, 2020). Some researchers found anomalies in the model's results and questioned its capacity to produce consistent and meaningful measurements of service quality. The SERVQUAL approach focuses exclusively on customer perceptions and expectations of service quality, thereby overlooking the critical role of employees in providing quality service (Liestyanti et al., 2021). The SERVQUAL model does not explicitly take into account the employee's point

of view, nor does it take into account the internal processes and practices that contribute to the delivery of quality services.

Figure 2.1



Source (Parasuraman: 1988)

2.3 Empirical Literature Review

Scholars have conducted studies both nationally and internationally that examine how diversity in the workplace influences service delivery. Nadiv and Kuna (2020) assert that, a comprehensive approach is needed to manage a diverse organization; accordingly, challenges facing public managers in the twenty-first century in managing and valuing diversity. According to PSC (2016), policy on diversity organizations both public and private institutions have been encouraged to implement diversity policies to encourage inclusivity and equal employment opportunities. This requirement is justified by the fact that a variety of desirable positive outcomes manifest themselves in organizations or work groups that contain a range of viewpoints and value variety.

A meta-analysis by Chineye et al. (2024) sought to establish the effect of workforce diversity and inclusion on the performance and productivity of organizations. The meta-analysis utilized a systematic search method in determining relevant studies on the influence of workplace diversity initiatives on the productivity of organizations. The analysis was carried out in major academic databases, which included PubMed, Google Scholar, and relevant journals and conference proceedings were equally searched for additional studies. The findings of the analysis established that organizations that embrace diversity and inclusion experience a range of benefits that accrue from the diverse workplace. The benefits accruing from a diverse workforce include, but are not limited to: innovation, improved decision making, and enhanced employee engagement and satisfaction. The diversity and inclusion initiative provides an inclusive environment where employees feel valued and appreciated, eventually leading to higher levels of performance and productivity.

Panteha et al. (2020) study aimed at exploring whether diversity had a positive impact on the performance of organizations and whether diversity fatigue implies a suppressing effect. The study was conducted in the educational sector of Cyprus through the moderating effect of diversity fatigue. The study adopted a mixed method for data analysis from the University's Academic and Administrative staff. The study utilized surveys, and senior-level interviews were conducted for data collection. The sampling method adopted by the study was judgmental for quantitative analysis. The unit of observation for the study was full-time academic staff and administrative staff working in international universities in Northern Cyprus. Qualitative measures were used to develop dimensions for diversity fatigue, which were further tested through a qualitative approach. The findings of the study

indicated the extent to which diversity fatigue suppresses the relationship between overall performance and workforce diversity. The study established a positive and significant effect before the interaction of fatigue.

Manzoor (2019) researched to determine if the various methods the government uses to encourage the implementation of social policy have an impact on how well employees perform. The authors investigated qualitative evidence and used multivariate modeling to analyze the relative effects of each tool by analyzing a field study involving twenty-two organizations. The four elements of ability to manage, management outcomes, program effectiveness, and capability were used by authors to conceptualize employee performance. The research revealed that the government's various social policy tools somewhat improved the organization's overall performance. The work significantly advances the subject matter by illuminating the significance of social policies on employee output.

Ritika and Varsha (2021) aimed to establish the effect of diversity practices and the psychological safety of diverse groups in the workplace. It also aimed at examining the relationship between equal representation and developmental opportunities, gender diversity promotion, and psychological safety with employee contextual performance. The study focused mainly on a sample size of 536 respondents from the private banking sector in India, and the analysis was done through factor analysis. The study findings revealed differences in gender and tenure diversity regarding equal representation and development opportunities, performance and diversity characteristics in mediating the relationship

Munjuri and Sansa (2024) study on whether Nuanced perspectives of diversity management practices warrant inclusivity in Multigenerational organizations. According to the study's findings, managers who create an inclusive work environment successfully

build psychological safety and a feeling of belonging among staff members, which supports employees' voices and the sharing of creative ideas. In a further empirical investigation of Employee performance in Kenya's banking sector, diversity management. Munjuri (2024) used an explanatory survey study design, with 4000 bank employees in the Nairobi area as the target group. Three branches in Nairobi were used to pick respondents using a stratified random sample technique. From the survey, the bank employed diverse hiring practices, supported 38 minority groups, provided diversity training, and provided equitable job chances. When bank managers and non-managerial staff members were considered, it was discovered that employment diversity had diverse effects on the performance of employees. The findings of the numerous tests of the theories revealed a substantial degree to which employee production varies from the bank's average productivity levels when divided by the diverse teams regarding educational background age, and gender.

The significance of the investigation was to determine how the Kenyan civil service handles diverse names. The investigation on how diversity practices are utilized in Kenya's management of the public service used a descriptive research design. All Kenyan public ministries were encompassed in the study's sample, and any other HRM department executives or HR managers were also included. Quantitative data for the study was administered through questionnaires and the analyses revealed that the Kenyan civil service maintained a diversity inventory but had limited policies and programs on diversity, and did not connect challenges with workplace diversity and decisions involving human resources.

Another study conducted by Mudanya (2022) sought to explore the impact of managing a diverse workforce on the productivity of the organization. The study established a

statistically positive relation between diversity management strategies and an institution's performance. The study also revealed that a diverse workforce fosters a diversity of opinions and ideas, which makes it easier for employees to respect one another's cultures.

2.3.1 Persons with Disabilities Policy Implementation on Service Delivery

Disability is a worldwide phenomenon with operational, social, and medical definitions. According to NPPD (2018), disability is a medical condition that focuses on a person's physical deprivation or impairment and refers to limits arising exclusively from their impairments. The social model stresses the limitations imposed by society on disabled people's ability to fully engage in social and economic life while also acknowledging their impairments. It focuses on PWDs' exclusion from important spheres of social life. Kenya has made significant progress in creating a legal and policy framework that supports persons with disabilities (PWDs). This has been achieved by including disability issues in the 2010 Kenyan Constitution and developing a disability policy. However, PWDs continue to face various forms of exclusion in various socio-economic contexts (Muigua, 2018).

Disability is any restriction or lack of restrictions. According to PWDs, Act Chapter 133 of the Kenyan Constitution (2010), disability is the umbrella term for all types of impairments, including those that are physical, sensory, mental, or otherwise bodily incapacity that has a negative influence on participation in society, the economy, or the environment.

Jessica (2025), studied how anti-ableist policy frameworks can address persistent barriers to access and complete their studies in higher institutions. The study aimed at establishing legislative protections, accessibility requirements, and specific policies that enhance

protections for disabled students. A mixed-method approach, including a comprehensive literature review and a legal analysis of state laws specifically related to disability and higher education across all fifty states of the USA, was adopted. The study's findings revealed that more than one-third of states had no applicable laws in the domain, and almost two-thirds had only one or fewer. The study further established that only eight states required a form of data reporting relating to students living with disabilities. The results indicated a substantial gap in legal procedures and systematic accountability for disabled students. The study revealed that institutions adhering to the principles of the social model of disability are more effective in helping the students graduate within the stipulated time frame

Tafadzwa (2023), studied disability and sexuality, aimed at examining the challenges experienced by persons with disabilities in accessing sexual and reproductive Health rights (SRHR) and the strategies to address the challenges in Zimbabwe. In Zimbabwe, the United Nations Convention on the Rights of People living with disabilities was adopted in 2006. The study adopted a qualitative research design. The findings of the study established that persons living with disabilities experienced diverse challenges from their childhood to adulthood that acted as a barrier to their efforts to access sexual and reproductive health information and services. An intersectionality analysis further revealed that the challenges manifested more in girls and women living with disabilities

Kundu et al. (2019) analyzed the reactions and views of male and female employees in Indian firms across categories when it came to workforce diversity. A five-point Likert scale questionnaire was formulated. A total of 1,083 employees from 80 companies were included in the study. Nearly the entire staff agreed that minorities, the socially

underprivileged, and the disabled received less administrative support in terms of working conditions, promotions, and pay raises.

Schloemer-Jarvis et al. (2021) study on the influence of human resources for information on incorporating disabled people into the workforce. Using the most effective work practices for hiring individuals with disabilities, promotion, career development, a detailed examination of the literature on HR management was carried out in addition to pay perks. The bulk of research examined hiring and staffing procedures, showing that consistency and structure reduce bias in the assessment of individuals with disabilities and associated job choices.

Gitau and Mose (2023) study on diversity practices in the management of the telecommunications sector in Nairobi County, Kenya, and their effects on the employment participation of people with disabilities. The main objective was to explore how recruitment methods and disability policies affected (PWDs) in the workplace of telecommunications companies. The study embraced the descriptive research method for the research study, which used ideas from the human capital theory and the muted group theory. People with disabilities (PWDs) from three Kenyan phone companies were the focus group: 165 from Safaricom, 36 from Airtel, and 16 from Telkom. Simple random picking was used to choose 140 PWDs: 107 from Safaricom, 23 from Airtel, and 10 from Telkom. Answer sheets with surveys were used to collect data and a pilot test with 14 staff members. The study employed both inferential statistics. And descriptive statistics. Inferential statistics featured regression and correlation, whereas descriptive statistics covered frequency, percentage, and mean. The study demonstrated a strong correlation and a statistically significant relationship between selection practices and procurement and the

number of persons with disability engaged in telecommunications. Organizations were encouraged to ensure equal employment opportunities for all candidates, regardless of their physical conditions. Human resource managers should undergo regular training on employment policies in Kenya. Additionally, efforts should be made to improve the work environment to better accommodate people with disabilities, such as adapting office structures to be more disability-friendly. Finally, organizations were urged to ensure that promotional opportunities are accessible to all workers, notwithstanding their physical circumstances.

Collins et al. (2021) study aimed to explore the restrictions to social inclusion for physically challenged persons from the point of view of performing arts. The authors interviewed thirty-four (34) physically challenged persons and forty who were physically fit and were involved in arts and sports groups in the community. The physically fit participants were largely managers and government officials, while the physically challenged participants were mostly art patrons, artists, and athletes. The main findings emphasized the significance of communal activities that are not particular to minorities, multidimensional accessibility, listening to minority views, cross-border networks, and organizational and natural champions and collaborations to achieve inclusion. However, this research's main objective was to determine the impact of the persons with disabilities on the delivery of services amongst selected Kenyan public universities. This is because employees will always be committed to an organization if they feel appreciated, regardless of their physical appearance.

2.3.2 Youth Policy Implementation on Service Delivery

According to the Public Service Commission's diversity policy (2016), a youth is defined as a collective of all people aged at least eighteen (18) years old and not above the age of thirty-four (34) years old. According to the Kenya Youth Development Policy (2019), a young person is someone who is 18 years of age or younger and has not yet turned 35. The policy emphasizes that young people must be patriotic and value-driven to realize Kenya's Big Four Agenda (Vision 2030), which is based on three pillars: political, economic, and social, and Sustainable Development Goals (SDGs). The young generations are vital to the growth of a country, the policy claims.

The creation of the Kenya Youth Development Index, which tracks and measures the effect of initiatives, programs, projects, and activities at different levels, was the policy's top priority. The diversity policy (PSC, 2016) states that in order to engage a committed and enthusiastic younger employee and retain them, particularly the youth, organizations must develop and implement a succession management plan. Wagner et al. (2020) posit that employees from Generations X, Y, and Z possess a variety of skills, talents, creativity, competencies, and job perceptions, presenting organizations with multidimensional challenges. Additionally, they must implement policies and best practices that facilitate the recruitment of youth on an internship basis and eventually retention. Also, they should develop training programmes for the youth and gradual progressive engagement of college and university students; as well as establish attachment and internship programs that allow students to work in public service organizations while they are enrolled in classes.

A study by Samkele et al. (2023), on the experiences of students undertaking Master's and doctoral studies at KwaZulu-Natal, aimed at assessing the levels of service delivery that

academic departments offered and the students' experiences. The study was conducted on Master's and doctoral students at a university of technology, a traditional university, and a comprehensive university. The study adopted a questionnaire for primary data, and data were analyzed through descriptive and inferential statistics. Factors that emerged from factor analysis were tested for reliability and validity by conducting Cronbach's alpha. The study findings established that the students are university customers and hence demand professionalism and courtesy in service delivery. The results further suggested that retention capabilities exist for the traditional university compared to other types of universities. The study also established that the students were satisfied with the quality of services offered by the University, though the services varied from those of other universities. The study recommended that the universities should take cognizance of the existing gaps and be more customer-oriented to ensure the needs and expectations of graduate students are met.

The business world can only grow and be successful if people of different ages and more so the youth who are very creative and innovative and backgrounds work together (Azoulay et al., 2020). Youth diversity in the workplace is becoming more common around the world. This has made researchers pay more attention to the benefits of having a workforce with people of different ages. A lot of research has been done on the statistical link between having a mix of ages in an organization's success and workforce. Intellectual, social and human capital are some of the things that affect how well a group does its job when it comes to youth diversity.

Kifordu and Ejindu (2022), the study's main objective was to ascertain the impact of age diversity and organizational performance in a deposit money bank in Awka, Nigeria.

Specifically, the study sought to examine the effect of age diversity and the effect of ethnicity on organizational performance. The study was anchored on equity theory, which focuses on how fairly employees are treated by the organization and their colleagues. The study adopted a survey research design, and data were collected through the administration of structured questionnaires. The study population was all the employees of a banking sector in Awka. Simple random sampling techniques were used to select a sample size of 203 respondents. The findings from the empirical study established a statistically significant relationship between age diversity and the performance of the organization.

Zhao et al. (2023), study on promotion of diverse career development among youth through informal science learning, the roles of belonging and inclusivity, conducted in UK and USA. These researchers established that youth perceptions of inclusivity regarding their social identity group played a pivotal part in endorsing the sense of belonging in the STEM programs. This eventually impacted on how they perceived their future careers.

Sultan et al. (2025) studied youth empowerment for inclusive societies. The research aimed at exploring the practical experience of the World Bank to establish the strategies to address the difficulties experienced by young people and ensure an inclusive society. They recommended the need to address the barriers encountered by the youth in promoting their voice and hence they are able to offer contributions to the development of the community. It also recommended fair practices and tailored programmes for the youth and enhanced funding.

Oliveira et al. (2024) studied the diversity of young people and digital media. The investigation asserted that youth are not homogeneous. Moreover, the study established the

significance of digital literacy interventions and personalized media that adapt to cultural differences, socioeconomic factors, and evolving technological environments. Initiating diverse audiences with motivational and learning processes through digital tools and strategies that depend on critical thinking, media creation, creativity, and partnership can empower and include youth from diverse backgrounds, bridging the gap between their citizenship and real-life experiences. They also highlight the challenges and advantages of doing so. According to the findings, research teams can break down stereotypes and get closer to study participants by engaging in immersive, collaborative, and participatory processes based on a continued literature review.

Chrispen et al. (2019) studied the impact of workforce diversity on employee performance in the Kenya Attorney General's office, Justice Department, and found that age diversity offers a broader range of knowledge, values, and preferences. Specifically, the youth bring innovation and creativity into the organization. The study recommended that organizations engage employees from diverse educational backgrounds, ages, and genders.

Odhiambo et al. (2018) conducted a study on how youth diversity affected organizational performance in Western Kenya's public universities. Four government agencies were among the target group, and one hundred and twenty (120) heads of department filled out the survey questionnaires. The data analysis process employed descriptive statistical survey design and inferential statistics. The study established a statistically significant connection between employee success and the population size of different age groups working for the company.

2.3.3 Gender Policy on Service Delivery

The term "gender diversity" in the workplace refers to the equitable representation and inclusion of people of different gender identities and expansion in a given setting. Within an organization, it refers to the variety of cultural experiences and emotional nuances connected to diverse genders (Tripp & Munson, 2022). In line with the PSC's diversity policy (2016), appointive positions should not exceed two-thirds representation by any single gender. A recent NCIC (2023) study, published in November 2023, found that women constituted 53% of the workforce.

Godwins and Nwogu (2019) conducted a study focusing on managing the teaching staff diversity to enhance the delivery of quality services in Rivers State's government secondary schools. The study established that respondents generally agreed on how to handle gender diversity among the government public secondary school teaching staff in Rivers' State in an efficient manner. Notable features were the appointment of female teachers to lead welfare committees, a policy guaranteeing female representation on all school committees, and equal compensation for male and female instructors without regard to gender. The study's recommendations highlighted the necessity of laws that support diversity in hiring practices for teachers, among other things.

Dhruba et al. (2023) study on workforce diversity effects on organization performance established that gender diversity had a statistically positive effect on the performance on the organization. The study was conducted at Nepal Banking sector.

A study conducted in the Nigerian banking industry by Akpakip (2017) aimed at examining on employee performance is impacted by workforce diversity. The variables of interest were gender, age, ethnicity and education. It was observed that features such as education

and age range had a significant on employees' service delivery in varied entities. The study's results showed that, besides racial diversity, all facets of workforce diversity significantly affect employee performance. Diversity in regard to gender, educational background, and age was also found to be important and had a significant effect on how well the workers performed.

Eucharia et al. (2024), study on diversity and the performance of the organization conducted in Abuja, Nigeria, established that gender has a positive effect on the organization's performance.

Laviers (2023) hypothetical study choice experiment using workforce gender diversity disclosures aimed at exploring if and how such disclosures change job selection behaviors. The study established that labour market participants prefer to accept offers from employers that disclose their gender diversity statistics over those that do not. The study results disclosed that the average labour market participants prefer workplaces with less female representation but values gender equality-focused charitable giving. The study findings established a significant gender difference as men exhibit a negative preference towards increased female representation, whereas women exhibit a positive preference towards gender equality-focused philanthropy.

Nielsen's (2023) study sought to investigate the connection between male and female workers' goals for management and the gender diversity among their colleagues in the workplace. The key focus of this study is to determine the impact of diversity in gender on both men and women career aspirations. The study analysis results revealed that female employees in mixed-gender workplaces had similarly low management aspirations as those in mono-gender workplaces. Conversely, the employees who were male in mixed-gender

environments were unlikely to aspire to management roles in contrast to their colleagues in mono-gender settings. The study further showed that gender disparities in career goals are influenced by organizational factors, individual preferences, and broader structural factors.

Jennifer's (2020), study on equity, diversity, and inclusion conducted in the University of Cape Town in South Africa aimed at establishing the lived experiences of Black women academia in South Africa. More specifically, the transformation agenda after apartheid in South Africa has been questioned by many scholars since there have been experiences of marginalization and oppression that is faced by Black women. The study aimed to understand the main challenges faced by Black women in their careers and assess their views on the transformation strategies, mostly referred to as diversity, equity, and inclusion, outside South Africa. The study adopted an intersectional lens to study the experiences of Black Women. The study was anchored on Critical Race theory and Black Feminist theory. The primary data for the study were collected through semi-structured interviews with 10 Black wine academics. The study findings established that while there is evidence that the transformation agenda has been somewhat successful with respect to equity and diversity, efforts remain inadequate to reorder the deeply rooted structures of oppression and the diverse challenges faced by Black Women. The Study also established the third element of equity, diversity, and inclusion initiatives as work in progress. The study concluded that Black Women professionals perceived that dominant institutional culture and norms prevented them from participating fully in the space of higher education.

According to the Kenya Space Agency (2020), the constitution of Kenya, promulgated in 2010, provides for gender equality and non-discrimination of employees in the government

institutions, demands equity, equality, and inclusiveness, and non-discrimination of individuals under whatever circumstances. The law provides that both men and women have equal rights and they should not be discriminated on the grounds of gender. The law provides for equal treatment, including the right to equal job opportunities in political, social, cultural, and economic spheres

Kisaka et al. (2019) studied the gender diversity and heterogeneity of Kenya's public university staff. In most universities, the findings revealed that certain ethnic groups were over-represented and that diversity policies weren't being followed. Differences in workforce heterogeneity between universities were likewise not statistically significant. According to the findings, adherence to legal criteria does not always imply workforce representatives and heterogeneity.

Lynette et al. (2019), study on workforce diversity in public universities in Kenya, seeking to analyze ethnic and gender representativeness in the recruitment of staff in the public universities in Kenya. The unit of analysis was all chartered universities and their constituent colleges. The study was anchored on representative bureaucracy, which explores the demographic profile of the government employees. Secondary data from 2014 was utilized. The study findings established overrepresentation of certain ethnic groups and the failure to comply with diversity requirements in employment. The findings established that the workforce heterogeneity was insignificant. The study also established that the link between workforce heterogeneity and the degree of urbanization of the location was statistically significant.

Kilonzo and Ikamari (2015), the study on the influence of gender policy on affirmative action on Kenya's Public Sector's Supply of quality service delivery. Comparative case

design was adopted in the study, and qualitative and quantitative research designs were utilized. Frequencies and percentage counts computation, as well as testing hypotheses, were used in qualitative analysis. The public sector's adoption of an affirmative action policy fostered benefits on the standard of services accrued in the Office of the President in terms of efficiency, responsibility, participation, productivity, and transparency, in the Ministry of Higher Education, Science and Technology Department (MHEST), the benefits exceeded the Ministry of State. According to a Chi-square data analysis, a substantial association exists between using affirmative action in hiring, promoting, training, and career advancement and delivering quality public services in Kenya.

Ogega et al. (2020) study aimed to explore the effects of executing the gender multiplicity policy on workers' engagement in selected counties in Kenya. The study established a statistically significant correlation between diversity policy implementation and employee commitment. A survey carried out and published by NCIC (2016) revealed that 32 county governments had failed to follow the County Government Act regarding new hires and the application of diversity management strategies. Using simple random selection techniques, a target demographic of 7492 middle management was chosen, and a sample of 494 respondents was collected. Questionnaires were utilized on the collection of data. The mean, standard deviation, and frequencies were among the descriptive statistics utilized in analyzing the data. The association between the dedication of employees and the adoption of a gender diversity management policy was investigated using a simple stratified sampling methodology. The study results indicated that the coefficient for a policy on gender diversity implementation does not agree with the anticipation of employee engagement in a statistically significant way.

The workers' perceptions of the firm's performance and perceived diversity, which includes the importance, value, and management of diversity strategies utilized, were examined by Kundu et al. (2020). It was shown that a favorable connection existed between perceived organizational success and how people view gender diversity promotion among employees.

According to a study by Kaltuma (2023), on workforce diversity in private universities in Nairobi County. The study aimed to explore the effect of workforce diversity on the performance of employees. The study evaluated age, gender, and religious diversity. The study was anchored on social identity theory and equity pluralism theory. The study adopted both descriptive and inferential statistical analysis. The study findings established a statistically significant effect on the relationship between gender diversity and the performance of the employees

Hapompwe et al. (2020) studied the impact of diversity in gender on the performance of workers. The findings revealed that workers felt comfortable collaborating with colleagues of different ages. Consequently, the research also aimed at assessing how age and gender diversity influenced productivity within a company, specifically focusing on the Zambia Compulsory Standards Agency (ZCSA), which employed 103 individuals across various units. The study's results revealed that there is a statistically significant interrelation amongst gender diversities besides the employee's productivity in the organization. Respondents noted that working in teams with colleagues of various ages improved their productivity. Gender diversity was particularly beneficial for organizations that foster an inclusive environment and enforce anti-discrimination policies. The study's conclusions indicated that gender diversity and organizational success were positively correlated,

suggesting employee's appreciation of working with colleagues of the same gender as long as they are competent in their roles. Furthermore, the findings indicated that age diversity is a valuable asset for businesses aiming to enhance workforce growth, productivity, and profitability.

Otiike's et al. (2022) research on the effects of workplace diversity, found that firms with more diverse experience have higher productivity. According to the Public Service Commission's (2016) survey carried out in the public sector, there were 70:30 men to women in 2013–2014, with the percentage of women falling to 23%. The constitution establishes that members in appointive positions may not make up more than two-thirds of the same gender.

2.3.4 Ethnic Policy Implementation on Service Delivery

Adediran et al. (2021) define ethnicity as the shared socioeconomic cultural values of a social group, including religion, language, and culture. Religious, linguistic, and cultural heritage distinctions are all part of ethnic variety. When workers from different backgrounds converge in the same organization, they gradually generate a blend of lifestyles, beliefs, and skills that enrich strategic decision-making processes (Korkmaz et al., 2022). Recognizing these qualities and spurred by globalization, many organizations prioritize fostering a diverse workforce. However, numerous companies encounter challenges in devising and implementing policies to combat ethnic discrimination, leading to demoralization of workers and the general poor performance of companies.

The Kenya National Bureau of Statistics (KNBS, 2019) reports that there are 47 ethnic groupings, various racial groups, marginalized and minority populations, and so on in Kenya. Each of these many groups makes an immense contribution to the nation's political,

social, cultural, and economic advancement (PSC, 2016). Every public service organization in Kenya is required by the PSC (2016) to guarantee fair and equal representation, relative to the size of their respective national populations, of the different ethnic communities and groupings in the nation, including minorities and marginalized groups.

According to a report on tribes published in November 2023 by the Commission on National Cohesion and Integration (NCIC, 2023), one tribe held a disproportionate number of jobs in the counties, in violation of inclusion laws. As to the survey, the Kikuyus accounted for 15.77% (28,462) of the overall workforce, closely followed by members of the Kalenjin group, who held 15.83% of county government posts, or 28,556 of the total workforces. Additionally, it showed that only 28% of the counties have followed the statute requiring ethnic diversity, which mandates inclusivity when hiring personnel, particularly from minority ethnic backgrounds.

According to a TSC report submitted to the Standing Committee of the Senate on National Cohesion and Equal Opportunity in April 2024, the Kalenjin, Kikuyu, and Luhya communities together make up about half of the 406,862 government-employed teachers. With 73,309 teachers, the Kalenjin group is in the lead, followed by the Kikuyu tribe (64,937) and the Luhya community (60, 912). Together, the three tribes make up 48% of the teaching workforce, indicating a notable geographical imbalance in the country's public education system. Further information in the report showed that, with 48,201 teachers, the Kamba community is the fourth most employed by TSC, closely followed by the Luo group with 47,285 instructors.

Pham et al. (2023) study aimed to explore the association between top-level management's gender and ethnic diversities and the organizations' performance. The establishment by the study that the performance of the company's board of directors and upper management was positively influenced by gender though the study failed to address the impacted of diversity on delivery of service among higher education institutions. Mugodo et al. (2022) investigated influence on diversity in education and service delivery among employees in Kanduyi Sub- County. The study revealed a statistically positive association between diversity in education and service delivery.

Lee et al. (2019) examined the effects of ethnicity on China's economic performance, the concentration on education's role, Foreign Direct Investment (FDI), and trade. The study concluded that ethnic diversity negatively impacted economic performance but did not focus on the implications of diversity policies on service delivery. It also highlighted that education enhances economic performance by improving communication abilities.

Ogega (2020) aimed to understand how ethnic diversity management practices affect employee engagement in Kenyan county administrations. The study employed an explanatory design and a sample size of 494 respondents. Data analysis was done by adopting means, standard deviations, and frequencies, and displayed using tables and graphs. Correlation strength was determined by the use of regression analyses through the application of Pearson's product-moment correlation coefficient. The study findings signified those policies related to gender, disabilities, and ethnicity significantly influenced employee engagement.

Bor (2018) explored the effect that the diversity of the workforce had on employee performance at ABC Bank. Using a descriptive research design, the study focused on ABC

Bank Westlands' and the focus was middle and lower management. A census approach targeted 71 respondents, utilizing stratified sampling. Data collection involved self-administered questionnaires. Data validity was ensured through supervisor evaluation, and reliability was confirmed using Cronbach Alpha analysis. The study adopted multiple regression analysis, and descriptive and inferential statistics, including standard deviation, mean, and percentages for data evaluation. The results revealed that ethnic diversity influenced service delivery accountability through language, cultural norms, and beliefs.

Horowitz (2019) study on ethnicity in Kenyan universities established that it was observed that faculty members from a certain ethnic group are more likely to work at a university located in their County. This was likely because they felt safer working at their university than at a "foreign" university located in a different country. The study also found that the majority of Vice-Chancellors, particularly those in constituent colleges and selected public universities, were selected from the surrounding area. He gave the instance of Uasin Gishu County political leaders protesting against the appointment of the Acting (VC) of Moi University, whom they were alleging of belonging to another tribe and they wanted CS Education to appoint one of their own; they wanted one of the top Kalenjin professors to be appointed (Kiboiy, 2013). The study further established that several departmental heads, both academics and administrative staff, belonged to the same ethnic community. The study established that the ethnicity experienced in teaching and non-teaching staff has impacted the students, especially when it comes to electing their leaders. The elections are influenced by the dominant community in the universities, especially if the VC is from the local community.

The study established that in Kenya, ethnicity is dominant in recruitment, promotions, deployment, and transfers of administrative members of staff and other lecturers. The study recommended that the NCIC should be empowered, and the university Vice Chancellors and Council members be vetted, this would ensure equity since the most competent candidate will be given a chance regardless of his ethnic background.

In Port Harcourt, Nigeria, Kuoribo et al. (2022) study, explored the effect of cultural diversity on employee productivity in workplaces. The test for the hypotheses suggested, as well as the facts provided and discussed used Chi-square analysis. Results of the test showed cultural diversity significantly affects employees' ability to develop and work as a team. Their productivity declines as a result.

Ikon and Okolie-Osemene (2017) researched to ascertain the association between quality service and ethnic diversity at Nigerian Breweries Plc, Enugu. The study discovered a high, positive association between Enugu's Nigerian Breweries Plc, and ethnic diversity service delivery.

2.3.5 Organizational Culture, Diversity Policies Implementation, on Service Delivery

Luthans et al. (2021) defined organizational culture as a collection of shared principles that may be utilized to approximate the overall culture of a company, even when individuals in the organization have various backgrounds and roles. An organization's traditions are made up of all of its members' shared values, convictions, and customs. The way employees perceive basic organizational characteristics, including individual autonomy, incentive structure, dispute resolution, and consideration, is referred to as the company's culture. It has also been defined by Bermeh et al. (2023) as a shared framework that unites members of an organization and distinguishes it from others.

The culture of an organization serves as the "social glue," fostering a "we-feeling" that defies the differentiation mechanisms that are an inevitable part of it. The organizational culture is a reflection of employee conduct and the working environment. A positive organizational culture fosters proactive transformation, inventiveness, and transparency in the workplace (Radu, 2023). Additionally, it shows how much the business values each employee's ability, as many of them take pride in their work. Leaders must pay close attention to the workplace culture and deliberately incorporate it into the structure of the organization. The organizational culture incorporates norms, vision, values, presumptions, structures, language, beliefs, symbols, as well as actions (Elias, 2021).

An organization's culture influences people's behavior there; hence, it should be viewed as a contingency element. The main objectives of organizational culture are to stimulate employees' creativity and enthusiasm while also encouraging cohesion and unity to boost the organization's financial efficiency.

An audit was conducted in Melbourne University in Australia to foster intercultural engagement in public universities. The audit document was based on Australian universities relating to diversity and inclusion. The audit comprised diversity strategies, inclusion policies, and public websites. The analysis of the study was done on 39 universities in Australia based on how diversity was discussed and how the universities offered support on diversity and inclusion. The findings of the study established that diversity and inclusion were important goals for all universities in Australia, but the definition of diversity remained vague and inconsistent. The study concluded that little progress towards diversity and inclusion seemed to have been made beyond aspirational statements Maleka (2023) asserts that the employees' behaviour is profoundly shaped by

the culture of the organization. When working together, an intangible yet potent force - organizational culture pervades the group dynamic, thus influencing the behavior and attitudes of each individual (Elias, 2021; Sari & Riyanto, 2020). Creativity, risk-taking, performance.

A study by Unegbu (2024), was to investigate the impact of organizational culture regarding Clan, Adhocracy, and hierarchy-oriented, market-oriented on service delivery by Health Information Management Practitioners (HIMPs) in Nigeria. The population of comprises of 325 licensed HIMPs in federal tertiary hospitals and medical Centres in South-West Nigeria. The study adopted a survey research design. A total enumeration method was employed. The study utilized structured and validated questionnaires for primary data collection. Data was analyzed by the use of descriptive and inferential statistical methods. The study's findings established an overall high level of organizational culture of HIMPs in federal teaching hospitals in South West Nigeria. The findings further indicated that organizational culture has a significant influence on service delivery. The study recommended that the management of health care institutions prioritize the development of a positive organizational culture to enhance their skills in visionary transformational leadership. orientation, individual orientation, aggression, and cohesive team orientation are seven critical traits that indicate how important leadership and company culture are to promoting employee engagement.

Thomas and Francis (2023), carried out a study on the effect of organizational culture on employee performance and employed a survey of selected public sector organizations in Enugu. The study population was 100 employees from the State Ministry of Finance and Economic Planning in Enugu, who completed structured questionnaires to provide primary

data. Secondary data were obtained from government statistics. The study employed both descriptive and exploratory research designs. The study findings established that organizational culture has a statistically significant influence on the performance of the organization and also asserted that organizational culture influences employees' commitment within an organization in terms of professional growth and development, recognition and rewards for good performance, clear communication of the organization's goals and values, and a productive work environment.

Noora et al. (2021) investigated the relationship between organizational culture and the performance of organizations in the United Arab Emirates (UAE), study employed both interviews and questionnaires for data collection. The population of the study was 131 respondents from the United Arab Emirates organizations. The study findings depicted a positive relationship between organizational culture and organizational performance. The relationship was stronger with job satisfaction. The study also demonstrated that there was no evidence of a difference in the performance of public and private organizations.

Yasas et al. (2020) conducted a study that was a review of the literature on organizational culture towards organizational performance. The review comprised various published sources on the role of organizational culture, such as journals, periodicals, seminal books, and other published materials. The review concentrated on the conceptualization, measurement, and examination of various dimensions of organizational culture on organizational performance. The empirical evidence demonstrated that a lack of cultural integration between member companies was a primary cause of failure in organizational

groups. The findings established a statistically significant relationship between organizational culture and employees' performance

Tichy (1982) defined organizational culture as a normative given that holds everything together. The belief that organizational culture influences performance has led to its growing significance in business operations over the past decade. Analysis of organizational culture indicates that employees are guided by shared business ideals and similar perspectives, profoundly affecting their behavior, attitudes, and performance (Cherian et al., 2021). A strong organizational culture is reflected in enhanced performance and employee satisfaction. Robust cultures promote superior performance, foster corporate loyalty, and ensure cohesive employee conduct (Hien & Tuan, 2023).

In recent years, the focus on organizational culture has intensified, recognizing its crucial role in daily business operations. Organizational culture represents a shared perspective among its members, leading individuals from diverse backgrounds or hierarchical levels to identify with their community through similar expressions. Kaul (2019) asserts that a company's future business trajectory should align with a strong corporate culture. Members of an organization with a strong culture share common beliefs about the organization, and exemplary professional attributes in corporate managers and staff signify robust organizational cultures, thereby enhancing overall performance (Akpa et al., 2021).

However, management that lacks a strong organizational culture has a big chance of hurting the organization's bottom line. The organization's ability to survive is in jeopardy if its organizational culture is weak because its members hold diverse values and beliefs that could potentially conflict with the management's priorities (Clegg, 2021). Pathiranage et al. (2020) according to the study, employees find it difficult to recognize the principles of

the organization and determination of the best strategies to follow in achieving its objectives when there is a weak corporate culture. Positive organizational culture inspires business managers to communicate the organization's principles and corporate goals to staff members and other stakeholders.

Organizational culture affects everything, from output to how favorably the general public views it. The purpose, standards, goals, and values that direct and inspire personnel make up culture. Occupational culture services to support the concepts and views that are spoken and unspoken in the workplace, shared values and norms among coworkers. The effect of the organization's culture and competitive orientation can determine its success in the dynamic business environment. How well service providers comprehend client value needs and effectively provide those needs determines the profitability of businesses. For firms to thrive and compete well in the current volatile business environment, it is crucial that their general organizational culture be in line with their specialized customer service orientation efforts (Thomas et al., 2020).

Chepkonga and Juster's (2019), study aimed to evaluate the influence of leadership culture, organizational culture, and their impact on service delivery at Mbagathi Hospital, Nairobi County. The target population of the study consisted of 10,000 patients and the hospital's management. The study employed simple random sampling to select a sample size of 398 respondents. Primary data was collected through the administration of questionnaires for both quantitative and qualitative data. The management data was collected through an interview guide. The study was anchored on change management theory. The findings of the study established a statistically significant relationship between leadership styles and organizational culture on service delivery in public hospitals in Kenya.

Erasmus et al. (2017) conducted a study at two South African hospitals and aimed at examining how organizational culture affects performance on the adoption of policies that prioritize equity. Semi-structured interviews with provincial, district, regional, and hospital executives, the research included clinical and non-clinical hospital staff observations of organizational performance, staff interactions, policy execution, and patient-provider interactions, as well as standardized surveys that operationalize assessing company culture using the Competing Values Framework, hospital board members, and patients. The study concluded that achieving fairness in practice necessitates managers taking into account critical characteristics like organizational trust and culture, which are important features of the organizational context that can significantly impact policy.

Mbiti and Misango (2021), study established that the corporate culture and structure statistically influenced service delivery to the Kitui County residents. The study aimed at examining the effect of organizational culture on service delivery at Kitui County.

Huduma Centers' analysis of how organizational culture affects the delivery of public services was studied by Mutegi et al. (2021). The study employed a descriptive research design of 1456 citizens who used public services provided by government agencies through Huduma Center branches, which made up the target group of 1456 branch managers from the 52 Huduma centers, and 1456 supervisors. Probabilistic and multi-stage sampling techniques were employed. Self-administered questionnaires were distributed for primary data, while government statistics and related literature were examined for secondary data. Descriptive statistics and inferential statistics were adopted for the study's data analysis. The results demonstrated a low-linear positive correlation between public service delivery and organizational culture.

Alemu (2020) explored the influence of organizational culture on performance at the Gondar City Administration Revenue Office. The analysis aimed to explore how corporate culture influenced the organization's productivity. The study utilized descriptive and inferential analytical research techniques, utilizing primary data collected through self-administered questionnaires. Stratified sampling was used for data collection. Study results revealed a statistically significant relationship between an organization's culture and employees' performance.

Mande et al. (2019) explored whether workforce diversity had an influence as well as the moderating effect on employees' performance on the organizational culture at Western Kenyan Public colleges. The target population comprised of 120 departmental Chairs from selected public universities in Western Kenya who were surveyed. Administration of Structured questionnaires for primary data, while review of literature was used for secondary data, which included university records and relevant articles from refereed journals. Data analysis incorporated frequencies, percentages, averages, and standard deviations. Descriptive statistical surveys and inferential statistics were embraced for data analysis. The findings established that employees' performance and diversity were considerably mediated by organizational culture.

2.4 Research Gaps

Findings from the previous studies on workforce diversity have not investigated on the effect of implementing workforce diversity policies among selected public universities in Kenya. Instead, the focus has been on other organizations and institutions. Furthermore, the literature and empirical investigations have been based on the performance of the organization or the performance of the employees, rather than on the delivery of services.

Nevertheless, the researcher made the decision to conduct her research in the areas of workforce diversity policy implementation, organizational culture, and service delivery in selected public universities in Kenya.

The Jumuia Resorts in Kenya served as the case study for Marion's (2018) research project, which investigated how the presence of a diverse workforce impacted employee performance. The provision of services in authorized universities was not the primary emphasis of the study; rather, the hotel industry provided the primary focus.

Roy (2020) carried out an empirical examination of the banking business in Bangladesh to investigate ways in which age, gender, and ethnic diversity affected organizations' efficiency. The purpose of the research carried out by Kathimba and Anyieni (2018) as part of their investigation into the impact of employees' diversity on the efficiency of the NPS in the County of Nakuru was to determine the scope of diversity on the efficiency of the Kenyan Police force. Self-administered questionnaires were used for data collection, a stratified sample technique, and inferential and descriptive statistics and statistics.

Groeneveld and Verbeek (2011), for example, pointed out that the primary aim of policies relevant to diversity was to improve the chances or outcomes that were equitable for everyone. This set of laws was enacted with the intention of ensuring that all individuals, regardless of their socioeconomic standing, have the opportunity to secure employment.

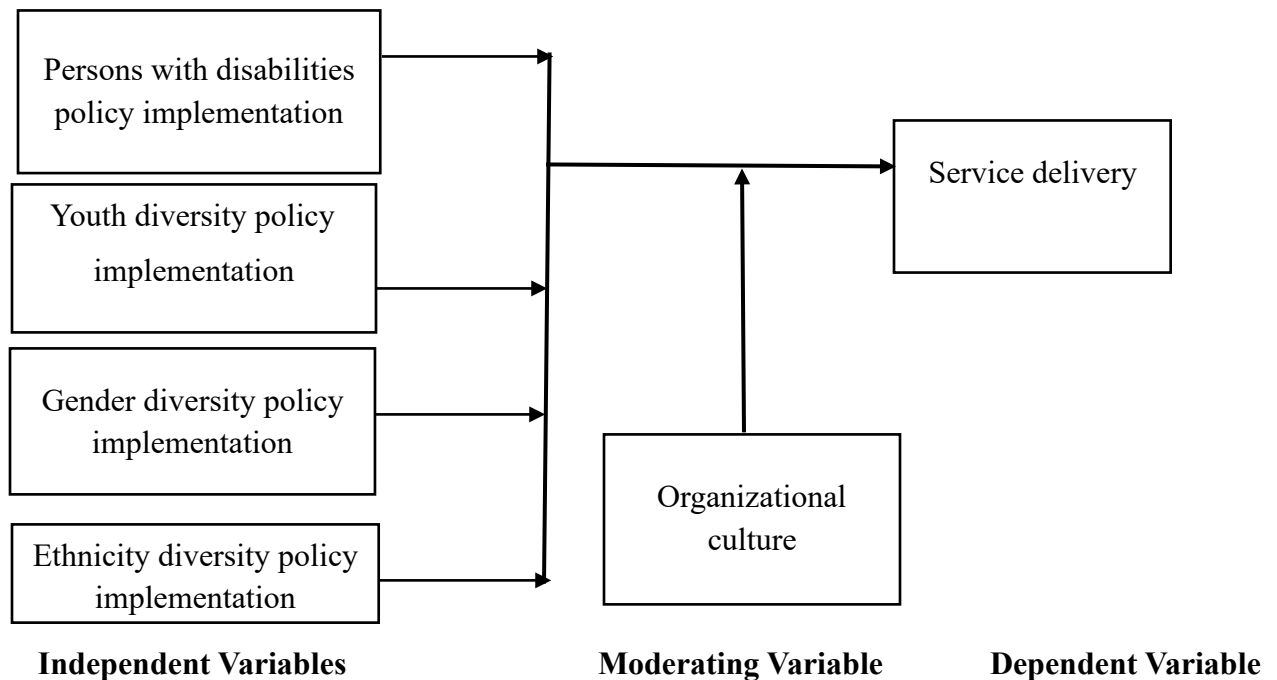
2.5 Conceptual Framework

A conceptual framework is a set of variables or concepts that the researcher operationalizes to accomplish predetermined goals. The theory is presented schematically or diagrammatically. To show the connections between the independent, moderating, and

dependent variables, the theory is presented as a model that translates the research variables and their relationships into a visual image.

Figure 2.2

Conceptual Framework



There exists a relationship between explanatory variables, moderating variables, and outcome variables that is displayed in the conceptual framework. The independent variables under consideration comprise: persons with disability, youth, gender and ethnic diversity. The service delivery is the outcome variable under study, and the organizational culture as the moderating. There exists a link between the diversity policy implementation and service delivery in that it ensures inclusivity in any organizational setting by bringing together diverse knowledge, skills and talents, which in turn is expected to promote service

delivery. The connection between diversity policy implementation and service delivery is moderated by the organizational culture. A culture that embraces variation in the workforce is likely to attract and retain a competent workforce, reduce conflicts as well as ensure efficiency and effectiveness in an organization, this in turn improves organizational service delivery.

2.5.1 Persons with Disabilities (PWDs)

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) Special Paper No.32 2022, finds that disability is an emerging concern that can be defined and understood in various ways and aspects, both from the medical and social perspective. The Persons with Disabilities Act, 2003 No. 14 has defined disability as any physical or mental impairment that limits such a person's participation in social, economic or environmental activities. According to the medical model, disability is perceived primarily as a health condition, emphasizing an individual's physical limitations or impairments, attributing their constraints solely to these impairments.

Since its inception in 1945, the United Nations has waged a relentless battle to protect the rights of all people, but particularly those from underrepresented groups. The Mentally Retarded Persons' Declaration on Their Rights, which was adopted by the United Nations in 1971, was the first document to address disabilities, drawing inspiration from the Human Rights Declaration. In essence, the principles of equality and nondiscrimination outlined in human rights documents uphold universalism by defending the inalienable rights of people with disabilities.

According to the PSC (2016), policy on diversity, organizations are expected to advertise job vacancies in a format that can be accessed by persons with disability, either visually by

the use of braille or by hearing impairments, by ensuring there is equity and inclusivity in the job advertisement. It also demands that institutions provide assistive and supportive devices to persons with disability to ensure that they are comfortable and that they are not discriminated against in any way. This would make them feel appreciated like any other normal person. It is also imperative for institutions to ensure that persons with disability can access the premises within the workplace without any restrictions in structures, buildings should be accessible by persons with disability by ensuring that there is a ramp or an escalator where a wheelchair can move with ease.

The Kenyan Constitution (2010) Article 54(2)) mandates that (5%) of all public sector appointments consist of people with disabilities. Employers must encourage equal employment by removing prejudice from employment practices, according to the Employment Act of 2007. Discrimination in the workplace, whether direct or indirect, is forbidden in terms of recruitment, promotion, training, terms and conditions of service, and other concerns.

Persons with disabilities have historically experienced a social environment characterized by self-pity, resulting in more subtle forms of prejudice and ultimately leading to their marginalization and profound isolation (Salmon, 2019). Discrimination against people with disabilities has been especially harmful in the areas of work, housing, transportation, culture, education, and access to public spaces and services. Even though there have been some small steps forward in the law, society does not always protect the human rights of people with disabilities. Statistical evidence indicates that additional reforms and policy modifications are essential for their standing in India. People with disabilities often have their situations put on hold until they get help from social services and rehabilitation.

The recent OECD report titled "Disability, Inclusion and Work: Integration into all Policies and Practices" reveals that despite some improvement in the employment rates of individuals with disabilities over the last decade, there remains a significant disparity in employment opportunities. In 2019, within a sample of 32 OECD countries, approximately 25% of those with high support needs and 50% of those with moderate support needs were employed. This gap persists due to a substantial and enduring skills disparity among individuals with disabilities. Lacking the necessary skills and opportunities for skill enhancement in an evolving labor market puts individuals with disabilities at a disadvantage in both obtaining and retaining employment. Moreover, the low employment rates contribute to a higher incidence of poverty among individuals with disabilities. Across the OECD, approximately 25% of individuals with disabilities reside in low-income households, compared to 14% of those without disabilities.

Approximately fifteen percent (15%) of the world's population, equivalent to one billion people, are estimated by the WHO (2011) to be living with disabilities, with one-fifth of them experiencing major impairments as a result of their conditions. According to Okoro et al. (2018), 61 million adults in the US, or 26% of the adult population, are expected to live with a handicap. Serious difficulty walking or mounting stairs (13.7%) is the most prevalent functional disability in the US, followed by cognitive disabilities (10.8%), hearing problems or deafness (5.9%), and blindness or vision impairment (4.6%). 3.7% of adults face difficulties performing self-care tasks like showering or dressing, and 6.8% of individuals struggle to live independently (CDC, 2018).

Developing nations typically have higher rates of disability prevalence (Ou et al., 2021).

People with impairments are more likely to experience unfavorable socioeconomic results, such as less educational attainment, worse health outcomes, fewer work prospects, and greater rates of poverty. Furthermore, a great number of people with disabilities have preexisting medical conditions that make them more vulnerable to catching and suffering greatly from illnesses such as COVID-19, which surfaced in 2019 and spread to become a worldwide pandemic in 2020 (Taggart et al., 2022). Following the Act's affirmative action guidelines and implementing workplace initiatives that advance equality or end prejudice. The National Cohesion and Integration Act of 2008 mandates that government entities make sure that a wide variety of Kenyans are represented in the labor force.

Mikyung et al. (2024), conducted a study on the development of education policies and practices for students with learning disabilities in South Korea, where Delphi Surveys and Topic Modeling were adopted. The study aimed to propose future education policies and practices for students with disabilities in learning. The validation of the experts' opinion was proposal-driven through the induction of six education policies and practices and was conducted in rounds of three of Delphi Surveys of experts from diverse backgrounds who were related to learning disabilities or special education in South Korea. The review of policy practices was done manually and validated with content ratio values of eighty (80). The study aimed at creating awareness of the importance of supporting students with disabilities in learning and their families

A study conducted by Chwandire et al. (2023) on Disabled Students' Right to quality education and inclusion in higher education aimed at establishing the status of accessing quality education for students with disabilities (SWDs), in South African higher Education Institutions (HEIs). The study adopted a document analysis methodology to review the

existing scholarly literature on the inclusion of students with disability in South African higher education institutions. The study established that access to quality education for students with disabilities in higher education institutions was being derailed by the teaching staff's negative attitudes towards offering quality teaching and provision of ineffective student support services by disability units, the university leadership's sidelining of disability policy, formulation as well as the execution processes; and the inconsistent and non-expansive Higher Education Institutions disability funding model.

Kalargyrou et al. (2018) examined the impact of different categories of impairment on lodge customers' views of service quality and stereotyping. The research involved a survey followed by a controlled experiment to examine Consumers' opinions of the hotel front desk employee's level of customer service, using different sorts of disabilities. The statistics indicate that, except for those who have a visual impairment, there have been no significant shifts in attitudes toward the delivery of high-quality services and stereotyping of service workers with disabilities.

2.5.2 Youth Diversity Policy Implementation

The Kenya Youth Development Policy (KYDP, 2019) has defined youth as a person aged 18 years and has not exceeded the age of 34 years.

According to the Kenya Youth Development Policy (2019), youth is defined as individuals between the ages of 18 and 35. More specifically, youth refer to persons aged 18 to 34 years, encompassing the transition period from childhood to adulthood. During this phase, individuals navigate a complex mix of personal, socioeconomic, and cultural changes to

move from dependence to independence, gain effective control over their lives, and assume social responsibilities.

According to Khan et al. (2019), youth diversity had a statistically significant impact on employee effectiveness in higher education institutions in Swabi District, KP Pakistan. The study findings established a statistically significant correlation between employee performance and age, suggesting that age diversity should be embraced by institutions to enhance performance, KP Pakistan. The study focused on population factors, particularly educational background, gender and age, diversity, and their effects on employee performance. The report emphasized the importance of embracing workforce diversity, highlighting that each team member's unique talents, abilities, and capacities can enhance overall team performance. Despite changing workforce demographics, managing diversity remains a critical task for organizations (Hatipoglu et al., 2018).

Benuwa et al. (2019) investigated the effect of a diverse workforce on employees' effectiveness in Ghanaian private colleges, focusing on the level of education, race, gender and age. The investigation involved 320 respondents from teaching and non-teaching staff at four private institutions. The study findings signified that workplace diversity generally affects employee performance, with educational diversity having a stronger influence compared to other factors. While educational level and age were positive and statistically significant, diversity in gender and race had a moderate impact on the performance of employees in the colleges. Organizations are encouraged to embrace youth diversity for its potential to enhance creativity and innovation, improve communication, and attract top talents thus creating an inclusive and progressive culture in the organization (Chun et al., 2023).

A thriving business environment relies on the inclusion of diverse age groups, each bringing unique experiences to the table (Boehm et al., 2021). Recently, the importance of age diversity has grown as professionals extend their careers past retirement age, and young adults balance part-time work with education. Many organizations embrace this trend to leverage experienced workers and innovative young talent, ultimately enhancing organizational effectiveness. The Kenyan Labor Commission (KLC) reports that around 25% of individuals aged over 55 have encountered age discrimination in recent years, and 40% of Kenyan organizations have acknowledged their reluctance to hire individuals over 65. Consequently, this phenomenon has led to an unwritten rule where those considering themselves old opt to exit the workforce. This underscores the complexity of age-related issues, emphasizing the necessity for institutions like Kenyatta University and other selected public universities to maintain transparency and fairness in their performance evaluation processes.

It is commonly observed that as individuals age, their performance and work capabilities tend to decline, affecting both mental and physical functions. An organization's primary goal is to draw in and keep the best talent in order to accomplish its objective and have a competitive edge (Wagner et al., 2020). Thus, organizations ought to embrace human resource management (HRM) policies to motivate their workforce (Truss et al., 2013). Employees from X, Y, and Z generations possess different competencies, skills, talents and how they conceive various jobs, presenting organizations with multidimensional challenges due to age differences.

A descriptive survey design was used and found that the workforce was diverse, ranging from 20 to 55 years of age, with a majority of male respondents. Using Pearson correlation

coefficient, the study determined a statistically significant but small correlation ($p=0.05$, $r=0.041$) between age diversity and organizational effectiveness. The study found that having a diverse age group is a valuable asset for building a lasting workforce and recommended that CEOs view diversity in age as a source of internal competitive advantage.

Employees in the public sector come in a varied age (PSC, 2016). In public sector employment, the Constitution guarantees equal opportunity for all, including the young. According to the PSC (2016), every public service organization must ensure that youth are represented in the workplace. All service institutions should implement strategies to guarantee that attachment and mentorship programs are in place to allow students during their academic periods, volunteer in public service groups. Implement the internship program as well as the policy on human resource development for the public sector. Take affirmative action efforts to guarantee that young people are represented at every level of the organization. They should also ensure that the infrastructure in the universities like libraries, lecture halls and ICT centers are adequate to enhance the working environment which allows younger employees to be more innovative and creative. Organizations should make it easier for young people to advance in their professional lives by offering opportunities for appointment, training, and promotion. Finally, policies and practices should be implemented to promote age, talent, knowledge, experience, and leadership diversity.

2.5.3 Gender Diversity Policy

According to the 2010 Kenyan Constitution, everyone should be treated without discrimination before the law and has a right to the same level of protection and treatment

According to Maingi (2011), gender encompasses the cultural, socially constructed distinctions between the two sexes. It reflects on how a society influences and shapes behaviors, roles, and expectations through socialization. Equal chances in political, economic, cultural, and social spheres are promised to both men and women. Direct and indirect discrimination are prohibited. In Kenya, Public universities lack comprehensive gender sensitive indicators, gender audits, or funding geared toward sustainable and evaluation awareness. There is also a weak political will, insufficient resources, and entrenched cultural biases that inhibit transformative change, and the representation of women at the top level is limited.

According to the public service policy report on gender split as of 2013–2014, the poll sector was 70:30, with women accounting for 23% of policy-making positions. Not to exceed two-thirds ($2/3$) of persons serving in appointive offices must share a gender. The constitution demands that organizations uphold, enforce, and defend the rights of women to health and safety at work, as well as the need for paid maternity and paternity leave, the protection of reproductive function, and dismissal on account irrespective of maternity or paternity leave or marital status; and watch, uphold and defend women rights to safety and health in the workplace, including the protection of reproductive function, dismissal based on marital status, maternity or paternity leave, or pregnancy, and heed Treat all employees equally in terms of compensation, benefits, transfers, training, education, and social programs, including women. The European Commission (EC) suggested that member states put in place mechanisms to have women's representation in publicly quoted firms to 30% by 2015 and 40% by 2016. Norway passed a law in 2003 mandating a 40% participation of women in these enterprises (Christiansen et al., 2016).

In Norway, a study conducted by Nelufer (2024), aimed to explore the gender disparities in executive leadership positions. The study established that despite efforts to ensure gender equality, gender disparities persisted at the highest organizational ranks. The study aimed to establish the underlying reasons for the underrepresentation of women in executive leadership positions. The study was anchored on social role theory and glass ceiling concepts. The study established that societal and cultural norms, organizational factors, and individual-level elements were key contributors to the inequality in the executive leadership. It was also established that traditional gender roles, implicit biases, lack of mentorship and networks, gender, cultural structural bias as well as personal factors like confidence and self-esteem emerged as significant barriers.

Tesfaye's (2020) study, a systematic literature review on feminism as a development perspective, aimed to conceptualize and examine the role of feminism in development. The study employed a review methodology that encompasses the formulation of a search strategy and exclusion criteria. The review's results showed that feminism is seen as a part of politics and that its goal was to reach the political goals that were set. It also showed that men's attitudes and support for feminism, based on what women wanted, were not always clear.

Santi and Rupjyoti (2021), study on gender diversity and the financial performance of corporate firms in an emerging economy, in India. The study's main objective was to examine the influence of gender diversity on both operational and leadership levels on the financial performance of firms in India. The study adopted the panel data methodology of 100 large Indian corporate firms. The study findings established a significant positive impact of workforce diversity on the financial performance of the firms. The study

established that the results of the quantile regression model indicate that the impact of gender diversity on firm performance is more pronounced at higher quantiles of the conditional distribution of firm performance. The study, however, fails to extricate any significant impact of audit committee gender diversity on firm performance

Warmate et al. (2020) initiated research on the relationship between gender and organizational efficiency in South-South three-star hotels in Nigeria to determine whether diversity in gender affects organizational productivity. A strong positive relation between workforce ethnicity and gender diversity was established by the study.

Similarly, a study by Simberashe et al. (2019), established a significant positive correlation between employee performance, gender and ethnic diversity. The research recommended that educational institutions of higher learning should embrace efficient policies and procedures for diversity management to improve the impact that gender, as well as ethnic diversity, has on the performance of their employees.

Mohamed (2020) conducted a comparative study between acuties of management of diversity and workplace contentment among male and female coworkers and also assessed whether these perceptions mediated the correlation between organizational citizenship behavior and job satisfaction. The results showed that, in comparison to their male colleagues, female doctors had a more positive opinion of diversity management techniques. Additionally, workplace happiness positively influenced organizational citizenship behaviors among physicians and diversity management practices were found to mediate this relationship.

Rohail et al. (2018) examined gender and ethnic diversity impact in top level administration on firm performances in 84 non-financial enterprises in Malaysia, using secondary data from 2008 to 2012. The study results determined there was enhancement on performance by gender diversity on top management and board of directors but did not address its impact on universities, other higher education institutions, or service delivery.

Prakash and Dilip (2021) investigated how diversity affects the productivity of employees in commercial banks in Nepal. The study utilized structured questionnaires for quantitative data and employed a multi-regression methodology. The outcomes exhibited positive and a statistically significant relation between employee performance and gender diversity, whereas educational and ethnic diversity did not have a positive impact on employee performance. The study recommended that businesses should prioritize diversity management to improve employee and performance in the organization.

Marion and Were (2018) study explored the influence of a diverse workforce on the general productivity of the organization in Jumuia Resorts in Kenya. The study was based on the theories of social identity theory, system transformation theory, and Weecha-Maldonado's model. The study adopted descriptive and inferential statistics. The study revealed that between gender and ethnic diversity there was a statistically significant on employee performance at a 95% confidence level, although the positive impact of ethnic diversity was moderate. It suggested that departments should have a mix of diverse and homogeneous work teams and recommended improving diversity measurements to account for the distinct experiences of marginalized employees. Further research in the hospitality sector was also suggested. Importantly, the study emphasizes that these organizational changes can play a vital role in mitigating gendered social risks, such as

conflicts between employment and care-giving responsibilities and economic dependence on a partner.

Additionally, fostering gender diversity in leadership structures through legislative requirements on companies is identified as an overlooked dimension of the social regulatory function of welfare states. In summary, the paper underscores the importance of considering women's representation in leadership positions and affirmative-action policies as integral elements in understanding and addressing gender-related challenges within welfare states.

Meseret et al. (2023) conducted a comparative project where they analyzed three policy documents that had guided gender - based higher education initiatives in Kenya, Rwanda, and Uganda. The work was guided by two research questions: how do the key policy documents conceptualize gender equity, and how is gender equity discussed in relation to economic priorities and sociopolitical realities in each country? To address the questions, a critical discourse analysis was conducted in Kenya's Education and training gender policy, Rwanda's Education Sector Strategic Plan 2018/2019-2022/2023, and Uganda's gender in Education Policy. The analysis corroborated the work of other scholars since the documents shared an increased commitment to gender equality, persistent underrepresentation of women over time, and markedly low gender parity in STEM disciplines. The findings were statistically significant since they confirmed that there is a disconnect between stated policy goals and actual student outcomes, which limits institutional success and economic development. The analysis also revealed differences in the strength in commitment to gender equity policy mandates in the three countries.

Efanga et al. (2021) empirically investigated gender-based discrimination in Nigeria's manufacturing sector to examine the dynamics of gender diversity and its implications for employment opportunities in the country. The adopted primary data and self-administered questionnaires were distributed. Multiple regression analysis was adopted for data analysis. The findings of the study ascertained that while age and educational attainment are important predictors of career chances, gender has a favorable and significant impact on those opportunities. According to the report, companies should support equitable employment opportunities and professional advancement for people of all genders, as well as employment from a varied age range, and make sure that individuals with the appropriate combination of qualifications are hired according to their unique qualifications. However, the study aimed to assess the impact of gender diversity and policy implementation on the delivery of service in Kenyan public universities

2.5.4 Ethnic Diversity Policy

Diversity in ethnicity has been acknowledged as a significant aspect of workforce diversity (Groenewald et al., 2024). Employees from several ethnic communities and groups make up the Kenya Public Service. 42 different racial and ethnic groupings, marginalized and minority populations, are represented (KNBS, 2009). The diverse groups make positive contributions to the country's political, economic, cultural, and social development. PSC (2016) policy on diversity asserts that every public service organization must ensure that the Minorities and underrepresented groups among Kenya's ethnic communities are fairly and equally represented in accordance to the magnitude of their country's population. Every government service organization is expected to pursue affirmative action steps to guarantee that members of underrepresented ethnic communities, minorities, and marginalized groups are fairly represented (Gururaj et al., 2021). Job openings should be publicized in a

way that reaches out to people of all ethnic backgrounds, such as through developed government channels, including the internet, television, and radio. Shortlisting competent candidates should be based on criteria that do not penalize different communities and groups in any way. Public companies and institutions should provide a welcoming work environment for diverse groups by using official languages in the workplace, as well as raise awareness about the importance of workplace diversity.

China and U.S are very different in policy and practice, yet share similar challenges related to inclusion and ethnic minority populations Zhou and Hill (2023), China faces a serious challenge of ensuring access to higher education for its 56 ethnic communities. The majority group, the Han Chinese, has a very little impact on the white individual in the US (Phinney and Baldetmar, 2011). In an effort to pursue greater inclusion, China has one of the world's oldest and largest sets of minority affirmative action policies referred to as 'Preferential policies in China, though affirmative action in higher education encompasses a smaller number of minorities, higher education has become a prerequisite for entry to administrative careers and middle-class status (Mackerras, 2005). The study aimed at examining China's preferential policies for admission of ethnic minority undergraduate students to its higher education institutions.

Ashkin et al. (2022) study on diversity and inclusion for LGBTQ students aimed at consolidating the literature on diverse and inclusion strategies implementation by Higher Education Institutions, to support these students. The study adopted Arkey and O'Malley's (2005), scoping review framework, yielding 28 relevant publications. The study established the existence of diversity and inclusion strategies that were sporadic and lacked theoretical grounding, and hence, the LGBTQ community lacked accessibility.

Zhuwao et al. (2021) point out that although there have been improvements in South Africa's workforce diversity, problems with gender and ethnicity, which include discrimination, bias, and sexual harassment, remain in places of business. The reason for this is that instead of seeing diversity as a helpful tool for promoting organizational growth and profitability, organizational leaders view diversity largely as a legal requirement. The study sought to explore the effect of gender and racial diversity on employee performance within a specific Higher Education Institution in South Africa. It aimed to determine whether gender and ethnic diversity were significant on employee performance in this context. The insights from this study can help organizational leaders in devising strategies and best practices to foster an inclusive workplace culture. A cross-sectional design was adopted for the study adopted a with a stratified random sample of 258 employees, categorized into academic and non-academic staff. Data was collected through a self-administered questionnaire, and the analysis was done using multiple regression and Pearson product-moment correlation. The results revealed a robust positive relationship between employee performance both ethnic and gender diversity. The study indorsed that the Higher Education institutions should implement comprehensive diversity on management of practices and policies to leverage the benefits of ethnic and gender diversity on employee performance.

Practical and real implications involve encouraging organizations to embrace diversity beyond mere compliance with affirmative action policies, emphasizing the importance of implementing diversity management programs, such as training and mentoring initiatives.

Moreover, the study advocated for a paradigm shift between leaders and employees by emphasizing that diversity is an asset rather than a mere legal requirement, fostering the understanding that employees can collaborate effectively despite their differences.

The rapid expansion of the banking sector has underscored the crucial role of workforce diversity in shaping the performance of employees. If diversity is poorly managed it can adversely affect the general performance of the Commercial banks. Ngalo et al. (2023) examined the effects of workplace diversity on employee performance, encompassing ethnicity, gender, age, education, income, and belief diversity. The study included a sample size of 300 participants from all 22 commercial banks in Nigeria, using a survey research methodology. A 90% response rate was achieved for the online survey distributed via MS survey link. Regression analysis coefficients tested at a 5% significance level demonstrated the strength and direction of the relationship between each diversity factor and employee performance. Data analysis employed both descriptive and inferential statistics using SPSS version 25.0. The study concluded that gender, income, ethnicity, and belief diversity significantly influence employee productivity and performance, whereas age and education diversity showed no substantial impact. The study recommended that organizations recognize the importance of managing demographic traits for competitive advantage and ensure employees are aware of diversity initiatives through comprehensive education and training programs.

Dennis (2023) carried out a study at KSG (Kenya School of Government) examining the effect of employee performance by workforce diversity, focusing on ethnic diversity and educational attainment as key variables. Descriptive design was adopted for the research and the results determined that workforce diversity had a statistically significant influence

on employee performance. The implementation of the human resource management practices underscored the importance of competency skills, diversity policy, recruiting and selection methods, and other recommendations.

Erhirhie (2023), conducted a study on ethnic diversity and the effectiveness of recruitment in the Delta state public service, where he aimed at investigating the challenges emanating from the influences of ethnic diversity, which, to some extent, undermined the adherence to merit principles in the recruitment processes of the Delta state public service. The study was anchored on the Weberian bureaucratic model, offering recommendations to address the issues affecting the effectiveness of recruitment and selection. A qualitative approach was adopted for secondary data. The study's findings established that ethnicity had been recognized as a significant influence on the continued decline in the autonomy of recruitment bodies. The findings also established that for an organization to adhere to merit entities such as the Delta state, public service must uphold the prescribed features of bureaucracy as outlined by the Weberian approach.

Shi et al. (2019) evaluated the influence of ethnic diversity on employees' performance in China within five information technology firms. A sample size of 300 participants was analyzed and the results determined that ethnicity had a statistically negative effect on economic performance. It was established that education improves inter-ethnic communication, which in turn leads to an improvement in economic performance. Using data from five different information technology companies, Setati et al. (2019) investigated the effect that gender and ethnic diversity had on employee performance. Ethnicity was found to have a substantial influence on job performance, according to the findings of the study, which included 300 participants. A comparable study was conducted by Simbarashe

et al. (2019) who, investigated the gender and racial diversity that exists within South African higher education institutions. They discovered that there is a favorable association between these diversity aspects and employee performance. The implementation of effective diversity management policies and procedures, as well as the provision of diversity training and mentorship programs, were among the recommendations. However, this study aims at establishing whether implementation of diversity affects service delivery among selected public universities in Kenya.

Gomez (2019) stated that organizations with high ethnic diversity are more innovative and creative. Marx et al. (2016) emphasized the need for managers to be skilled in managing diversity to harness the benefits of ethnic variety, warning of negative consequences if not managed well. A descriptive research methodology was used, with respondents completing questionnaires. Data were analyzed using descriptive and inferential statistics with SPSS. The study found a statistically significant positive relationship between ethnicity diversity and NPS performance, gender distribution, education diversity, and age diversity. Recommendations included encouraging workforce diversity and implementing measures to reduce workplace discrimination.

Polo (2021), conducted research whose main aim was to explore the extent to which the performance of the Kenyan Police Force at the National Police Service in Eldoret County. The study was influenced by diverse workforce. Stratified sampling was the method used in the study for the purpose of data collection. Questionnaires were formulated and distributed to the respondents. Descriptive survey analysis and inferential statistics were utilized for the purpose of data analysis. The study was anchored of the following theories; similarity attraction, the agency theory, and the societal organization. The findings of the

study ascertained gender diversity had significantly influenced the performance of NPS of Eldoret County, a p-value of 0.016~0.05. Additionally, the research indicated an ethnically diverse workforce had a statistically significant effect on NPS performance, with a p-value of 0.002<0.05. In view of the study's results, the National Police Service (NPS) and other Kenyan organizations encouraged to create awareness and promote diversity in their workplaces by ensuring that mechanisms are in place to deal with prejudice, which is known to have a negative impact on personnel morale. In addition, the National Park In light of the findings of the study, the National Police Service (NPS) and other Kenyan organizations were given the recommendation to promote diversity in their workplaces by ensuring that mechanisms are in place to deal with prejudice, which is known to have a negative impact on personnel morale. In addition, the National Park Service (NPS) and other institutions were given the recommendation to ensure that women are provided with the same benefits as males.

The question of whether board ethnic diversity affected board monitoring was investigated by Paul (2019) and the study's findings indicated that there was no proof that board ethnic diversity had impact on performance of the entity. The purpose of the research was to determine whether greater board monitoring outcomes, such as CEO salary, accounting fraud, and CEO turnover—as well as acquisition performance—are linked to ethnic diversity on the board.

2.5.5 Organizational Culture

The current demographic trends indicate that the composition of the workforce is changing in Kenya, this is according to the Census statistics conducted in 2019. The need for better management and utilization of diversity in the workforce has been identified by the

National Cohesion and Integration Commission (2012 and 2016), as a prevailing challenge facing the public sector and affecting employees' performance. The report established the lack of ethnic diversity in civil service and public universities in Kenya, which indicated a highly skewed workforce pattern. The report by NCIC established that by embracing diversity, an organization can reap the benefits of knowledge, creativity and innovativeness. As the universities in Kenya are expanding at a fast pace, requiring them to recruit more diverse employees, this calls for an understanding of people of different cultures who bring the frameworks of knowledge and understanding to the workplace, thus leading to greater productivity and improved performance. Seymen (2006), Trenka (2006), a change in attitude and consequently a higher growth rate can easily be achieved. The report, however, established that the workplace diversity status in the universities is the most inappropriate. The culture of an organization plays a crucial role in the study of diversity since studies by various scholars have established a link between organizational culture and the general performance of an organization.

A study by Lankeu and Maket (2012), established the need to emphasize the organizational culture in Kenya to ensure maximum utilization of human resources at the workplace. Internationally, the trend of workplace diversity has been emphasized because of the benefits that accrue from a diverse workplace; however, the situation is different in Kenya, especially in the public sector. The study examined the influence of organizational culture on workplace diversity in public universities in Kenya. The study established a statistically significant influence of organizational culture on workforce diversity.

Daniel (2019) asserts that the shared values, beliefs, attitudes, behaviors, and how individuals interrelate with one another, how they approach their work, and how they make

decisions inside a company can be referred to as the organizational culture. Bamidede (2022) asserts that the culture of an organization shifts as it experiences and acquires the ability to deal with difficulties that originate from both within and without the organization. Don et al. (2021) study on management of cultural diversity implications for organizational effectiveness established that a team that had a variety of diverse characteristics could spark a height of inventiveness and probably discharge better capacity to handle intricate flaws and offer quality solutions. The study also demonstrated that organizations prosper productively and innovatively in a culturally diverse workforce that is tolerant to the environment. Organizational culture has also been defined as a structure that sets the group apart from other organizations and has a definition that all of its members agree upon (Adeniyi et al., 2024).

Due to the fact that the culture of the business can mold the behavior of individuals, it must be taken into consideration as a contributing factor. The organizational culture strives to encourage cohesion and unity among employees, as well as inspire their creativity and passion (Paulose, 2022). An organization's culture affects several things, including how quickly work gets done, how effective it is, how flexible it is to change, and how well diverse employees collaborate. Establishing a culture of differentiation both internally and externally gives the organization a unique identity thus enhancing service delivery. Thus, culture is defined as the activities, beliefs, and behaviors that distinguish the company from its rivals and specify its distinct strategy for accomplishing its objectives (Mutegi, 2021). However, the key goal of this study was to explore the effect of organizational culture as a moderating variable between workforce diversity and service delivery among selected

Kenyan public universities since the behavior of employees is shaped by the culture of the organization.

Bruno's (2021) study ascertained that there was a favorable relationship between the delivery of services and organizational culture in Nairobi County's private hospitals. The study focused on how an organization's culture affects the delivery of service. The survey also showed that private hospitals in Nairobi supported employee recognition and leadership more than diversity and communication, and both to a moderate degree.

Joseph (2019), conducted research on organizational culture and performance from Kenyan microfinance institutions to ascertain the degree to which the performance of microfinance was influenced by organizational culture. The research employed a cross-sectional methodology. The study employed both factor analysis and hierarchical regression analysis for data analysis. The outcomes of the study have proven that the culture of an organization affects the productivity of the organization. The outcomes of the study established that organizational culture is a significant factor that contributes to a long-term competitive advantage in the microfinance industry.

Basharat (2020) study on workforce diversity, training and ethnic minorities in the United Kingdom aimed at understanding the manner in which the National Health Service (NHS) organization was addressing cross-cultural challenges in light of policy expectations concerning the provision of mental health services that are both equitable and of high quality to individuals who belong to minority ethno-cultural groups in the United Kingdom.

The study's findings ascertained that the ethnic matching, training, and staff diversity interventions that are implemented by the case organization all make use of the concepts

of culture and ethnicity in a consistent manner. The study also revealed the importance for organizations that serve service users that come from a variety of ethnic and cultural backgrounds or that operate in a society that is multicultural to develop and implement interventions that are based on individualized and flexible understandings of these ideas.

A culture is the shared framework that sets an organization apart from others, (Akiba et al., 2021). According to O'Reilly et al. (1991), seven important qualities were provided. Risk-taking and creativity, meticulousness, performance focus, individual aggression, and a cohesive team orientation were some of the characteristics that were taken into consideration. As to the findings by Tichy (1982) an organizational culture serves as the glue that binds the entire organization together. It consists of the organization's ideology, standards, values, and philosophy (Munawaroh et al., 2021). The organization's culture shapes its primary objective, top priorities, rules and regulations, policies, and general climate that controls member behavior. Organizational culture and communication are essential for an organization to accomplish its goal (Groysberg et al., 2018).

Hofstede (2011) defines culture as the collection of values that are held in common by all members of an organization, regardless of their origin or levels of experience inside the organization. Culture can be approximated to establish a similar culture.

Several studies have been conducted to ascertain and investigate the connection between a company's success and its sustainable culture. It was established to be statistically significant on employee performance and essential in integrating various corporate cultures inside the corporate group structure (Metz et al., 2020).

It is prudent for leaders to take heed of organizational culture and intentionally integrate it into the organizational structure. Every organization develops and maintains a unique culture that sets guidelines and restrictions on the behaviors of its culture (Bamidele, 2022). Wycliffe et al. (2019), studied to establish the moderating influence of organizational culture in the relationship between workforce diversity and the performance of employees in public universities in western Kenya. The study adopted a positivism research philosophy. A descriptive research design and a correlational research design were adopted for the study. The target population for the study comprised of 120 people; the study adopted a census sampling technique for all heads of departments, and structured questionnaires were administered for primary data. Data analysis was through descriptive and inferential statistics, frequencies, percentages, mean, standard deviation, Pearson's correlation, hypothesis testing, and multiple linear regression analysis were adopted. Correlation and regression analysis established a statistically significant positive relationship between workforce diversity variables and employee performance. The hypothesis testing established that organizational culture significantly moderated the relationship between workforce diversity and employee performance.

The study results by Jardioui et al. (2020) on the effect of culture on small-and medium sized businesses' performance measuring systems revealed that organizational culture has a considerable impact on these systems. A study by Movaghar et al. (2021) conducted on the correlation between knowledge-oriented leadership style and organizational sales revealed that organizational culture is an intangible force. The presence of a favorable business image, which is dependent on the presence of a positive organizational culture, can lead to an increase in financial gains.

The ideals and practices that mold an organization's distinct social and psychological environment are highlighted in its organizational culture. Paaïs and Pattiruhu (2020) assert that a variety of factors, including an organization's history, goods, market, technology, management style, and strategy, influence its organizational culture. It is the people's collective ideals, values, and beliefs. The organization's vision, values, norms, procedures, symbols, and customs are all included. There are two types of organizational cultures: strong and weak. A strong corporate culture exists when the majority of employees share the organization's beliefs and principles (Moskovich, 2023). Such a culture promotes goal coordination and high levels of employee engagement, contributing to a positive organizational environment. The study aimed to establish the moderating effect of organizational culture on service delivery among selected public universities. The culture of differentiation ensures that an organization has an edge over its competitors. In this study, the culture of differentiation referred to the diversity and distinction among various cultural practices and beliefs in an organization that set it apart from other organizations.

A study by Unegbu (2024), was to investigate the impact of organizational culture regarding Clan, Adhocracy, and hierarchy-oriented, market-oriented on service delivery by Health Information Management Practitioners (HIMPs) in Nigeria. The population of comprises of 325 licensed HIMPs in federal tertiary hospitals and medical centers in South-West Nigeria. The study adopted a survey research design. A total enumeration method was employed. The study utilized structured and validated questionnaires for primary data collection. Data was analyzed using descriptive and inferential statistical methods. The study's findings established an overall high level of organizational culture of HIMPs in federal teaching hospitals in South West Nigeria. The findings further indicated that

organizational culture has a significant influence on service delivery. The study recommended that the management of health care institutions prioritize the development of a positive organizational culture to enhance their skills in visionary transformational leadership.

A study on the effect of strategic HR strategies on the delivery of services at Kenya's Huduma Centers was carried out by (Mutegi et al., 2021). The study found that at Huduma centers, organizational culture had a low linear but statistically significant correlation with the provision of services to the public. At Huduma Centers Kenya, the strategic application of organizational culture and public service delivery was found to have a strong correlation, as indicated by the statistically significant positive correlation coefficient of 0.170 at $p=0.005$. Organizational culture is a problem that every company must face. Employee communication and corporate culture have a big impact on performance. Organizational cultures represent the working environment, employee conduct, etc. Every organization has a unique social structure and culture that is a critical aspect in determining how well an organization functions. The workplace environment has a statistically significant influence on how firms build their brand and set themselves apart from competitors. According to research findings, a firm's continuity reflects the strength of its organizational culture (Mutegi, 2021).

Moreover, Yousif et al. (2020) established that employee engagement and the capacity to change an organization's culture, mission, and values have an indirect impact on organizational excellence. On the one hand, flexibility and consistency have been related to a favorable relationship in improving administrative productivity, while on the other hand, a correlation between administrative aim and delivery of services has been

discovered (Abu-Nahel et al., 2020). Given the critical role that customer service plays in business survival, companies must create an organizational culture that fosters great service delivery on all fronts. This effort would enforce rigorous adherence to codes of conduct designed to please every consumer. An organization that does not cultivate a positive culture will not be able to learn to care for customers. Excellent customer service is aided by a positive company culture, which promotes Customer and employee happiness (Zhang & Li 2013; Jung & Yoon, 2015).

Semente et al. (2021) study aimed at exploring how leadership styles affected organizational culture on work satisfaction and organizational commitment in a sample of managers from Australia and Hong Kong. Significant statistical differences were seen between the two groups with regard to creative and encouraging work environments, employee contentment, and group dedication. Nevertheless, statistical adjustments for organizational culture, leadership, and demographics reduced the disparities in commitment and work satisfaction between the two groups (Sapta et al., 2021). The impact of job happiness, organizational culture, and technology on enhancing worker performance during the COVID-19 pandemic. In the Australian sample, emphasis was placed on the effects of innovative cultures on commitment and fulfilment, besides the effects of considerate leadership styles on commitment. Moreover, job satisfaction was negatively impacted by an "initiating Structure" leadership style across the board in the sample. The degree of education of the participants had a marginally beneficial influence on commitment but a marginally negative effect on satisfaction. The study also showed that respondents' age and satisfaction were influenced by their country's culture, with Hong Kong managers showing a stronger positive correlation.

Hussein (2019) studied the organizational culture in public universities in Malaysia, which was an empirical study aimed at exploring the organizational culture of public universities from the perspective of academic leadership. The study examined the influence of organizational culture on transformational leadership. The study adopted the organizational culture assessment instrument and the multifactor leadership questionnaires. Data was collected from academic leaders attached to 18 public universities in Malaysia. Analysis was done using structural equation modelling. The study established that academia perceived clan culture as the dominant workplace culture type. It was also established that the clan culture was predominant across the organizational culture dimensions, except for the dominant characteristics' dimensions, where the market culture is more distinct. The study findings also established that organizational culture was significant to transformational leadership.

The organizational culture (norms, beliefs, values, and attitudes) influences the quality-of service delivery orientation. Therefore, for exceptional customer service delivery and maintenance of satisfied customers and staff, and to enhance their organizations' reputation, businesses and organizations need to have well-organized structures and a particular set of regulations. Employees and executives who cultivate mutual regard, competence, and support pool their abilities and expertise to improve service delivery (Miguel, 2015). Organizational culture, on the other hand, has an indirect effect on service delivery, according to Nikpour (2017), because employee contributions to the organization serve as a conduit for it. The link between corporate culture and service delivery is imperative. There's the style of leadership, which was supposed to affect how well government services operated; this seemed to be accomplished through a mix of project and human emphasis

that will be used in the investigation. There is a research philosophy, tools for data collection, target population, and research design, validity and reliability tests, operation definition of variables, diagnostic tests, model specifications as well as ethical considerations that will be followed in the course of the research.

According to Mutege (2021), it is critical for organizations to embrace professionalism in the workplace and public interest. Additionally, the researcher asserts that ethical principles alone would not be sufficient to guarantee public trust in public service delivery and accountability. She goes on to say that employees' commitment to the company and the government helps to ensure the provision of high-quality services.

Owidi's (2024), study aimed at investigating online pedagogical infrastructure used in public universities and its effect on learning. The study was conducted at Masinde Muliro University of Science and Technology. The study adopted a mixed-methods research design. The population of the study comprised 7000 students, 400 faculty staff, 60 management staff, and 6 ODeI staff. The sampling techniques adopted were stratified and random sampling. The instruments of data collection adopted were interviews, observation, and content analysis. The study established the inadequacy of the necessary equipment, the absence of approved online learning policies and unreliable internet to support online learning greatly affected the use of online infrastructure for learning. The study also established that the challenges currently faced by the university significantly affect learning.

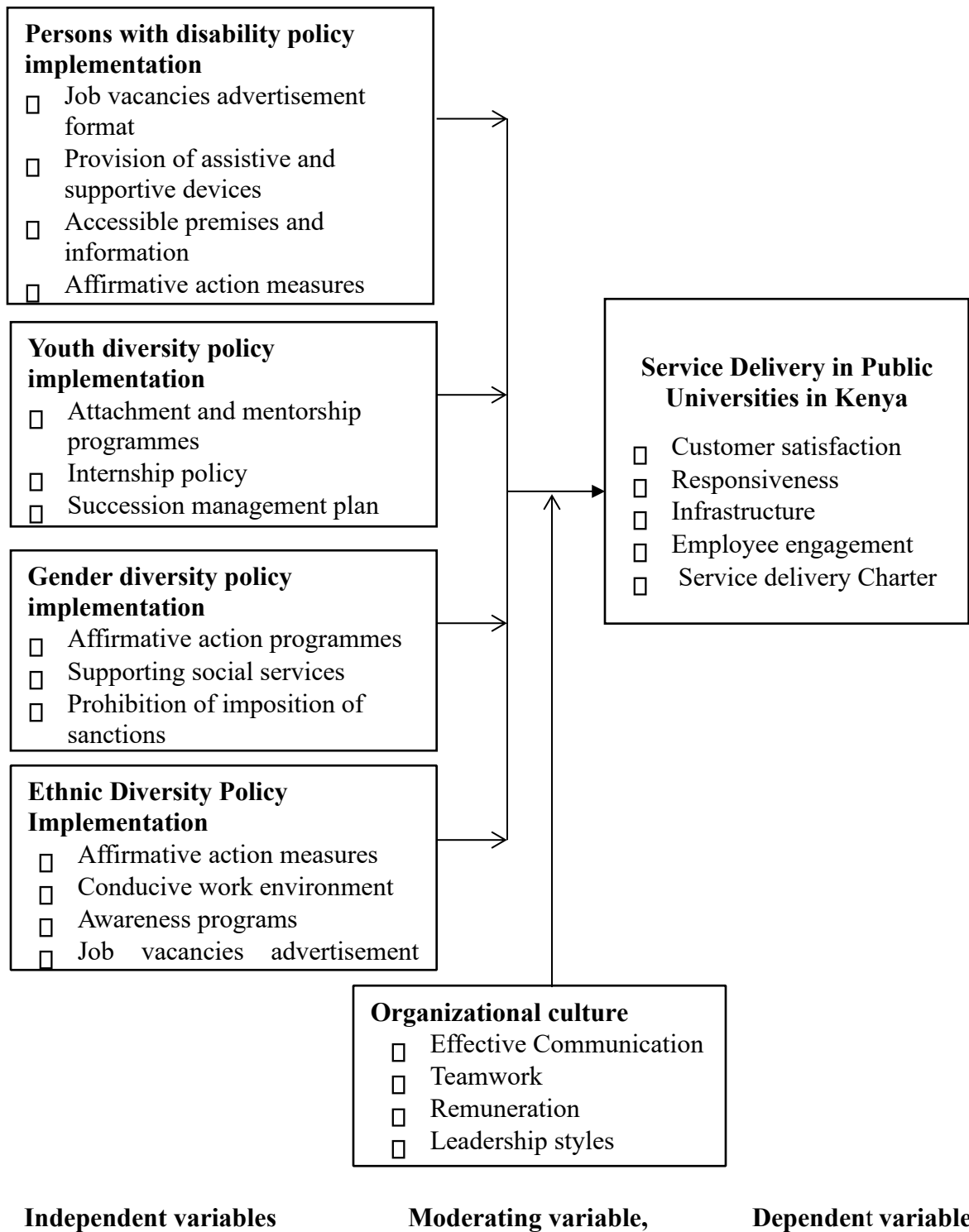
Ruth (2025) studied the influence of organizational innovation on service delivery in Public Universities in Western Kenya. The study adopted a descriptive research design and a structured questionnaire for primary data collection. The target population for the study

was the Deputy Vice Chancellors, directors, and deans of schools and heads of departments. The study adopted simple and stratified sampling techniques. Data was analyzed through descriptive statistics and inferential statistics analysis. The study established a statistically positive and significant relationship between innovation and service delivery.

2.6: Operational Framework

Figure 2.3

Operational Framework



Gender, as defined by the PSC (2016) policy on diversity, is the proportion of men to women working in public institutions. The assumption that no more than two-thirds of the members in available job opportunities would be of similar gender is stipulated in the Kenyan Constitution, which was ratified in August 2010. Organizations and governmental institutions are required under the diversity policy to apply the notion that, across all levels of staffing, no more than two-thirds of the personnel should be of the same gender. The policy highlights the mainstreaming of gender issues in the workplace and the execution of relevant measures, such as equal employment opportunities to guarantee gender equality and safeguard women's rights to health and safety, as well as protection of working conditions. Improved service delivery results from employees feeling valued, more engaged, and more devoted to the company when there is gender parity in the workplace.

The term "ethnic diversity" describes the variety of ethnic workers that work in an organization. Workers from a range of racial and ethnic backgrounds, as well as marginalized and minority groups, may fall under this category. The many groupings positively impact the nation's social, political, cultural, and economic development. In the end, this enhances the organizations' ability to provide services (Stein, 2019).

The increasing networking and mobility of people from different origins brought about by improved political systems and economic as well as the broad human rights recognition have put pressure on most firms to embrace diversity at work (Altbach et al., 2019).

According to Wachira (2021), a disability is any limitation or barrier resulting from surroundings or attitudes that prevents an individual from successfully and entirely partaking in society on an equal balance with others. They are also people who have long-term impairments related to their senses, cognition, mental health, or physical health,

making it impossible for them to fully and equally engage in society. Disability categories comprise a range of physical and mental conditions that can hinder a person's capability to perform daily duties. The environment a person lives in has a significant impact on their experience and level of disability. Barriers produced by inaccessible surroundings often prevent persons with impairments from participating fully and equally in society. Social engagement can be improved by getting rid of these barriers and helping people with disabilities in their day-to-day lives. Gender on the other hand, is the difference between the male and female; according to the Hofstede model, it refers to the feminine or masculine. Organizations should be able to embrace both genders without discrimination, and no positions should be reserved for a certain gender. Organizations must comply with the Constitution of Kenya, promulgated in 2010, and the Public Service Commission policy on diversity (2016). The policy also demands that not more than 1/3 of the employees should be from the same ethnic grouping, this is to enable the underrepresented communities to be recognized and given an equal chance, like the large communities. An organization can achieve its goals if the employees are working in an environment where they feel appreciated. The Constitution of Kenya also demands that all public institutions create opportunities for internships and training programmes for youth. This creates an opportunity for youth to be mentored in preparation for succession planning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

The chapter covers the research philosophy, research design, target population, sample and sampling approach, data gathering process, data gathering method, pilot study, content validity and reliability of research tools, data processing and analysis. The diagnostic tests used in the study, including auto-correlation, heteroscedasticity, multicollinearity and normality tests, are also covered in this chapter.

3.2: Research Design

A research design is a systematic framework for data collection and interpretation. It's devised to harmonize procedural efficiency with the importance of the research objective. It constitutes a strategic blueprint for gathering, evaluating, and interpreting data to address specific research questions (Mugenda & Mugenda, 1999). It involves the defining of parameters for the acquisition and evaluation of data in ensuring a deliberate balance between methodological efficiency and relevance to the study goal (Selltiz, 1965). A research design seeks to maximize the validity of the findings by carefully planning and organizing a study effort. A research design is a plan for conducting an investigation to address research issues or questions (Morrison et al., 2011).

This study adopted a combination of a descriptive research design and a causal-effect research design. The descriptive survey design is particularly effective in addressing the who, what, when, where, and how questions related to a specific research problem

(Morrison et al., 2011). The approach is instrumental in evaluating the current state of the phenomenon and offering a detailed account of “what is” in terms of variables or conditions (George, 2019). Conversely, a causal or explanatory research design is used to understand cause-and-effect relationships between variables. The design seeks to establish whether an explanatory variable directly influences the dependent variable, offering critical evidence of causality. The insights are valuable in making informed decisions across fields such as business, medicine, and social sciences. The researcher aimed to explore the relationship that existed among independent and dependent variables with no intention of manipulating any variable to produce predetermined outcomes. The design allows for Multiple data gathering methods, including questionnaires and interviews, offering a comprehensive design. Further, standardized questions were also included to guarantee the validity of the elements (Bellamy, 2011). The validity of this research design is further supported by studies by Elias (2021) and Faith (2021), which is why it was selected for this study.

3.3: Research Philosophy

Mugenda and Mugenda (1999) explain that, a research philosophy encompasses a system of beliefs, principles, and assumptions about the knowledge development process. It is a foundation for the entire research procedure (Goduka, 2012). It presents the researcher's perspective and guides decisions on research design, methodology, data gathering and analysis (1999). The research world has five primary study philosophies: postmodernism, interpretivism, critical realism, positivism, and pragmatism (Ugwu et al., 2021). According to Vostovska and Siregar (2024), positivism is linked to the natural scientist's philosophical stance, where observable and measurable social reality produces generalizations that

resemble laws. It is emphasized that positivists adhere to a strict scientific empiricist approach to produce pure data and facts without human interruptions or manipulation.

The researcher's primary goal is to find observable facts to produce reliable and insightful data. Pre-existing theories are utilized to generate hypotheses, which are then examined and either verified in whole or in part or disproved, resulting in the production of new ideas that may be put to the test through additional study. The positivist worldview strongly emphasizes information gleaned from direct observation of respondents' behaviors and experiences (Younus & Zaidan, 2022).

The other research philosophy is interpretivism, which originated as a subjective critique of Positivism. Interpretivism aims to produce fresh, more insightful understandings and interpretations of social environments and circumstances. Interpretivism holds that scholars studying business and management ought to examine an organization from the viewpoints of the many social groups that comprise the company. Interpretivism is inherently subjective because it emphasizes meaning-making and complicated, numerous interpretations. However, the philosophy of pragmatism maintains that ideas are only meaningful since they facilitate action. It considers theories, perceptions and research findings in an attempt to match subjectivism's facts and values with objectivism's. Rather than emphasizing abstract distinctions, the philosophy is more concerned with actual results.

Irrespective, this study adopted Positivism since it is factual, objective and scientific. It also used quantitative data, which was obtained through administering questionnaires and analyzing the data. The findings were observable and quantifiable. Positivism also holds

that knowledge is factual if obtained through observation and measurement. This was done to identify potential correlations between the variables that have been established.

3.4: Target Population

A population comprises a group of people, objects, or situations with certain observable characteristics from which conclusions can be drawn. The study's target population comprised thirty-five (35) selected public universities in Kenya. The full-time lecturers and departmental administrative staff served as the study's unit of observation, and the universities under study were the unit of analysis.

The University of Nairobi has 2670 teaching staff and 5525 non-teaching staff at the time of data collection. Kenyatta University has 1500 teaching personnel, and 3126 nonteaching employees; Dedan Kimathi University of Technology has 350 teaching and 650 non-teaching employees; Kirinyaga University has 162 teaching staff and 162 nonteaching staff; 312 Karatina University has 151 teaching staff and non - teaching 257 and Murang'a University of Technology has 120 teaching staff and 250 non-teaching staff. Therefore, the target population was 14,623, as represented in Table 3.1.

Table 3.1*Target Population Distribution*

University of Nairobi	Teaching staff	Administrative staff	Total
University of Nairobi	2,220	5,525	7,745
Kenyatta University	1,500	3,126	4,626
Dedan Kimathi University of Science and Technology (DeKuT)	350	650	1,000
Kirinyaga University	162	312	474
Murang'a University of Technology	120	250	370
Karatina University	151	257	408
Total	4,503	10,120	14,623

3.5: Sample and Sampling Procedure

As defined by Kumar (2014), a sample is a subset of a group selected carefully to accurately represent the larger group (population) under investigation. The approach is adopted to optimize the use of time, financial resources, and effort since the required data is collected from a smaller and more manageable group. Kothari (2019) defines the term "sample design" as a structured plan to obtain a representative sample from a specified population. It encompasses the methodology and procedures that a researcher employs to select items or individuals for inclusion in the sample. Sampling, on the other hand, is the procedure of systematically selecting a representative from a subset of respondents (the sample) from a broader group to determine the availability and relevance of data for the study. There are two major techniques of sampling which are probability and non-probability.

The study adopted simple random sampling technique to select a representative sample size from the study population of 14,623 teaching and non-teaching staff was 389. Yamane Taro's (1967) formula was adopted to calculate the sample size, which is a method widely

accepted for determining sample size for a large population exceeding 10,0000. The formula is as outlined below:

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

Where.

n= the required Sample size

N= the total Population size

e = the margin of error (precision level, expressed as a decimal or percentage (0.05

or 5% at 95% confidence level

$$n = 14,623$$

$$14,623 / 1 + 14623 (.05)^2 = 389.32$$

A sample size of 389.32 = 389

As observed, the study sample size was 389, and its distribution is shown in Table 3.2.

Table 3.2

Sample Size Distribution

University	Teaching staff	Administrative staff	Total
University of Nairobi	59	147	206
Kenyatta University	40	83	123
Dedan Kimathi			
University of	9	17	26
Technology			
Murang'a University			
Technology	5	8	13
Kirinyaga University	3	7	10
Karatina University	4	7	11
Total	120	269	389

3.6: Data Collection Instruments and Procedure

Data collection instruments or "tools" describe the equipment used to gather data, which includes self-administered questionnaires, face-to-face interviews as well as computer assisted interviews (Gravlee, 2002). The main goal of data collection is to obtain high quality evidence so that analysis can produce logical and trustworthy responses to the structured questions (Pandey et al., 2021). Data collection is the process of obtaining information about specific variables of interest in a systematic way that makes it possible to respond to the study's questions that are presented, test theories, and assess findings. It's among the most crucial phases of the investigation. The researcher adopted elaborate closed-ended and open-ended questionnaires to collect primary data since it was convenient for the respondents to complete the questionnaires at their convenience. The questionnaire was organized into a Likert scale with five being "strongly agree," 4 being "agree," 3 being "neutral," 2 being "disagree," and one being "strongly disagree." The survey consisted of seven sections. Section 1 consisted of data concerning the demographics of the study respondents. Section 2 consists of statements regarding the implementation of the diversity policy for persons with disabilities. Section 3 consists of statements regarding the implementation of the youth policy. Section 4 consisted of statements regarding gender policy implementation, while Section 5 consisted of statements regarding ethnic diversity policy implementation. The following section consisted of statements on organizational culture, and the last section was on service delivery. The researcher engaged research assistants in the distribution of the questionnaires and she also sought a letter from the university and NACOSTI, and from the selected universities which gave her the authority to collect data.

3.7: Validity and Reliability

Reliability is the ability of a statistic to produce consistent results (Kothari, 2023). A statistical instrument that produces consistent results is said to be reliable when applied to a similar group of people or objects on different occasions (Kothari, 2023). Validity refers to how well a test or instrument measures what it was intended or planned to measure (Folger et al., 2023). Construct validity was assessed through hypothesis testing and correlation analysis. A pilot test was conducted to ascertain the reliability of the research tools, where questionnaires were distributed to 25 employees of Chuka University, representing 10% of the sample size (Palmer, 2019). Cronbach's alpha coefficient was adopted for internal consistency. According to Cronbach's alpha, a higher alpha close to (1) suggests a greater internal consistency and the items measure the same thing. A value of 0.7 or higher is considered acceptable (Adamson & Prion, 2013). Cronbach's alpha is one of the most widely used measures of internal consistency, providing robust and reliable estimates, particularly when administered to the same group or individuals' multiple times.

3.8: Data Analysis and Presentation

The data collected was organized and keyed into an Excel file, then coded and fed into the SPSS Version 21. The study adopted descriptive statistical analysis and inferential analysis. Inferential analysis mainly involves generalizing findings from a sample to a population. The techniques for inferential analysis adopted for this study were regression analysis and ANOVA. Data analysis adopted descriptive survey statistics, and the results were displayed in the form of frequencies, means, percentages, and standard deviations. For hypothesis testing, both linear and multiple regression models were utilized. The approach helped the researcher to identify the interaction between the research variables. The estimated data

was analyzed using a linear regression model, and a t-test was computed to test the hypothesis and determine the overall significance of the model at a 0.05 level of significance.

3.9: Model Specification

Model specification determines which independent variables to include in a regression equation and which to leave out. This choice should normally be based more on theoretical justification than on methodological or empirical considerations. In its most basic form, a multiple regression model is a theoretical claim about the association of one or more explanatory variables to a dependent variable (Allen, 1997). The multiple regression was conducted in a stepwise way whereby regression was conducted per objective as indicated in model 3.1.

Model 1

$$Y = \beta_0 + \beta_i X_j + \varepsilon, (i = 1, 2, 3, 4, j=1) \dots\dots\dots (1a)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \dots\dots\dots (1b)$$

Where:

Y = Dependent variable (service delivery). β_0 =

constant, β_i = regression coefficient for

independent variables.

X_1 = persons with disabilities diversity policy implementation.

X_2 = Youth diversity policy

X_3 = Gender diversity policy

X_4 = Ethnic diversity policy

ε = represents the error term.

Multiple regression analysis was carried out and is shown in the figure below as indicated in equation 3.5.

Model 2

$$Y = \beta_0 + \beta_i X_i + \beta_j Z_j + \varepsilon, (i = 1, 2, 3, 4, j = 1) \dots\dots\dots (2a)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_i Z_j + \varepsilon \dots\dots\dots (2b)$$

Where;

Z_j = is the moderator added as an independent variable (Culture)

B_i = is the coefficient of the moderator as a predictor

The models' constant (β_0) and the dependent variable's (Y) sensitivity to an increase of one unit in the predictor variable is measured using the coefficients β_1 to β_4 (X_1, X_2, X_3, X_4).

The error term e will capture the model's inexplicable changes. Tables, frequencies, and graphs were used to display the findings.

The regression models were tested using SPSS version 21, to analyze the association between the predictor and outcome variables. The relevance of each of the predictor varying factors was also tested. The researcher applied the F-test, often known as the Fisher distribution test, which separates the error's model mean square. The robustness of the model's performance was evaluated using the p-value for the F-statistic. The model is insignificant when the p-value is higher than 0.05. Hence could not be used to explain fluctuations in the outcome variable.

The final model showed how the moderating effect of organizational culture interacted with predictors.

Model 3

$$Y = \beta_0 + \beta_i X_i + \beta_j Z_j + \beta_{ij} X_i Z_j + \varepsilon \dots\dots\dots (3a)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_i Z_j + \beta_{ij} X_i Z_j + \epsilon \dots \dots \dots (3b)$$

Where:

$X_i Z_j$ is the interaction term between variable X_i ($i = 1, 2, 3, 4$) and moderating variable Z_j ($j = 1$)

β_{ij} is the coefficient of the interaction term

3.10: Diagnostic Tests

Diagnostic tests of the study data help to identify and/or discover any econometric issues in the collected data. These evaluations are beneficial because they enable the researcher to take the proper precautions to reduce the possibility of obtaining misleading results.

Heteroscedasticity, autocorrelation, multicollinearity, and normality were all looked at.

3.10.1: Normality Test

The idea of normality is fundamental to statistics. The test determines the normality and abnormality of data distribution. A bell curve, or Gaussian distribution, with values gradually decreasing as they move away from the mean in either direction, is considered normal. Ordinary Least Squares (OLS) assumes the model's error term distribution is normal. It presupposes that the error term should have a normal distribution with a variance and a mean of zero that is constant across all values. The Q-Q plots were employed to determine the normality and make a comparison of the quantiles of the sample data against the quantiles of a normal distribution. The Kolmogorov-Smirnov test was also conducted to compare the sample distribution with a normal one. The test asserts that a significant p-value suggests non-normality, whereby a p-value less than 0.05 suggests the data is normally distributed and hence the null hypothesis is rejected. The coefficient of skewness was adopted to evaluate the consistency of the data. The linear regression model was

developed using data that was distributed routinely. Aczel and Sounderpadian (2002) recommend a skewness range of ± 3 to ensure data normalcy.

3.10.2: Multicollinearity Test

Multicollinearity is a statistical problem when a high correlation between two explanatory variables in a multiple regression model occurs. The correlation is an issue since it reduces the significance of the independent variables and compromises the precision of the regression coefficient estimates. In his paper published in 1973, Neeleman pointed out that multicollinearity occurs when several variables are correlated. For example, such a problem was anticipated to occur in this research with the existence of a connection between independent variables; in case multicollinearity exists, it is mitigated by centering the data. A tolerance value of nearly 1 suggests that there is a low level of multicollinearity. However, tolerance values near zero indicate multicollinearity and severe multicollinearity is indicated where VIF is closer to or more than 10 ($VIF \geq 10$). This is because multicollinearity results in some of the variables in question becoming statistically insignificant. The study used correlation coefficients and VIF approaches to test for multicollinearity. VIF assesses how much the variance of the estimated regression coefficient is escalated if the independent variables are correlated (Noora, 2020). Multicollinearity exists when the correlation coefficient (R^2) is more significant than 0.9 or very low, with few meaningful t-ratios when the value of $VIF = 1$, demonstrating that the independent variables are not correlated. On the other hand, a moderate relationship between variables is usually indicated when the VIF value is $1 \leq VIF < 5$. Should VIF be more significant than five to 10, it indicates multicollinearity among the explanatory variables in the model. VIF is more critical than 10 (>10), suggesting that the regression

coefficient is weakly estimated with multicollinearity. Similarly, a $VIF < 10$ indicates the absence of multicollinearity.

3.10.3: Auto-correlation test

Auto-correlation, also widely known as serial correlation, is a statistical analysis technique used in the study of time series to determine the relationship between the values of one variable at different points in time. In the simplest terms, autocorrelation occurs when data in a given series is correlated with itself over time, thus suggesting some form of temporal dependence (Chatfield, 2013). Auto-correlation arises in a situation where the error terms are correlated across observations. This study employed Durbin-Watson (DW) statistics to detect the presence of autocorrelation. Generally, from a DW scale of 0 to 4, when the DW value is between 2 and 2.5, auto-correlation is not present (Noora, 2020). The null hypothesis for the Durbin-Watson test states that the residuals are not autocorrelated and the alternative states that the residuals are autocorrelated.

3.10.4 Heteroscedasticity test

Heteroscedasticity occurs when there is a significant difference among the observation sizes. The causes could be inaccurate measurements, subpopulation variances, or other interaction consequences. Biased parameter estimates are not caused by heteroscedasticity. In the event of heteroscedasticity, the standard errors are skewed. Consequently, this causes bias in test statistics and confidence intervals. The researcher employed residual plots in the study to investigate heteroscedasticity. The regression-standardized residual plot compares residuals to predicted variables that have been regression-standardized. As the explanatory variables increase, the widths of the residuals change then heteroscedasticity exists.

3.11 Study Variables Operationalization

The independent variables for the study were persons with disabilities, youth diversity, ethnic diversity and gender diversity. Service delivery was the dependent for the study. Organizational culture was used as the moderating variable between diversity policies and service delivery. Table 3.4 displays how the study variables were operationalized.

Table 3.3*Operationalization of the Study Variables*

Type of Variable	Name	Measurements
Dependent Variable	Service delivery	Effective communication and feedback Appropriate infrastructure Handles student feedback and queries in a responsive way There is a service delivery Charter
Independent Variables	Persons with disabilities' diversity policy implementation	Job vacancies advertisement format Provision of assistive and support devices Accessible premises and information Affirmative action measures
	Youth diversity policy implementation	Attachment and mentorship programmes Internship policy Succession management plan Affirmative action measures
	Gender diversity policy implementation	Affirmative action programmes Supporting social services Prohibition of imposition of sanctions Protection to women during pregnancy

Ethnicity Diversity Policy	Affirmative action measures Implementation	Conducive work environment Awareness programs Job vacancy advertisement channels
Moderating variable	Organizational Culture	Culture of differentiation Culture of effective communication Remuneration of the employees Culture of teamwork Culture of sound leadership

3.12: Hypotheses Testing

A hypothesis is a proposition or a tentative statement about a phenomenon or fact that is not yet proven. It can be asserted as a provisional conjecture used to lead a study and admitted as highly probable based on some facts (Kothari, 2019). Therefore, the researcher conducted hypothesis testing for empirical conclusions. At a 95% confidence level, the study evaluated its assumptions using ANOVA and linear regression. If the confidence levels are less than 0.05 and 0.01, the null hypothesis is rejected; otherwise, it is not rejected. Table 3.5 describes the study hypotheses, the type of data analysis, the decision-making procedure, and the expected interpretation of the findings.

Table 3.4*Hypothesis Testing*

Hypothesis	Type of analysis	Decision
H ₀₁ : Implementation of the Persons with Disabilities policy does not significantly influence service delivery in selected public universities in Kenya	Bivariate Linear Regression Analysis	The null hypothesis (H ₀) is rejected with a P-value of <0.05.
H ₀₂ : Implementation of Youth diversity Policy does not significantly influence service delivery in selected public universities in Kenya	Bivariate Linear Regression analysis	P>0.05; fail to reject the null hypothesis
H ₀₃ : Implementation of Gender Diversity Policy does not significantly influence service delivery in selected public universities in Kenya	Bivariate Linear Regression analysis	P < 0.05, reject H ₀ ; P > 0.05, fail to reject.
H ₀₄ : Implementation of Ethnic diversity Policy does not significantly influence service delivery in selected public universities in Kenya	Bivariate Linear Regression analysis	If P < 0.05, reject H ₀ . If P > 0.05, do not reject the null hypothesis.
H ₀₅ : Organizational culture does not significantly moderate the relationship between diversity policies' implementation and service delivery in selected public universities in Kenya.	Moderated Multiple Regression analysis	P<0.05, reject the null hypothesis(H ₀) P>0.05, fail to reject

3.13: Ethical Considerations

The researcher and the research assistants ensured that there were no language or words that were prejudicial towards the respondents. To ensure that the results could be trusted, the respondents voluntarily participated in filling up the questionnaires without being coerced.

The researcher assured the respondents of confidentiality by not disclosing their details (Lune & Berg, 2017). The researcher ensured that she had the approval from the various Universities and departments to collect data. She also got a research permit from NACOSTI. The researcher described the nature of her research study and signed a consent form, and assured the respondents of confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1: Introduction

The fourth chapter of the study summarizes the main findings based on the primary data collected through self-administered questionnaires. The data collected was analyzed with the help of descriptive survey statistics and inferential statistics. This chapter presents the findings of the pilot, participation rate, and participants' characteristics such as their disability status, gender, youth, ethnicity and service delivery. Factor analysis was done to group the variables into themes and to establish the relationship between ethnicity, gender, youth and disability status with service delivery. Further, correlation studies were conducted to explore these relations in more detail. The relationship between service delivery and predictor variables was analyzed through regression analysis.

4.2: Reliability Analysis

Table 4.1

Reliability Analysis

Constructs	Cronbach Alpha Coefficient	Comments
Service delivery	0.879	Accepted
Gender	0.885	Accepted
Ethnicity	0.818	Accepted
Persons with Disability	0.787	Accepted
Youth	0.768	Accepted
Culture	0.716	Accepted
Mean score	0.809	Accepted

The findings in Table 4.1 demonstrate that coefficients for service delivery, gender, persons with disability, ethnicity, persons with disabilities, youth, and the moderating variable of the organizational culture among selected public universities in Kenya were determined to be 0.879, 0.885, 0.818, 0.787, 0.768, and 0.716, respectively and a mean score of 0.809 which is highly reliable. According to Cronbach's Alpha criteria (1951), a coefficient of 0.70 or higher suggests a higher reliability of the data. Consequently, the constructs used to assess these factors were deemed accurate, indicating that the questionnaires served as effective instruments for data collection. This underscores the sufficiency of the questionnaire in facilitating the acquisition of reliable information from the study's respondents.

4.3: Response Rate

Table 4.2

Response Rate

Response	Frequency	Percent	Cumulative Percent
Response	302	77.6	77.6
No response	87	22.4	100.0
Total	389	100.00	

The study formulated questionnaires according to the sample size of 389 and distributed them to the participants. Out of the 389 questionnaires, 302 were completed and returned, whereas 87 were not returned. The response rate was 77.6% and was regarded as acceptable, as shown in Table 4.2. notably, a response rate of 30% to 70% for the Social

Sciences is considered adequate, according to De Vaus (2013), hence, the surveys were consequently considered sufficient.

4.4: Background Information of the Respondents

The questionnaires were developed in a manner that allowed the respondents to provide some personal information such as gender, age, working experience, marital status and educational background. This aided the researcher in determining the level of comprehension of the respondents and the credibility of the research instrument.

Table 4.3

Marital status

Gender	Frequency	Percentage (%)
Single	63	20.9
Married	239	79.1
Total	302	100.0

Analysis of marital status was an important element in indicating the marital diversity of workers in selected public universities in Kenya. Table 4.3 depicts that the majority of the respondents, translated as 79.1% were married while only 63 (20.9%) were single.

Table 4.4

Age of participants

Age	Frequency	Percentage (%)	Cumulative Percent
Below 20	1	0.3	0.3
21-30	34	11.3	11.6
31-40	129	42.7	54.3
41-50	104	34.4	88.7
51-60	31	10.3	99.0
60 and above	3	1.0	100.0
Total	302	100.0	

Table 4.4 depicts that most of the respondents, that's is, 42.7% (129) were aged 31-40 years. This indicates that the majority of the employees were within the age bracket of youths, followed by 34.4% (104) who were aged 41-50 years. It was then followed by 11.3% (34) who were in the age bracket of 21-30 years, 10.3% (31) were aged between 51 and 60 years, 1.0% (3) and 0.3% (1) were aged below 20 years. This indicates that the majority of the workforce in the selected public universities is youth aged between 21 and 40 years.

Table 4.5

Gender of Respondents

Gender	Frequency	Percentage (%)	Cumulative Percent
Male	184	60.9	60.9
Female	118	39.1	100.0
Total	302	100.0	

Table 4.5 shows that male respondents comprised the majority, 184 (60.9%), compared to the female participants in the study, 118 (39.1%). This indicates that the selected public universities in Kenya have complied with the constitution on gender rule of (two-thirds), which is entrenched in Articles 26(6), 27(8), and 81(6). The rule asserts that not more than two-thirds of the members in any elective or appointive positions should be of the same gender to encourage affirmative action to address gender gaps.

Table 4.6*Education Level of the Respondents*

Education level	Frequency	Percentage (%)
Secondary	2	0.7
Certificate	5	1.7
Diploma	18	6.0
Higher Diploma	8	2.6
Bachelor's Degree	128	42.4
Masters	60	19.8
PhD	81	26.8
Total	302	100.0

From Table 4.6, the analysis indicates that most of the respondents were holders of Bachelor's degrees at 128 (42.4%), and these were mostly the administrative staff. Further results indicated that Ph.D. holders were 81 (26.81%), who were mostly lecturers. This was attributed to the fact that the government policy on lecturers being PhD holders was adhered to. Moreover, those that were Masters holders were 60 (19.8%). Diploma holders were 18 (6.0%), certificate, 5 (1.7%), and secondary, 2 (0.7%). These results imply that the selected public universities in Kenya employ a highly qualified workforce to assist in efficient and effective service delivery.

Table 4.7*The Employment Period of the Respondents*

Employment Period	Frequency	Percentage (%)
Less than one year	16	5.3
1-2 years	10	3.3
3-5 years	98	32.5
5 years and above	178	58.9
Total	302	100.0

Table 4.7 indicates that the majority of the respondents (178), representing 58.9%, had been in employment for more than five (5) years. Those employed for 3-5 years were 98 (32.5%). It was also observed that 10 respondents represented by a frequency of 3.3% and 16 (5.3%) were employed for 1-2 years and less than a year, respectively. These results imply that the researcher targeted the right respondents who had fairly interacted with the organization and knew the policies that existed in the organization, including diversity policies.

4.5: Test of Assumptions of the Variables

To derive conclusions statistically from the study findings, it was crucial to achieve some essential assumptions. The parametric and non-parametric statistical tests both depended on specific hypotheses about the data. If these assumptions are not met, this could lead to misinterpretations and wrong inferences (Trassi et al., 2022). The study tested the

following assumptions: Normality test, which included all variables; Multicollinearity, Heteroscedasticity, and autocorrelation.

4.5.1 Normality Test

Normality is one of the most important concepts in statistics. The test establishes whether or not the data in question are normally distributed. Normal distribution or the bell curve, which shows values that decrease gradually as they move away from the mean in either direction, is considered normal. It assumes that the error term is normally distributed with a constant variance and a mean of zero. To determine normality, the researcher followed Flatt and Jacobs's (2019) proposal that the quartile-quartile (Q-Q) plot is one of the preferred graphical tests for normality. Kolmogorov–Smirnov test was also applied since it is a robust test for normality, as it is sensitive to differences along the whole extent of distribution. Oppong and Agbedra (2016) suggest that when the data is normal, the Q-Q plot should give a plot that is close to a straight-line diagonal.

Table 4.8*Test for Normality*

	Kolmogorov-Smirnov^a		
	Statistic	Df	Sig.
Disability policy	0.130	302	0.178
Youth policy	0.122	302	0.134
Gender policy	0.169	302	0.157
Ethnicity policy	0.163	302	0.193
Culture	0.156	302	0.145
Service delivery	0.162	302	0.121

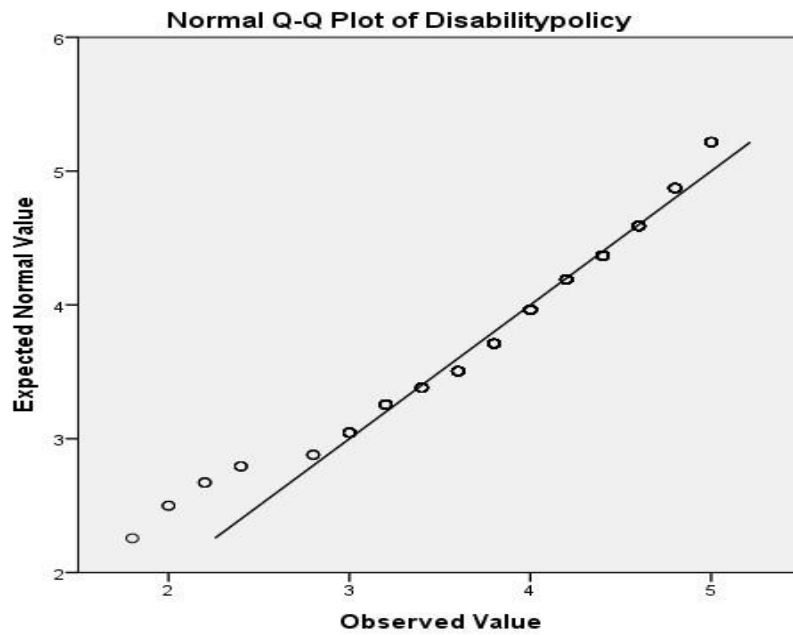
a. Lilliefors Significance Correction

The Kolmogorov-Smirnov (K-S) numerical test was conducted to assess the normality of the data. The study results from Table 4.8 revealed that all predictor variables exhibited p-values exceeding the 0.05 threshold, specifically, service delivery ($p=0.121$), persons with disability ($p=0.178$), Youth policy ($p=0.134$), gender ($p=0.157$), ethnicity ($p=0.193$) and culture ($p=0.145$). Therefore, this suggested that none of the tested variables deviated from normal distribution. Consequently, the null hypothesis, which stated that the data was not normally distributed, was not rejected, indicating the distribution of the data was normal. The analysis did not reveal the presence of outliers, thereby reinforcing the reliability of the data. The Kolmogorov-Smirnov test was applied successfully by the following scholars in their studies; Lanzante (2021), Paramasivam (2024), Luiza (2021) and Mwangi (2016) underscoring, its applicability and robustness in evaluating data normality.

Figure 4. 1 illustrates that the Q-Q plot values for the study variables closely align with the diagonal reference line, indicating minimal deviation from expected quantiles. Therefore, the distribution of the variables exhibits symmetry and conformity to the assumptions of normality.

Figure 4. 1

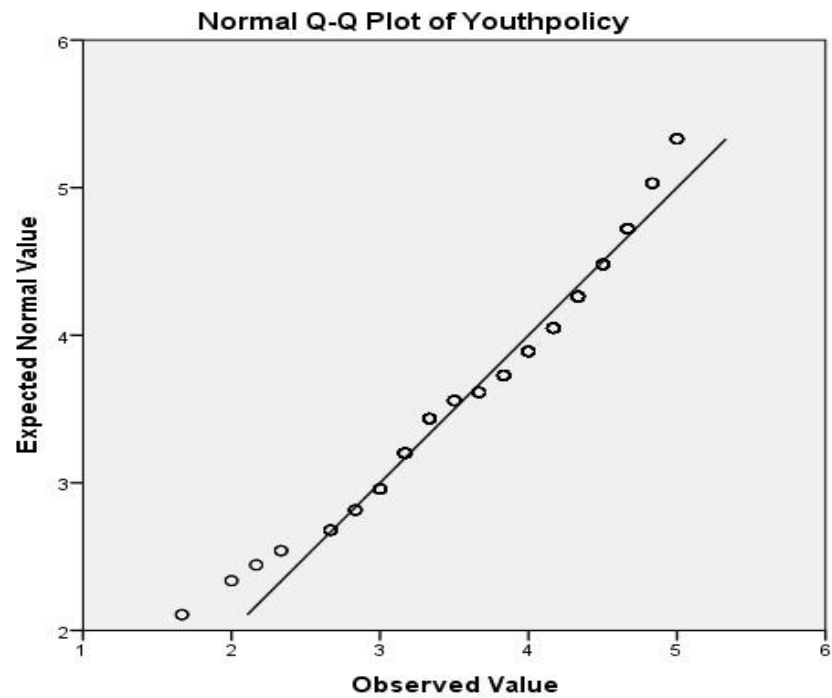
Normality Q-Q Plot for disability policy



The disability policy is normally distributed; thus, it was appropriate to use the data for disability policy for further analysis.

Figure 4. 2

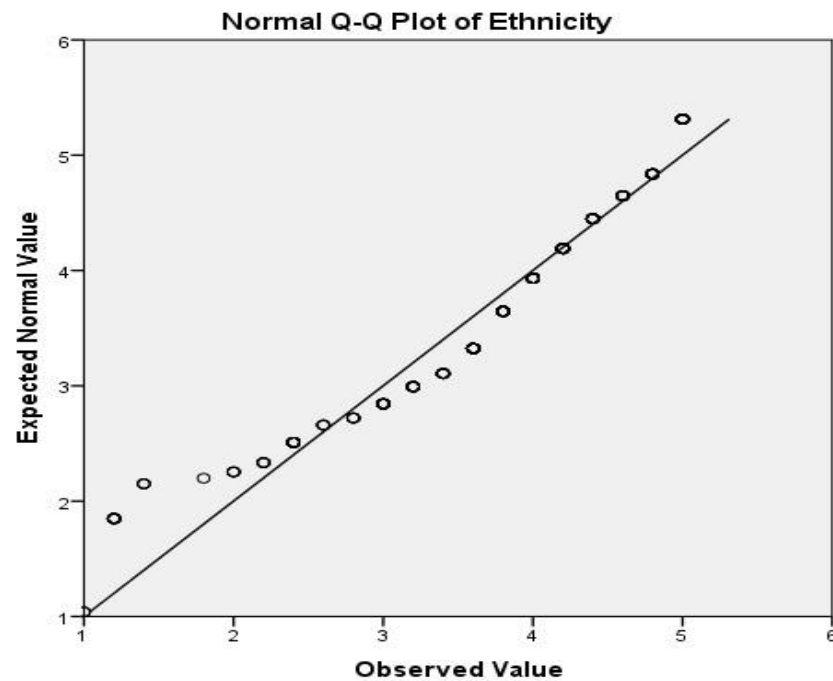
Normal Q-Q Plot for Youth Diversity Policy



The policy shows that the residual for youth did not deviate so much from the normal distribution and hence fit for further examination.

Figure 4. 3

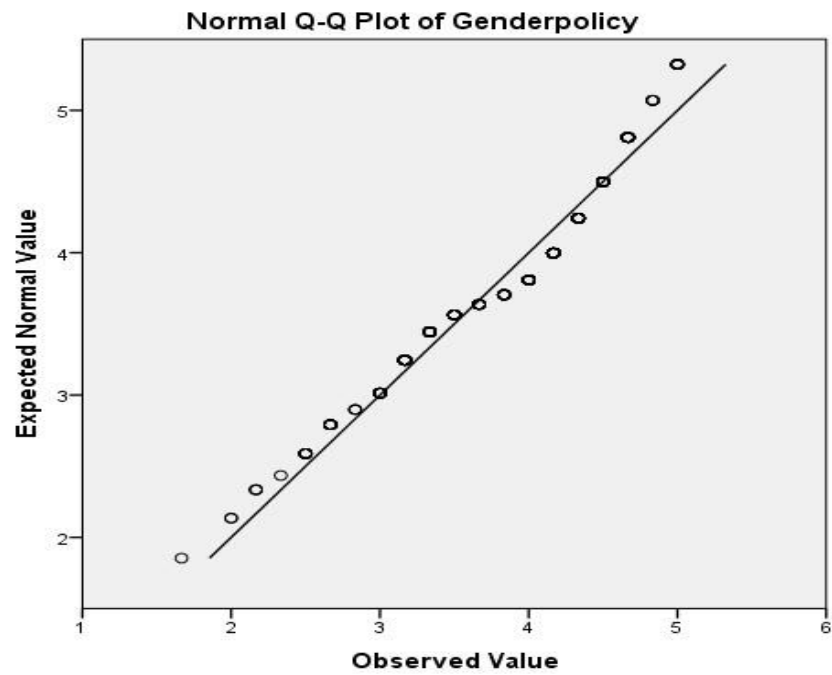
Normal Q-Q Plot for Ethnic Diversity Policy



The above figure shows that the observed residual for ethnic diversity policy deviated slightly from the normal distribution suggesting that the data for ethnic policy was deemed suitable for further examination.

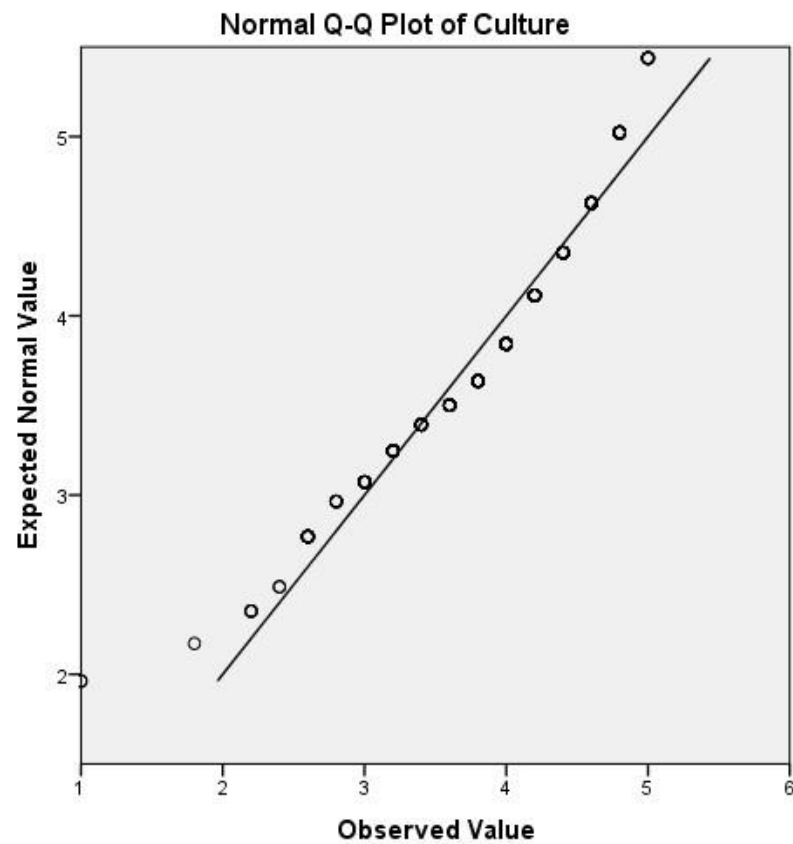
Figure 4.4

Q Plot for Gender Diversity Policy



The policy is normally distributed though it slightly deviated from normal distribution thus implying that the data for gender policy was deemed suitable for further examination.

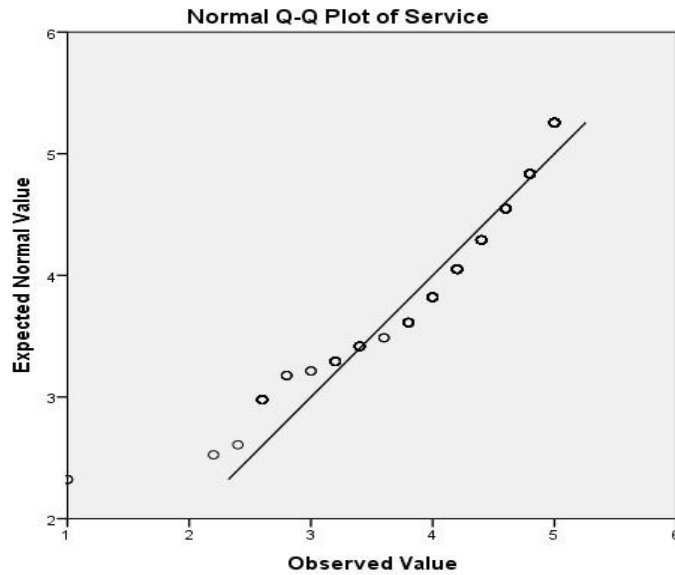
Q Plot for organizational Culture



The organizational culture as a moderating variable is normally distributed thus implied that the data for culture policy was deemed suitable for further regression.

Figure 4.6

Normal Q-Q Plot for Service Delivery



Service delivery residuals deviated slightly from the normal distribution thus implying that the data for gender policy was deemed suitable for further regression.

4.5.2: Multi-collinearity

Table 4.9

Test of Multicollinearity

Variables	Tolerance	VIF
Constant		
Disability policy	0.546	1.833
Ethnicity policy	0.545	1.834
Gender policy	0.506	1.975
Youth policy	0.484	2.067

The Variance Inflation Factor (VIF) was adopted to measure the presence of multicollinearity and the extent to which the correlated independent variables inflated the variance of the calculated regression coefficient. Multicollinearity exists when R^2 is greater than 0.9 or very low with few meaningful t-ratios (Lukman et al., 2021). Kim (2019) asserts that multicollinearity is in existence when the VIF value is between 5 and 10. Table 4.9 demonstrates the study results for multicollinearity. It was observed that the variance inflation factor (VIF) and tolerance value for all explanatory variables under investigation were between 0.484 - 0.546 and 1.833 - 2.067, respectively. The values for tolerance were above 0.1- 0.2 and VIF was below the 5 to 10-point threshold proposed by Kim (2019). Thus, the data was within the acceptable threshold and did not suffer from multicollinearity.

4.5.3: Autocorrelation

Table 4.10

Test of Autocorrelation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.714 ^a	.509	.503	.47360	1.902

a. Predictors: (Constant), Youth policy, Ethnicity, Disability policy, Gender policy

b. Dependent Variable: Service delivery

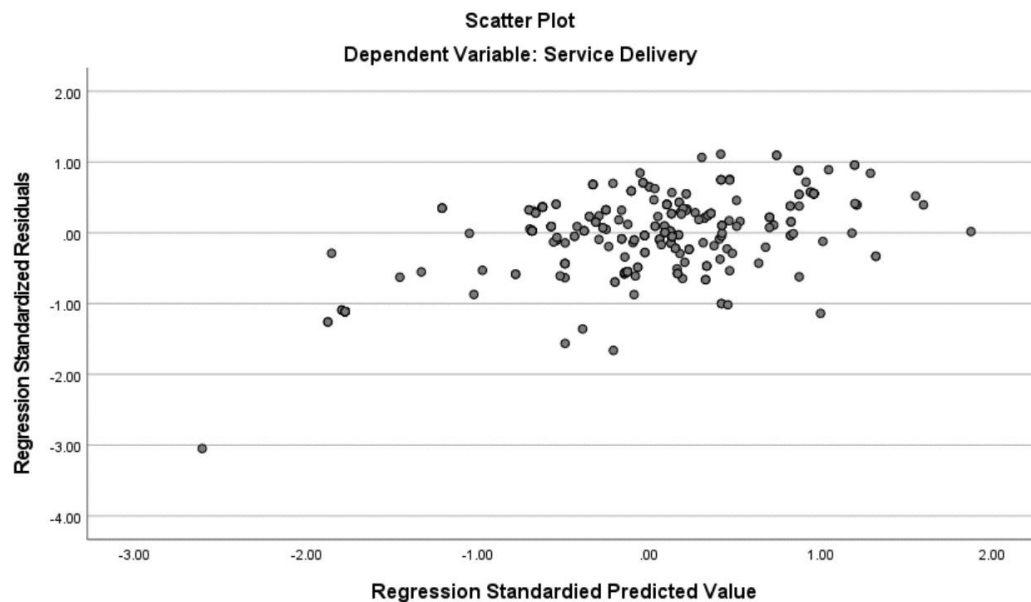
The results in Table 4.10 demonstrate $R=0.714$, indicating a strong linear connection between the explanatory and outcome variables. The autocorrelation results indicate that

$R^2 = 0.509$ (51%) explained the variance in service delivery, which could be attributed to the predictor variables. The Adjusted $R^2 = .503$ is slightly lower than R^2 and indicates the independent variables in the model. The adjusted R^2 and R^2 differences demonstrate a relatively well-structured and the explanatory variables seem reasonable. The results revealed a statistically significant strong relationship between predictor variables and service delivery, which was explained by $R = 0.714$. According to the Durbin-Watson, a value above 2 indicates the non-existence of autocorrelation. The analysis for autocorrelation was 1.902, indicating the data suffered slight autocorrelation, which does not suggest a serious autocorrelation and is acceptable. Therefore, this is a good sign for the validity of the regression results.

4.5.4: Heteroscedasticity

Figure 4.7

Scatter plot for Heteroscedasticity



To test for heteroscedasticity, regression analysis was run to estimate the model and get the predicted values and the residuals, which are the difference between the actual values and the predicted values. Heteroscedasticity exists if the residual values form a systematic

pattern that is fan-shaped and if the residuals are randomly dispersed it indicates the absence of heteroscedasticity. As observed in the scatter plot above, it indicated the residuals are randomly dispersed, indicating homoscedasticity.

4.6: Descriptive Analysis of the Study Variables

Likert-based questions were used to collect data on the five variables in this study. Likert Scale questions are ordinal with a score of (1,2,3,4,5) and no value in between these numbers. A transformation was done to convert the ordinal scale to a continuous scale so that we can obtain measures of central tendency. Since there are five (5) numbers (1,2,3,4,5) and four (4) spaces in between them, to make them continuous, the spaces are eliminated by dividing 4 spaces against 5 numbers, which gives us 0.80. The scale is rearranged by adding 0.80 to the first number (1.00) and then continuing to add 0.80 to each successive number.

The following categories were obtained (1.00-1.80, 1.80-2.60, 2.60-3.40, 3.40-4.20, and 4.20 -5.00). This scale is now continuous and was used to obtain measures of central tendency and dispersion such as mean score, mode, median and standard deviation. The ultimate goal of 5-Likert scale-based question was to let respondents agree or disagree with each statement provided. The upper limit of “neutral” “not sure” is 3.00 in the Likert scale and in a continuous transformed scale is 3.40. Therefore, it follows that any mean score above 3.40 indicate that the respondents agreed with the statement while means below 3.40 means that the respondent disagreed with the statement. With this in mind, it is easier to transform 5-Likert based constructs which are ordinal scale to continuous data, obtain

mean scores and be in a position to interpret these means accordingly. This transformation was done in this study and the results discussed in the foregoing's.

4.6.1: Disability Policy Implementation: Descriptive Analysis

The respondents were required to rate the various constructs of disability policy on a Likert scale of 5 to 1: 5 strongly agree, 4: Agree, 3: Neutral, 2: Disagree, and 1: Strongly Disagree. As indicated in the study findings in Table 4.11, selected public universities in Kenya were found to have elaborate policies on affirmative action measures in support of persons with disability and a standard deviation of 0.0999 and a mean score of 4.095. The results demonstrated 42% of the respondents strongly and 35% agreed, 16.9% were undecided, 2.8% disagreed, and 3.3% strongly disagreed.

Comparatively, 50% of the general population who cannot obtain health services, and 80% of PWDs do not have access to quality medical care, according to a KIPPRA (2018) research study on PWDs. The study concluded, among other things, that targeted budgeting and planning were necessary. This would entail paying preferential rates for commercial insurance plans and supporting enrollment in a national health insurance program. The study also showed that, due to prejudice, employer attitudes, and educational backgrounds, PWDs either have poor earnings or are mostly unemployed. According to the study, affirmative action should be strengthened by enabling central placement, fast placement after graduation, and the provision of equipment or work-related gadgets that enable employees with disabilities to fully engage in the workplace. It also suggested encouraging the commercial sector to support inclusion and diversity in the workplace.

Table 4.11*Persons with Disability Policy Descriptive Analysis*

Statement	Strongly disagree %	Dis-agree %	Undecided %	Agree %	Strongly agree %	Mean	SD
Job vacancies are advertised in a format accessible to persons with disability.	4.6%	14.7%	18.7%	34.4%	27.6%	3.66	1.16
The institution conducts affirmative action measures in support of persons with disability.	3.4%	2.8%	16.9%	35.0%	42.0%	4.10	1.00
Premises and Information are accessible for persons with disability in our institution.	0.0%	4.0%	12.9%	37.1%	46.0%	4.25	0.83
There exist assistive and support devices for persons with disability in our institution.	0.9%	1.2%	8.9%	45.4%	43.6%	4.29	0.76
Persons with disability are offered opportunities for attachments and internships	1.8%	4.0%	23.0%	40.5%	30.7%	3.94	0.93

The study results for disability in Table 4.11, show a mean of 3.656. It is seen that employees in the selected public universities in Kenya agreed that the institutions advertise their job vacancies in formats accessible to individuals with a disability; such as conventional government channels, such as braille, large print and sharing with the National Council for persons with disability. Most of the respondents supported this, with 34.4% of the respondents agreed, while 27.6% strongly agreed. However, the standard

deviation of 1.163, indicates a divergence of opinions implying that perspectives on adherence to the diversity policies differed across individuals in the selected public universities. 18.7% were neutral, 14.7% disagreed, and 4.6% strongly disagreed that such a policy was in place.

An observation from the results depicts that most respondents demonstrated that the universities' premises and information are accessible to persons with disabilities in the institution, as revealed by a mean score of 4.252 with a standard deviation of 0.829. 46% which represented the majority of the respondents strongly agreed, 37.1% agreed, 12.9% were neutral, and 4% disagreed. However, 45.4% and 43.6%, strongly agreed and agreed respectively, that their universities have assistive and supportive devices for persons with disability, 1.2% disagreed, 0.9% strongly disagreed, and 8.9% were neutral. This response is supported by a mean of 4.29 with a standard deviation of 0.756.

Regarding the provision of opportunities for attachments and internship for persons with disability, most respondents supported that their institutions had a policy on the same, this was demonstrated by a mean score of 3.942 with a standard deviation of 0.928 as 40.5% and 30.7% agreed and strongly agreed respectively, 23% were undecided, 4% disagreed, and 1.8% strongly disagreed.

4.6.2: Youth Diversity Policy Implementation: Descriptive Analysis

Generally, Table 4.12 findings showed that the respondents agreed that their institutions have attachment and mentorship programmes for youths (mean 4.101, standard deviation 0.862) as 40.2% agreed while 37.4% strongly agreed, 17.8% Undecided, whereas 4.3% disagreed and 0.3% strongly disagreed.

Table 4.12*Youth Diversity Policy Descriptive Analysis*

<u>Statement</u>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	<u>Mean</u>	<u>Std. Dev.</u>
The institution has attachment and mentorship programmes for youths.	0.3%	4.3%	17.8%	40.2%	37.4%	4.10	0.86
There is an internship policy to support youth in our institution.	0.6%	3.4%	21.5%	34.4%	40.2%	4.10	0.89
Affirmative action policies are in place to guarantee that young people are represented throughout the institution at all levels.	1.8%	6.1%	29.4%	40.8%	21.8%	3.75	0.93
Younger employees have the opportunity to be promoted and receive appointment training	3.7%	6.7%	30.1%	34.0%	25.5%	3.71	1.04
Fair and equitable recruitment and selection procedures and policies are put into place.	2.1%	11.0%	29.8%	28.8%	28.2%	3.70	1.06
Institutional management sensitize all employees on the importance of embracing diversity at the workplace.	2.1%	8.9%	30.1%	31.0%	27.9%	3.74	1.03

Additionally, a mean support score of 4.10 and a standard deviation of 0.894, the respondents' perception of the existence of internship policies to assist young people in their institutions were as follows: 40.2% strongly agreed, 34.4% agreed, 21.5% neutral, 3.4% disagreed and 0.6% strongly disagreed. According to the respondents, affirmative action policies are put into place during the hiring and selection process to make sure that

employees are given opportunities based on their qualifications rather than their age or gender, 40.8% of respondents agreed, 21.8% strongly agreed, 29.4% were neutral 6.1% disagreed and 0.8% strongly disagreed with a mean of 3.75 and a standard deviation of 0.93.

On training programmes for youth, in universities in Kenya, a mean of 3.71 and a standard deviation of 1.04 was observed, where the majority of respondents, 34.0% agreed, 25.5% strongly agreed, 30.1% were neutral, 6.7% disagreed, and 3.7% strongly disagreed. On the existence of recruitment and selection procedures and equitable employment opportunities, a mean of 3.70 and a standard deviation of 1.06 standard deviation with 28.2% of the respondents strongly agreed, 28.8% agreed, 29.8 were undecided, 11.0% disagreed and 2.1% strongly disagreed.

4.6.3: Gender Diversity Policy Descriptive Analysis

Table 4.13

Gender Policy Descriptive Analysis

<u>Statement</u>	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>Mean</u>	<u>Std. Dev.</u>
The institution protects women during pregnancy and supports nursing mothers through flexible working hours.	2.5%	5.2%	22.7%	42.0%	27.6%	3.87	1.00
There exists gender-mainstreaming awareness.	2.8%	6.7%	19.6%	39.6%	31.3%	3.90	1.01
Institution prohibits dismissal or imposition of sanctions regarding a worker's pregnancy, maternity or paternity leave, or marital status.	0.0%	2.8%	21.2%	46.0%	30.1%	4.03	0.79
The institution conducts affirmative action measures in support of gender inclusivity.	0.3%	5.5%	20.2%	39.6%	34.4%	4.02	0.89
The institution has taken necessary measures to provide supporting social services.	4.0%	5.8%	26.7%	39.0%	24.5%	3.74	1.02
A recruitment and selection process that ensures the principle of gender rule is achieved.	38.0%	11.7%	23.9%	36.2%	20.2%	3.49	1.17

As indicated in Table 4.13, most respondents moderately agreed that the selected public universities in Kenya had implemented gender policy in their institutions. Institutional protection for women during pregnancy and support for lactating mothers through flexible working hours was explained by a mean rating of 3.871 with a 0.959 standard deviation. To be precise, the breakdown of respondents was as follows: 2.5% strongly disagreed, 5.2% disagreed, 22.7% neutral, 42.0% agreed, and 27.6% strongly agreed. This was

illustrated by a standard deviation of 1.0 and a mean score of 3.89, which reflected the level of gender mainstreaming awareness.

Additionally, most respondents (30.1% strongly agreed and 46% agreed) indicated that their institutions prohibited sanctions or dismissal regarding a worker's pregnancy, maternity or paternity leave, or marital status. However, 21.2% were neutral, and 2.8% disagreed.

Further, the findings showed that the selected public universities in Kenya conduct affirmative action measures to support gender and marginalized groups by increasing opportunities for the underrepresented. This was expressed by a mean of 4.022 and a standard deviation of 0.892, as 34.4% strongly agreeing, 39.6% agreeing, and 20.2% were neutral. With a mean of 3.742 and a standard deviation of 1.020, most respondents moderately agreed that their universities had taken necessary measures to support social services by establishing and developing baby care facilities, with 24.5% strongly agreeing and 39% agreeing. However, 5.8% and 4% disagreed and strongly disagreed.

The universities have recruitment and selection policies that ensure the principle of the 2/3 gender rule is achieved with a mean of 3.491 and a standard deviation of 1.171, as most employees (36.2%) agreed (20.2%) strongly agreed, and 11.7% and 8% disagreed and strongly disagreed, respectively. At the same time, the rest were neutral at 23.9%. The results are consistent with Gomez (2019). This demonstrated that a gender-diverse workplace significantly improves employee performance in an organization. With a mean of 3.742 and a standard deviation of 1.020, most respondents moderately agreed that their universities had taken necessary measures to offer supporting social services by

establishing and developing baby care facilities, with 24.5% strongly agreeing and 39% agreeing. However, 5.8% and 4% disagreed and strongly disagreed.

4.6.4: Ethnic Diversity Policy Descriptive Analysis

Table 4.14

Ethnic Diversity Implementation

<u>Statements</u>	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>Mean</u>	<u>Std. Dev.</u>
Institutions have created a conducive work environment that supports official languages at the workplace.	7.1%	3.7%	21.7%	35.3%	32.2%	3.82	1.14
There exists sensitization programmes to sensitize employees to embrace diversity in our institution.	8.3%	4.6%	30.7%	32.8%	23.6%	3.59	1.14
HRM framework is flexible to cater to the recruitment of people from diverse ethnic groups.	7.7%	10.1%	33.7%	26.7%	21.8%	3.45	1.16
The institution conducts affirmative action measures in support of ethnic diversity.	3.7%	16.0%	24.5%	34.4%	21.5%	3.54	1.11
Institution advertises job vacancies using the right channels that are accessible by diverse ethnic groups.	7.4%	8.0%	12.0%	35.3%	37.4%	3.87	1.21

Table 4.14 above depicts most participants concurred that their universities had created a conducive work environment that embraced employees' diverse ethnic groups and was treated fairly, with a mean of 3.819 and a standard deviation of 1.137.

32.2% strongly agreed, 35.3% agreed, but 3.7% disagreed, 7.1% strongly disagreed, and 21.9% were neutral. On diversity programmes, it had a mean of 3.59, a standard deviation of 1.143, 32.8% agreed, and 23.6% strongly agreed. In comparison, 30.7% disagreed, 12.9% strongly disagreed, and 30.7% were undecided whether the organization had programmes on diversity sensitization in the university.

On flexible recruitment from diverse ethnic groups, the respondents strongly agreed (26.7%), 21.8%, 10.1% agreed, and 7.7% strongly disagreed (33.7%), undecided. This had 3.45 and a standard deviation of 1.162. With a mean of 3.54% and a standard deviation of 1.105, it was also seen that the institution conducts affirmative action measures to support ethnic diversity, as most respondents (34.4%) agreed, and 21.5% strongly agreed. However, 24.5% were neutral, 16% disagreed, and 3.7% strongly disagreed. Additionally, most respondents (37.4%) strongly agreed, 35.3% agreed, and 12% were neutral that their institutions advertise job vacancies using the right channels accessible by diverse ethnic groups. However, 8% disagreed, and 7.4% strongly disagreed.

The findings align with a study by Dennis (2020) on workforce diversity and employee performance at the Kenya School of Government, which showed that ethnicity was statistically significant in employee performance, with 54.95% of the respondents strongly agreeing that ethnicity affected employee performance.

4.6.5: Organizational Culture (Moderating Variable)

Table 4.15

Organizational Culture: Descriptive Analysis

<u>Statement</u>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	<u>Mean</u>	<u>Std. Dev.</u>
There exists a culture of differentiation in our institution.	2.1%	3.4%	35.9%	40.8%	17.8%	3.81	2.40
The remuneration policy in our institution is clear and aims at attracting and retaining competent employees.	4.0%	8.9%	18.4%	32.8%	35.9%	3.88	1.12
There is an effective communication channel in our institution.	0.9%	7.1%	18.7%	41.7%	31.6%	4.00	0.93
There is a well-elaborated policy on teamwork.	2.1%	3.4%	24.8%	39.6%	30.1%	3.92	0.93
There is a leadership policy in our institution that is clear to all employees.	1.5%	8.9%	18.7%	34.0%	36.8%	4.00	1.02

Table 4.15 above indicates 40.8% of the respondents Agreed and 17.8% Strongly Agreed that there is a culture of differentiation in the selected public universities in Kenya which enables the institutions to stand out in a crowded market by offering unique programmes which are market-driven and also competitive. The culture ensures quality services are offered. 35.9% were neutral, with only 3.4% disagreeing and 2.1% strongly disagreeing. Consequently, it had a mean of 3.81 and a deviation of 2.399. They support that the remuneration policy among theselected public universities is clear and aims at attracting

and retaining competent employees with a Mean of 3.88 and standard deviation of 1.12 supported by the majority of 35.9% strongly agreed, 32.8% agreed, 18.4% were undecided, 8.9% disagreed, and 4% strongly disagreed, yielding a mean of 3.88 and a standard deviation of 1.12.

Regarding effective communication channels at Kenyan selected public universities, 41.7% Agreed, and 31.6% strongly agreed, with a mean of 3.96 and a standard deviation of 0.932, with only 8% generally disagreeing. Similarly, the presence of a robust teamwork policy was reflected in a mean of 3.92 and a standard deviation of 0.935, with 39.6% agreeing and 30.1% strongly agreeing, while a minority of 3.4% disagreed and 2.1% strongly disagreed. Employees at the selected universities reported clarity regarding leadership policies as evidenced by a mean score of 3.96 and a standard deviation of 1.025. A majority (36.8%) strongly agreed, 34% agreed, 18.7% were undecided, 8.9% disagreed, and 1.5% strongly disagreed demonstrating overall positive perceptions of leadership policy clarity.

4.6.6 Service Delivery: Descriptive Analysis

Table 4.16

Service Delivery: Dependent Variable

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
Customer satisfaction	0.9%	1.2%	5.5%	32.8%	59.5%	4.49	0.74
Infrastructure	1.2%	6.1%	13.5%	36.8%	42.3%	4.13	0.95
employee engagement	0.9%	11.0%	18.7%	36.2%	33.1%	3.90	1.02
Responsive to customer needs	0.9%	8.3%	19.0%	36.8%	35.0%	4.00	0.98
Service charter	0.6%	0.3%	11.0%	32.5%	55.5%	4.42	0.75

Study findings in Table 4.16 showed that the majority of the respondents concurred with a (mean of 4.49 and standard deviation of 0.74), that their institutions had clearly outlined customer satisfaction as one of the key performance indicators, which has seen the universities increase enrolment and graduate students within the stipulated time which is an assurance of the quality of services delivered. Research findings show that 59.5% strongly agreed, 32.8% agreed, 5.5 remained neutral, 1.2% disagreed, and about .9% strongly disagreed.

Further, findings showed that 42.3% of the respondents strongly agreed that the studied institutions had appropriate infrastructure regarding adequate buildings and ICT

integration in learning. Also, the buildings were sufficient and easily accessible by physically challenged persons, enhancing service delivery. 36.8% agreed, 13.5% were neutral, 6.1% disagreed, and 1.2% strongly disagreed. Those who disagreed indicated that the study established that many Kenyans elected public universities had built new campuses and extended their existing ones. Regarding institutions having a policy on employee engagement to enhance efficient and effective service delivery, research findings indicate a mean of 3.90 and a standard deviation of 1.017 as a majority of respondents, 36.2% agreed, 33.1% strongly agreed, 18.7% were neutral, 11% disagreed, and about 1% strongly disagreed. Most selected public universities have strong leadership, programmes for employees' career progression and a caring organizational culture. This has made employees more engaged, which has fostered quality service delivery.

In addition, with a mean of 3.87 and a standard deviation of 0.978, research findings showed the respondents moderately agreed that their universities were responsive to the customers' needs concerning quality service delivery. 35% strongly agreed, 36.8% agreed, 19% remained neutral, 8.3% disagreed, and around 1% strongly disagreed. On the availability of a clear service delivery charter that ensures prompt service delivery, 55.5% of respondents strongly agreed, 32.5% agreed, 11% were neutral, and 1% generally disagreed.

4.7: Inferential Statistical Analysis

4.7.1: Bivariate Correlation Analysis- All Variables

Bivariate correlation analysis was performed with the intention of measuring the strength and the direction of relationships of all the variables in this study using Pearson Correlation Coefficients (r). The coefficient (r) ranges between 0 and +1. Any value of (r) above 0.700 indicates a very strong relationship, while values of (r) below 0.500 show a weak relationship.

Table 4.17

Bivariate Correlation Analysis

		Y	X ₁	X ₂	X ₃	X ₄
Service Delivery (Y)	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	302				
Disability policy (X ₁)	Pearson Correlation	.279**	1			
	Sig. (2-tailed)	.000				
	N	302	302			
Youth policy (X ₂)	Pearson Correlation	.458**	.616**	1		
	Sig. (2-tailed)	.000	.000			
	N	302	302	302		
Gender policy (X ₃)	Pearson Correlation	.434**	.533**	.512**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	302	302	302	302	
Ethnic policy (X ₄)	Pearson Correlation	.521**	.368**	.501**	.547**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	302	302	302	302	302

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

Bivariate Correlation analysis was conducted as indicated in Table 4.17. The study findings established that disability (X₁) had a positive and significant relationship with service delivery ($r=0.279^{**}$, $P<0.05$) with service delivery among selected public universities. The

results agree with the study by Accenture (2018) that established that entities that embraced diversity and inclusion regarding disability outperformed their peers, with revenues being 28% higher and net incomes twice as high. In their study, Kalargyrou et al. (2014) established that engaging people with disability in the workforce improved innovation and increased an organization's ability to compete in all markets and respond to the expectations of diverse consumers.

The study also found that youth policy (X_2) had a relatively stronger positive relationship with service delivery in public universities ($r=0.458^{**}$, $P<0.05$). This relationship was found to be statistically significant. This finding agreed with the works of Gaunya (2015), Odhiambo et al. (2018), Wafula and Were (2018) and Hapompwe et al. (2020), who found that youth diversity has a positive and significant correlation with employee performance and, ultimately, organizational performance. However, the correlation result on youth policy contradicts studies of Karimi and Busolo (2019) and Kyalo and Gachunga (2015) whose results established that youth policy has a weak but statistically significant relationship with performance.

The bivariate correlation on gender policy (X_3) indicated a positive and significant relationship with service delivery in public universities ($r= 0.434^{**}$, $P<0.05$). These findings are in line with Garner and Rycx (2014), Kyalo and Gachunga (2015), Hunt, Prince et al. (2018), Wafula and Were (2018), Chaudhry and Sharma (2016), Setati et al. (2019), Hapompwe et al. (2020), and Ibinabo et al. (2020), who posited that gender diversity had positive and statistically significant correlation with organizational performance. However, these findings deviate from the work of Ahmad's (2020) who found

out that state gender diversity had a statistically insignificant impact on employee performance.

Ethnic policy (X_4) was found to have the highest positive and significant relationship with service delivery in public universities ($r=.521^{**}$, $P<0.05$). This finding is in agreement with the studies of Hunt et al. (2018), Kyalo and Gachunga (2015), Wafula and Were (2018), Chaudhry and Sharma (2016), Setatin et al. (2019), and Muange and Kiptoo (2020). All these studies found out that ethnic diversity has a positive and statistically significant relationship with performance. However, the finding disagreed with a study done by Ahmad and Ur Rahman (2020), who found that ethnic diversity negatively affected employees' performance.

In summary, the bivariate correlation analysis revealed slight relationships among independent variables with other independent variables (multicollinearity). But since all these interrelationships are below 0.700 then they are not considered very serious.

4.8: Hypotheses Testing

4.8.1: Test of Hypothesis One: Disability Policy on Service Delivery

To address the first objective of this study on the influence of the implementation of the persons with disability policy on service delivery in selected public universities, the following hypothesis guided this study:

H₀₁: Implementation of Persons with disability policy does not significantly influence service delivery in selected public universities in Kenya.

Bivariate linear regression was conducted where service delivery was regressed on persons with disability policy as indicated in the results presented in Table 4.18. The results presented in Table 4.18 showed that the implementation of disability policy had a weak positive relationship with service delivery ($R = 0.336$). It was also established that, holding all other policies constant, implementing disability policy in the selected public universities in Kenya was explained by 11.3% of the variation in service delivery. With 88.7% of service delivery being attributed to other factors, it follows that the delivery of services was moderated by disability. The findings corroborate the study by Kuo and Kalargyrou (2014) that companies that hired people with disability had a moderately positive effect on attracting customers due to an improved perception of quality services. Employing persons with disability creates a good corporate image and ratings, indirectly enhancing firm performance (Jing et al., 2022).

Table 4.18

Model Summary of Disability Diversity Policy Regression Results

Model	R	R²	Adjusted R²	Std. Error of the Estimate
1	.336 ^a	.113	.110	.63367

a. Explanatory: (Constant), Disability policy

The analysis of Variance (ANOVA) study findings in Table 4.19 indicate that the model adopted was fit for disability policy to predict service delivery at a 95% confidence level ($F_{(1,300)} = 38.210$, $P < 0.05$).

Table 4.19*Analysis of Variance (ANOVA) for disability policy*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.343	1	15.343	38.210	.000 ^b
	Residual	120.463	300	.402		
	Total	135.806	301			

a. Outcome Variable: Service

b. Explanatory: (Constant), Disability policy

Table 4.20*Coefficient for disability policy*

Model		Unstandardized Coefficients			t	Sig.
		B	Std. Error	Standardized Coefficients		
1	(Constant)	2.704	.243		11.128	.000 ^b
	Disability policy	.374	.060	.336	6.181	.000 ^b
	(X ₁)					

a. Dependent Variable: Service

Results in Table 4.20 indicate that persons with disability policy (X₁) have a beta coefficient ($\beta_1 = 0.374$, $P < 0.05$), indicating that a unit change in disability policy implementation improves service delivery by 0.374. This finding agrees with the work of Narayanan and Terris (2020), who found that increasing the diversity of employees with disability in an organization leads to increased productivity. The results also agree with the study by

Verulava (2021), which focused on the effect of including persons with disabilities in the workforce and found that companies that employed persons with disabilities improved business performance and success.

This performance improvement is attributed to the reduced turnover as people with disability are deemed loyal, reliable, and motivated. They also create a barrier-free environment that positively alters the workplace. It is further observed that the P-value of disability policies is statistically significant ($P < 0.05$). Therefore, the null hypothesis (H_{01}), indicating that implementation of Persons with disability policy does not significantly influence service delivery in public universities, was rejected in favour of the alternative hypothesis (H_1), and the study concluded that implementation of Persons with disability policy positively and significantly influences service delivery in the selected public universities in Kenya.

4.8.2: Test of Hypothesis Two: Youth Policy on Service Delivery

The influence of the implementation of Kenya's youth diversity policy on service delivery in selected public universities was examined. The following hypothesis served as the foundation for this test:

H_{02} : Implementation of the Youth policy does not significantly influence service delivery in selected public universities.

Table 4.21*Implementation of Youth Diversity Policy: Model Summary*

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.506 ^a	.256	.253	.58042

a. Predictors: (Constant), Youth policy

The results indicated a positive relationship between these universities' service delivery and youth diversity policy implementation as in Table 4.21. Furthermore, the youth policy accounted for 25.6% of the variability in service delivery, R² value of 0.256, with factors outside the scope of the study influencing the remaining 74.4% of the variability. The results in Table 4.21 demonstrate a moderate association between the predictor and outcome variables with a correlation coefficient (R=.506). Implementation of the youth diversity policy attributed to a positive change in service delivery. The variation in service delivery can be explained by R²=25.6% of youth diversity policy implementation. The standard error of estimate (0.58042) explains the deviation of the observed values from the predicted values of the model.

These findings corroborate those of Gaunya (2015), Odhiambo et al. (2018), Wafula and Were (2018) and Hapompwe et al. (2020), study that youth diversity had a positive and significant correlation with employee productivity and general performance in the organization. Findings on youth policy contradict studies by Karimi and Busolo (2019) and Kyalo and Gachunga (2015) that established a youthful workforce had a statistically weak positive correlation with performance and was statistically insignificant. They also contradict findings that having youth policy implementation had a statistically insignificant effect on employee performance.

Table 4.22*Youth Diversity Policy Implementation: Model Validity*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	34.739	1	34.739	103.116	.000 ^b
Residual	101.067	300	.337		
Total	135.806	301			

a. Outcome Variable: Service

b. independent variable: (Constant), Youth policy

The ANOVA results in Table 4.22 ($F_{(1,300)} = 103.116$, $P < 0.05$) indicate that youth diversity policy is a good predictor of service delivery in selected public universities.

Table 4.23*Youth Diversity Policy coefficient*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.193 .515		10.997	.000
	Youth policy (X ₂)	.051	.506	10.155	.000

a. Dependent Variable: Service

Table 4.23 indicates the beta value for the implementation of youth diversity policy ($\beta_2=0.515$, $P<0.05$), indicating that the implementation of the policy positively and significantly influences service delivery in selected public universities. Based on these findings, the null hypothesis (H_{02}) stating that the implementation of youth diversity policy

does not significantly influence service delivery in selected public universities is rejected in favour of (H₂), and the study concluded that the implementation of youth diversity policy positively and significantly influences service delivery in these universities.

4.8.3: Test of Hypothesis Three: Implementation of Gender Diveristy Policy on Service Delivery

The third hypothesis was to establish the influence of the implementation of gender diversity policy on service delivery in selected public universities in Kenya. To achieve this, the following null hypothesis was developed and tested:

H₀₃: Gender diversity policy implementation has no significant influence on service delivery in public universities.

Table 4.24 shows that gender policy implementation on service delivery had a statistically significant positive relationship, as demonstrated by a Pearson's correlation coefficient of 0.514, $P < 0.05$. The results support the studies by Garnero and Rycx (2014) and Ferrary and Déo (2022) that gender diversity policy led to an improvement in the performance of organizations. Further results indicate that $R^2 = 0.265$, which means that 26.5% of the variance in service delivery in selected public universities was caused by the implementation of gender policy.

Table 4.24

Gender Policy- Model Summary

Model	R	R²	Adjusted R²	Std. Error of the Estimate
1	.514 ^a	.265	.262	.57694

a. Explanatory: (Constant), Gender policy

From Table 4.25, the ANOVA results ($F_{(1,300)} = 108.000$, $P < 0.05$) show that the model was fit to forecast the link between gender policy implementation and service delivery.

Table 4.25

ANOVA for Gender Policy

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.949	1	35.949	108.000	.000 ^b
	Residual	99.857	300	.333		
	Total	135.806	301			

a. Dependent Variable: Service

b. Predictors: (Constant), Gender policy

Table 4.26

Gender policy Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.287	.186	12.291	.000
	Gender policy (X ₃)	.496	.048	.514	10.392
					.000

a. Dependent Variable: Service

The beta coefficient in Table 4.26 is 0.496 ($\beta_3 = 0.496$, $P < 0.05$), implying that implementation of gender policy is associated with a 0.496 unit rise in service delivery in selected public universities. A simple linear regression can be expressed as $Y = 2.287 + 0.496GP$. The results also show that the p-value is significant ($P < 0.05$); therefore, this study rejected the null hypothesis H_{03} , stating that implementation of gender diversity

policy does not significantly influence service delivery in selected public universities in favour of (H₃).

This study concluded that the implementation of gender diversity policy positively and significantly influences service delivery in these universities. These findings are in line with the works of Awaworyi (2019), Norman (2020), Perryman et al. (2016) and Setati et al. (2019) that gender diversity statistically influenced productivity in the organizations. In addition, the results align with Schneid et al. (2015) and Roy (2022) who found a statistically significant connection between gender policy and corporate performance. However, the results do not agree with Noland's (2016) conclusion that gender diversity does not influence the performance of an organization. Similarly, the results disagree with Kabir et al. (2023) who found that gender had a negative effect on the performance of an organization.

4.8.4: Test of Hypothesis Four: Ethnic Policy on Service Delivery

The fourth objective of this study sought to establish the influence of the implementation of ethnic diversity policy on delivery of services in selected public universities in Kenya. To test this influence, the following hypothesis was developed:

H₀₄: Implementation of ethnicity diversity policy does not significantly influence service delivery in selected public universities in Kenya

Table 4.27*Ethnicity Policy Implementation: Model Summary*

Model	R	R²	Adjusted R²	Std. Error of the Estimate
1	.687 ^a	.475	.473	.48812

a. Predictors: (Constant), Ethnic

The findings in Table 4.27 show that the implementation of ethnic diversity policy had a positive and significant influence on service delivery in selected public universities in Kenya ($R=0.687$). These findings support the works of Hoogendoorn and Van Praag (2014) who stated that having more ethnically diverse team members in an organization positively affects performance. Morris (2023) and Owusu et al. (2021) noted that a culturally diverse workforce enhances firm performance by bringing in innovation, creativity, and other benefits. However, these results contradict the study of Awaworyi and Valenzuela (2019), who found that ethnic diversity negatively influences a firm's performance. Increased ethnicity was linked to more conflicts, less social integration, and unity among ethnic groups, adversely affecting organizational performance (Owusu et al., 2021).

The R-square of 0.475 implies that (47.5%) of the total variations in service delivery in selected public universities in Kenya was explained by ethnic diversity policy implementation alone. The goal of Lynette's (2019) study on workforce diversity in selected Kenyan public universities was to explore how a diverse workforce in terms of race and gender affected organizational performance. Lynette's study found that many people from certain ethnic groups in colleges did not follow diversity rules. The study's findings revealed a statistically significant link between workforce diversity and the

location of universities in urban areas, and concluded that following the law does not always guarantee that the workforce is accurate and diverse.

Table 4.28

ANOVA for Ethnic Policy Implementation

Model		Sum of Squares (SS)	df	Mean Square	F	Sig.
1	Regression	64.328	1	64.328	269.992	.000 ^b
	Residual	71.478	300	.238		
	Total	135.806	301			

a. Dependent Variable: Service

b. Predictors: (Constant), Ethnicity

Table 4.28 shows that the model for ethnic policy implementation is good for further analysis, $F_{(1,300)}=269.992$, $P<0.05$. This implies that the implementation of an ethnic diversity policy in a public university is a good predictor of service delivery in these universities.

Table 4.29

Coefficients for Ethnic Policy

	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant) 1	2.421	.111		21.766	.000
Ethnicity	.482	.029	.688	16.431	.000

a. Dependent Variable: Service

Table 4.29 shows that the beta coefficient is 0.482 ($\beta_4=0.482$, $P<0.05$), which implies that the implementation of ethnicity diversity policy led to 0.482 units of change in service delivery. Further, it is observed that p-value is less than 5% ($P < 0.05$); therefore, the null hypothesis (H_{04}) was rejected in favour of the alternative hypothesis (H_4), and the study concluded that implementation of ethnicity diversity policy positively and significantly influences service delivery in selected public universities in Kenya. These findings are in agreement with Awaworyi (2019), Roy (2022), and Setati et al. (2019), who found that the performance of an organization was positively and significantly influenced by ethnic diversity. However, these findings are inconsistent with Guest's (2019) study that ethnic diversity did not statistically improve the overall firm's performance. The findings also disagree with Awaworyi and Valenzuela's (2019) and Kong et al.'s (2022) findings that ethnic diversity negatively affects a firm's performance. In addition, they disagree with the studies done by Awaworyi et al. (2017) and et Awaworyi et al. (2022) that concluded that ethnic diversity had a negative and insignificant effect on an organization's performance.

4.8.4.1 Multiple Linear Regression Analysis – All Variables

Multiple linear regression analysis was done to establish the combined influence of all variables together. Model (1b) in Chapter three was used for this purpose: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$, and the results are presented in Tables 4.30, 4.31, and 4.32.

Table 4.30*Multiple Linear Regression - Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<u>1</u>	<u>.714^a</u>	<u>.509</u>	<u>.503</u>	<u>.47360</u>

a. Independent Variables: (Constant), Ethnicity, Disability policy, Gender policy, Youth policy

Results in Table 4.30 demonstrate a strong correlation coefficient of 0.714 between the predictor variables and the dependent variable. It also established that all four independent variables, in a combined relationship, explain 50.9% of the total variation in service delivery in selected public universities. The adjusted R^2 of 50.3% indicates what all four independent variables explain without the constant (β_0).

Table 4.31*Multiple Regression Results: Model Validity*

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	69.189	17.297	77.117	.000 ^b
	Residual	66.617	4 297	.224	
	Total	135.806	301		

a. Dependent Variable: Service Delivery

Table 4.31 demonstrates that the regression sum of squares of (69.189) suggests the variance in the dependent variable could be ascertained by the independent variables sum of squares. On the other hand, a residual sum of squares of (66.67) indicated a variance that could not be explained by the predictor variables but by other factors. F -statistic of

$F_{(4,297)}=77.117, P<0.05$ that the model is valid for further analysis. A p-value =0.000, which was less than 0.05, indicated the model fitted well with the data.

Table 4.32

Regression Weights: Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.055	.197		10.422	.000
Disability policy	-.147	.062	-.132	-2.353	.019
Youth policy	.233	.060	.228	3.878	.000
Gender policy	.097	.055	.101	1.772	.077
Ethnicity	.393	.039	.561	10.199	.000

In Table 4.32, the multiple linear regression results established that when the all the predictors are zero, the expected value of the outcome is 2.055 and is significant at $P<0.05$.

In a combined relationship, the findings established that implementation of the persons with disability policy decreases service delivery by 0.147, which is statistically significant ($P<0.05$). Furthermore, the findings show that service delivery is anticipated to rise with the implementation of the youth diversity policy by 0.233 units. Additionally, the implementation of gender policy increases service delivery by 0.097, but the increase is not statistically significant. Finally, ethnicity had a Beta coefficient of 0.393 and p value less than 0.05, indicating that implementation of ethnicity policy had the largest contribution in a combined relationship which is positive to service delivery and significant ($\beta_4=0.561, P<0.05$). In conclusion, this study found that, in a combined relationship, the

role of gender policy (X_3) implementation is carried out by other three independent variables in this study namely persons with disability policy (X_1). Youth diversity policy (X_2) and ethnicity diversity policy (X_4). Based on these findings the original multiple linear regression model $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ was revised to $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_4X_4 + \varepsilon$ and the corresponding values as follows: $Y=2.055-0.147X_1+0.233X_2+0.393X_4$.

4.8.4.2: Moderation Influence of Culture on Diversity Policies and Service Delivery

To establish whether organizational culture moderates the relationship between the implementation of diversity policies and service delivery in selected public universities in Kenya, the following null hypothesis was set and tested:

H₀₅: Organizational culture does not significantly moderate the relationship between workforce diversity policies and service delivery in selected public universities in Kenya.

To obtain results for testing this hypothesis, Model (3b) in Chapter three was used, which is a Moderated Multiple Linear Regression Model (MMR) stated as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_iZ_j + \beta_{ij}X_iZ_j + \varepsilon \dots\dots\dots(3b)$$

Where: X_iZ_j = Interaction terms between variable X_i ($i = 1, 2, 3, 4$) and moderating variable Z_j ($j = 1$), and β_{ij} is the coefficient of the interaction term. This MMR is a hierarchical model whereby the first hierarchy is where we have the original regression model without the moderator variable. The second model introduces the moderator (Z_j) as an independent variable, while the third model introduces the interaction terms between independent variables and the moderator ($\beta_1X_1*Z_j$, $\beta_2X_2*Z_j$, $\beta_3X_3*Z_j$, $\beta_4X_4*Z_j$, and $\beta_iZ_j*Z_j$). The results of MMR are presented in Tables 4.33, 4.34, and 4.35.

Table 4.33*MMR- Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714 ^a	.509	.503	.47360
2	.806 ^b	.650	.644	.40080
3	.822 ^c	.675	.665	.38868

a. Predictors: (Constant), Ethnicity, Disability policy, Gender policy, Youth policy

b. Predictors: (Constant), Culture, Disability policy, Gender policy, Youth policy, Ethnicity

c. Predictors: (Constant), Ethculture, Disability policy, Gender policy, Youth policy, Culture, Ethnicity, Disa-culture, Gender culture, Youth culture

The model summary in Table 4.33 indicated that the first model contributed 50.9% of the total variation in service delivery in selected public universities in Kenya. In the second model culture (the moderator, Z_j) was introduced as an independent variable and the model's explanatory power changed by 14.1% from 50.9% to 65%. This is a significant increase indicating the contribution of culture to the overall model.

In the third model, culture interacted with all the other independent variables ($\beta_1 X_1 * Z_j$, $\beta_2 X_2 * Z_j$, $\beta_3 X_3 * Z_j$, $\beta_4 X_4 * Z_j$, and $\beta_i Z_j * Z_j$), resulting to a slight improvement of the model with an R^2 change of 2.5%. The R^2 changed from 65% to 67.5% indicating that when culture interacted with other independent variables, there was a slightly improvement in total variation explained by 2.5%.

Table 4.34*MMR - Model Validity*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.189	4	17.297	77.117	.000 ^a
	Residual	66.617	297	.224		
	Total	135.806	301			
2	Regression	88.256	5	17.651	109.879	.000 ^b
	Residual	47.550	296	.161		
	Total	135.806	301			
3	Regression	91.692	9	10.188	67.438	.000 ^c
	Residual	44.114	292	.151		
	Total	135.806	301			

Dependent Variable: Service

a. Predictors: (Constant), Ethnicity, Disability policy, Gender policy, Youth policy

b. Predictors: (Constant), Culture, Disability policy, Gender policy, Youth policy, Ethnicity

c. Predictors: (Constant), Ethculture, Disability policy, Gender policy, Youth policy, Culture, Ethnicity, Disa culture, Gender culture, Youth culture

The model validity results in Table 4.34 indicate that the three models included in the table are good for further analysis. Model one is significant at $F_{(4,297)}=77.117$, $P<0.05$, indicating that the four predictor variables included (Persons with disability (X_1), Youth Policy (X_2), Gender Policy (X_3), and Ethnicity policy (X_4)) are good predictors of variations in service delivery in selected public universities in Kenya. When culture was introduced as an independent variable in Model 2, the model still remained significant at $F_{(5,296)}=109.879$, $P<0.05$, indicating that all five independent variables in the model (culture included) are good predictors of total variations in service delivery in selected public universities in Kenya. When the interaction terms ($\beta_1 X_1 * Z_j$, $\beta_2 X_2 * Z_j$, $\beta_3 X_3 * Z_j$, $\beta_4 X_4 * Z_j$ and $\beta_i Z_j * Z_j$) were introduced in model three, the model remained significant at $F_{(9,292)}=67.438$, $P<0.05$,

indicating that all the predictor variables, including the interaction terms, are good predictors of total variations in service delivery in these universities.

Table 4.35

MMR – Regression Weights

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.055		10.422	.000
	Disability policy	-.147	-.132	-2.353	.019
	Youth policy	.233	.228	3.878	.000
	Gender policy	.097	.101	1.772	.077
	Ethnicity	.393	.561	10.199	.000
2	(Constant)	1.246		6.825	.000
	Disability policy	-.150	-.135	-2.840	.005
	Youth policy	.185	.181	3.621	.000
	Gender policy	.048	.050	1.035	.301
	Ethnicity	.172	.246	4.486	.000
	Culture	.516	.534	10.895	.000
3	(Constant)	1.795 -.085		1.950 -	.052
	Disability policy	.073	-.076	.343	.732
	Youth policy	-.599	.072	.273	.785
	Gender policy	.778	-.622	-2.415	.016
	Ethnicity		1.111	5.649	.000
	Culture	.399	.413	1.639	.102
	Disa*culture	.000	-.001	-.002	.998
	Youth*culture	.017	.113	.252	.801
	Gender*culture	.173	1.190	2.769	.006
	Eth*culture	-.172	-1.378	-4.603	.000

Dependent Variable: Service

a. Predictors: (Constant), Ethnicity, Disability policy, Gender policy, Youth policy

b. Predictors: (Constant), Culture, Disability policy, Gender policy, Youth policy, Ethnicity

c. Predictors: (Constant), Eth*culture, Disability policy, Gender policy, Youth policy,

In Table 4.35, Model 1 shows the results we initially had for Multiple linear regression with four independent variables, $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ (1b) where three independent variables and the constant were significant. In this model the constant was significant $\beta_0=2.055$, $P<0.05$ Among the variables X_1 (Persons with Disability Policy, $\beta_1 = -0.147$, $P<0.05$ is negative to service delivery but significant, X_2 (Youth Policy, $\beta_2=0.233$, $P<0.05$) has a positive and significant influence on service delivery, X_3 (Gender Policy, $\beta_3=0.097$, $P>0.05$) has positive influence on service delivery however, this influence is insignificant, X_4 (Ethnicity Policy, $\beta_4=0.393$, $P<0.05$) has positive and significant influence to service delivery in selected public universities in Kenya.

Model 2 shows the results of $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_iZ_j + \varepsilon$ (2b).

This is the second model where culture (Moderator, β_iZ_j) has been added to the original multiple linear regression model (1b). The results indicate that four independent variables (X_1 , X_2 , X_4 , and Z_j) remained positive and had a significant influence on service delivery even with the addition of culture as an independent variable. X_3 diversity policy remained insignificant ($\beta_3= 0.048$, $P>0.05$). Persons with Disability Policy (X_1) remained with a negative but significant influence to service delivery ($\beta_1= - 0.150$, $P<0.05$). In the same 2nd Model, it is observed that Culture (Z_j) had the highest influence to service delivery in public universities ($\beta_i=0.516$, $P<0.05$) compared to the other four independent variables.

Model 3 shows the results of $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_iZ_j + \beta_{ij}X_iZ_j + \varepsilon$ (3b)

This is the 3rd and the final output of the Moderated Multiple Linear Regression Model (MMR). This model contains the interaction terms which include ($\beta_1X_1*Z_j$, $\beta_2X_2*Z_j$,

$\beta_3 X_3 * Z_j$, $\beta_4 X_4 * Z_j$ and $\beta_i Z_j * Z_j$). Culture (Z_j) interacts with every independent variable (X_i) and the interaction is a product of the two.

When these interaction terms were added to equation (2b). The following variables became insignificant Constant ($\beta_0 = 1.795$, $P > 0.05$), Persons with Disability Policy (X_1 , $\beta_1 = -0.085$, $P > 0.05$), Youth Diversity Policy (X_2 , $\beta_2 = 0.073$, $P > 0.05$) and Culture (Z_j , $\beta_i = 0.399$, $P > 0.05$). On the other hand, Gender Diversity Policy which was insignificant in the earlier 2 models became significant in the 3rd model but with a negative influence on service delivery (X_3 , $\beta_3 = -0.599$, $P < 0.05$). In the 3rd model, Ethnicity Diversity Policy had the highest influence on service delivery (X_4 , $\beta_4 X_4 * Z_j = 0.778$, $P < 0.05$).

The following interaction terms had a significant influence on service delivery: Gender Diversity Policy and Culture ($\beta_3 X_3 * Z_j$, $\beta_{33} = 0.173$, $P < 0.05$) and Ethnicity Diversity Policy and Culture ($\beta_4 X_4 * Z_j$, $\beta_{44} = -0.172$, $P < 0.05$). This implies that culture was able to moderate the implementation of gender diversity policy, and the moderation's influence is positive and significant. This means that gender diversity policy merges very well with an organization's culture. Public institutions have been able to implement gender diversity policies positively, and this is well reflected in these institutions. The female gender that was initially discriminated against can be seen in all fields in universities, from the classroom to sports, employment, and other important areas. Public universities have tried to maintain a fair balance of gender in admissions, employment, sports, and other important areas. On the other hand, culture was able to moderate the implementation of ethnic diversity, and the moderating influence is negative but significant. This implies that public universities are becoming more ethnicity-based, which is the opposite intention of this policy. Nowadays, public universities have become more tribal-based, and the probability

is high and is seen in areas like employment and admissions. On the other hand, the negative sign in the implementation of the ethnicity policy means that with reduced ethnicity within these institutions, service delivery improves significantly.

4.8.4.3: Test of Hypothesis Five: The Moderation influence of Culture in the relationship between Implementation of Diversity Policies and Service Delivery.

To test the null hypothesis (H_{05}), which stated that:

H_{05} : *Organizational culture does not significantly moderate the relationship between workforce diversity policies and service delivery in selected public universities in Kenya.*

Moderated Multiple Linear Regression was used: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_iZ_j + \beta_{ij}X_iZ_j + \varepsilon \dots \dots (3b)$ and the results of the interaction terms are presented in Table 4.36

Table 4.36

MMR- Interaction Terms

Model	Unstandardized Coefficients		Standardized	t	Sig. Coefficients
	B	Std. Error	Beta		
Disa*culture	.000	.064	-.001	-.002	.998
Youth*culture	.017	.069	.113	.252	.801
Gender*culture	.173	.062	1.190	2.769	.006
Eth*culture	-.172	.037	-1.378	-4.603	.000

Table 4.36 indicates that implementation of gender diversity policy and culture interacted well ($\beta_3 X_3 * Z_j$, $\beta_{33}=0.173$, $P<0.05$) and produced a positive and significant influence on service delivery. The results also indicate that implementation of ethnic diversity policy also interacted with culture ($\beta_4 X_4 * Z_j$, $\beta_{44}=-0.172$, $P<0.05$) and produced a negative influence which was statistically significant. Based on these findings, the null hypothesis (H_{05}) which stated that organizational culture does not significantly moderate the relationship between workforce diversity policies and service delivery in selected public universities in Kenya was rejected in favour of (H_5) and the study concluded that organizational culture has a partial moderation influence on the relationship between implementation of workforce diversity policies and service delivery in selected public universities in Kenya.

4.9: Discussion of the Findings.

According to the multiple regression analysis results displayed in Table 4.35, the moderating effect of organizational culture is demonstrated. The table shows the regression coefficients of diversity policies, organizational culture, and the terms between each diversity policy and organizational culture. Hair et al., (2021), posit that the moderation occurs when the relationship between an independent variable (diversity policies and a dependent variable (service delivery) is influenced by a third variable (organizational culture). Thus, a mediator can influence the direction of the relationship between a dependent variable and an independent variable

4.9.1: Organization and interaction between gender policy and organizational culture (Gender culture)

In the analysis in Table 4.35, model 2 (diversity policies interaction with culture), the findings of the analysis indicate that when the organizational culture was included in the regression model alongside the main diversity policies which includes: Disability, youth, gender and ethnicity, the findings indicated a positive and statistically significant relationship before the interaction with the moderator with a) $B=0.516$, $\text{sig}=0.000$). relatively to Model 1, the inclusion of organization culture led to an increase of R^2 from 50.9% (Model 1- diversity policies only) to 65.0%. This shows a substantial overall importance of organizational culture in the context of service delivery in the public universities. However, when the interaction terms between each diversity policy and organizational culture were included to the model (Model 3), the main effect of the coefficient for culture became statistically insignificant ($B=0.399$, $\text{sig},0.102$). Such variations indicate that, while organizational culture is pivotal in-service delivery, there exist complex effects through combined effects rather than in its simple form.

The analysis indicates that the interaction of gender and culture (Gender*culture had a positive and statistically significant coefficient at ($B=0.17$, $\text{sig} =0.006$). The positive coefficient suggests that a more supportive or positive organizational culture strengthens the positive relationship between gender policy implementation and service delivery. Further, the output indicates that for every increase in the interaction between gender and culture, service delivery increases or is expected to increase by 0.173,

4.9.2: Interaction between Ethnic Policy and Organizational culture (Ethculture)

As shown in Table 4.35, the regression analysis revealed a relationship between organizational culture and ethnicity policy. With a coefficient ($B=-0.172$, $\text{sig}=0.000$), the results showed that there was a negative and statistically significant effect of the interaction between ethnicity and organizational culture. Organizational culture and ethnicity policy interacted negatively. This implies that for every unit increase in interaction, the combined effect of enforcing an ethnicity policy within a particular organizational culture results in a 0.172 unit drop in service delivery. This illustrates how organizational culture profoundly alters the connection between service delivery and the implementation of ethnic diversity policies.

4.9.3: Interaction between Disability Policy and Organizational Culture (Disculture)

The findings from Table 4.35 indicate that the interaction of the Persons with Disabilities Policy with organizational Culture was statistically insignificant and the coefficient was negligible ($B=0.000$, $\text{sig}=0.998$). This was a clear indication that organizational culture did not significantly moderate the relationship between Persons with disabilities policy implementation and service delivery in the specific model. In Model 3, the main effect of Persons with Disability Policy itself was statistically insignificant ($B=0.399$, $\text{Sig}=0.102$). As such, the combined influence of all diversity policies and their interactions with culture did not have a strong statistical influence on the Model.

4.9.4: Interaction between Youth Policy and Organizational Culture (Youth culture)

The unstandardized regression coefficient (B) for the 'Youth culture' interaction term was ($B=0.0178$, $\text{sig}=0.80118$), This coefficient represents the estimated change in the

relationship between Youth policy and service delivery for each one-unit increase in organizational culture, while holding other variables constant in the Model. Despite the insignificant effect, there was a slight positive effect, indicating a stronger organizational culture might be attributed to a minimal degree with a stronger positive link between youth policy and service delivery.

4.9.5: Discussion of the Regression Analysis results:

Interaction between Gender Policy and Organizational culture (Genderculture)

The intricate and varied ways that organizational culture affects service delivery in higher education are highlighted by the regression model analyses. Although Model 2 initially demonstrates a direct, positive, and statistically significant influence of organizational culture ($B=0.516$, $\text{sig}=0.000$), which explains a significant increase in R^2 from 50.0% to 65.0%, the introduction of interaction terms in Model 3 renders its main effect coefficient statistically insignificant ($B=0.399$, $\text{sig}=0.102$). This change implies that the impact of organizational culture on service delivery is not just direct but rather works in concert with particular diversity policies. These results align with Ancona's (2014) research, which highlighted that the impact of diversity frequently varies depending on the context, including organizational culture, in which it is utilized (Ancona, 2014). The findings in Model 3 indicate a statistically significant and positive interaction between gender policy implementation and organizational culture ($B=0.173$, $\text{sig}=0.006$). This positive coefficient indicates that a supportive or positive organizational culture strengthens the beneficial relationship between gender policy implementation and service delivery. Kiptoo (2023), studied organizational culture established that the culture is foundational to an

organization's operations, directing and influencing the quality of services, customer satisfaction, and employee loyalty. A positive work culture contributes to increased employee performance, motivation, employee commitment, and engagement (2023), all of which are vital for effective service delivery (Muema, 2022). Organizations with a strong corporate culture are observed to improve employee performance, thereby achieving desirable organizational goals (Kiptoo, 2023). Conversely, Ashini & James (2023), concluded that workforce diversity remains ineffective if gender issues are not first recognized and managed. As such, a robust organizational culture is crucial as it ensures the necessary environment is amplified for efficacy of gender policies by fostering equitable treatment, mutual respect and appreciation for individual differences (Ashimi., 2023). Such an environment can turn diversity, which can otherwise be a “double-edged sword,” into a competitive advantage. Moreover, successful organizations embrace diversity for creativity, innovation, and openness to change. Therefore, the results suggest that while gender policies are important, their full potential in enhancing service delivery is realized when they are embedded within and reinforced by a positive, supportive and consciously managed organizational culture (Isanda, 2020), leading to improved overall organizational performance (Kirop, 2023).

4.9.6: Interaction between Ethnicity Policy and Organizational Culture (Ethculture)

From the findings in Table 4.35, the observed negative and statistically significant interaction between ethnicity policy and organizational culture ($B=-0.172$, $\text{sig}=0.000$), despite the strong positive direct effect of ethnicity policy on service delivery ($B=0.778$, $\text{sig}=0.000$), indicates a complex relationship where the existing organizational culture can

actually diminish the benefits of ethnic diversity initiatives. This aligns with the scholarly notion that while diversity, including ethnic diversity, can introduce unique perspectives and enhance creativity (Nguta & Omuya, 2024). If an organizational culture, despite formal policies, permits discrimination, bias, and favoritism within the workplace or miscommunication and information distortion (Nguta & Omuya, 2024), the mere implementation of an ethnicity policy may paradoxically exacerbate these issues by highlighting disparities between policy intention and cultural reality, leading to decreased employee satisfaction or engagement. Furthermore, research on organizational culture and performance has yielded mixed results that are inconclusive and contradictory (Mwangi & Withaka, 2018), with some studies even finding a negative correlation where employee performance is badly affected by culture. A culture that emphasizes for example, the outcomes and outperforming others while discounting the value of fair interpersonal treatment (Erkutlu, 2011) can create a misaligned environment where ethnic diversity policies, intended to foster equity and inclusion, clash with entrenched competitive norms, thereby hindering service delivery instead of improving it. This suggests that the conduciveness and maturity of the organizational culture are crucial determinants (Mwangi & Withaka, 2018), of whether ethnic diversity policies can effectively translate into positive outcomes or become counterproductive.

4.9.7: Interaction between Disability Policy and Organizational Culture (Disaculture)

From Table 4.35, the statistically insignificant main effects of Disability Policy ($B=-0.085$, $Sig=0.732$) and Culture ($B=0/399$, $Sig=0.102$) combined with the negligible and statistically insignificant interaction between Disability Policy and Organizational Culture ($B=0.000$, $sig=0.998$) strongly suggest that service delivery cannot be significantly

influenced by the mere implementation of formal policies alone in the absence of a truly mature and conducive organizational culture that actively supports such initiatives (Mwangi & Waithaka, 2018). Agbenyiga (2011), asserts that there is a consistent differentiation between presentation culture, which consists of formal, written policies, and operational culture, which consists of everyday practices and unofficial interpersonal structures.

The analysis also established a negligible and statistically insignificant interaction between disability policy and organizational (B = 0.000, Sig = 0.998), further compounded by the statistically insignificant main effects of Disability Policy (B = -0.085, Sig = 0.732) and culture (B = 0.399, Sig = 0.102) strongly indicates that the mere implementation of normal policies is often insufficient to meaningfully impact service delivery without genuinely conducive and mature organizational culture that actively supports such initiatives (Mwangi & Waithaka, 2018). This aligns with the distinction between presentation culture, the formal, written policies, and operational culture- the actual daily practices and informal interpersonal structures (Agbenyiga, 2011). The apparent lack of effect suggests a disconnect where formal policies exist on paper but are not successfully applied or embraced in the organization's real culture. This phenomenon is consistent with research in other areas, such as work-life balance policies, where even well-meaning policies can backfire due to employees' fear of detrimental career outcomes or supervisors' resistance (Al – Fayex , 2020), even in the face of legislative frameworks that prioritize inclusivity, like Kenya's constitutional mandates, 'discrimination bias, and favoritism within the workplace' or "miscommunication and information distortion" may persist, making it challenging to convert policy objectives into discernible performance improvements (Nguta & Omuya, 2024). This reinforces the scholarly notion that diversity and inclusion

initiatives can be a double-edged sword if organizations demonstrate resistance in fully incorporating diversity practices into their management frameworks. Indeed, empirical studies on policy effectiveness frequently yield mixed results that are inconclusive and contradictory (Mwangi & Withaka, 2018, Al – Fayex, 2020), with some even showing a negative correlation where performance is badly affected by an unsupportive culture (Al – Fayex, 2020). Erkutlu (2011), emphasizes if an organizational culture implicitly discounts the value of fair interpersonal treatment or prioritizes outcomes and outperforming others, then formal policies, including those for disability inclusion, may fail to foster positive behavioral changes or improve service delivery. Therefore, these findings highlight that policies are not independent predictors of service delivery; rather, their effectiveness is highly contingent upon the underlying organizational context and personal factors such as management styles and employee attitudes (Wesonga & Van Der Westhuizen, 2023).

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1: Introduction

The chapter is a summary of the research findings, which was guided by the study's specific objectives outlined in chapter one. The study aimed to assess the influence of the implementation of diversity policies on service delivery and the moderating effect of the organizational culture in selected public universities in Kenya. The chapter, therefore, provides a synopsis of the results, conclusions, recommendations and suggestions for further research.

5.2: Summary

The objective of the study was to establish the influence of workforce diversity policies implementation and the moderating effect of organizational culture on service delivery in selected public universities in Kenya. Specifically, the study was designed to establish how persons with disabilities, youth, gender and ethnicity influenced service delivery and whether the organizational culture moderated the relationship between diversity policies and service delivery in selected public universities in Kenya.

5.2.1: To Determine Whether the Implementation of the Persons with Disability Diversity Policy Influences Service delivery in selected public universities in Kenya.

The goal of the research was to determine whether the implementation of the Persons with Disabilities Policy influences the provision of services in selected public universities in Kenya. The null hypothesis guiding the study objective was:

H₀₁: Implementation of Persons with disabilities policy has no significant influence on service delivery in selected public universities in Kenya

Disability is a medical condition that focuses on a person's physical deprivation or impairment and refers to limits arising exclusively from their impairments. The social model stresses the limitations imposed by society on disabled people's ability to fully engage in social and economic life while also acknowledging their impairments. The study investigated the relationship between persons with disabilities and service delivery, and the constructs for disabilities included: job advertisement format, accessibility of premises and information by persons with disabilities and provision of assistive and supportive devices. The Constitution of Kenya, promulgated in 2010, mandates that all organizations advertise job vacancies in a format that favors persons with disabilities, ensure that the infrastructure enable persons with disabilities to access the buildings, so there should be lifts or escalators for ease of accessibility and also information should be in a format accessible by persons with disability, the organization should provide devices like braille, hearing devices and assistive devices for persons with disabilities. The study's findings concluded that the effective implementation of the Persons with Disabilities policy has a positive and significant influence on service delivery within selected public universities in Kenya. This implies that the quality of services improved if the universities implemented the policy for persons with disabilities policy.

This finding agrees with the work of Narayanan and Terris (2020), who found that increasing the diversity of employees with disability in an organization leads to increased productivity. The results also agree with the study by Verulava (2021), which focused on

the effect of including persons with disabilities in the workforce and found that companies that employed persons with disabilities improved business performance and success.

The findings also revealed that when culture was introduced, there was a negative effect which was not significant. Correlation analysis indicated a statistically significant relationship between service delivery and disability policy implementation at the selected public universities. From regression results, disability policy implementation has been found to have a statistically positive effect on service delivery in selected public universities. Hence, the null hypothesis it was rejected and the alternative accepted.

5.2.2: To Analyze whether Youth Diversity Policy Implementation affects Service Delivery in selected public universities in Kenya

According to the Kenya Youth Development Policy (2019), youth is defined as individuals between the ages of 18 and 35. More specifically, youth refer to persons aged 18 to 34 years, encompassing the transition period from childhood to adulthood. During this phase, individuals navigate a complex mix of personal, socioeconomic, and cultural changes to move from dependence to independence, gain effective control over their lives, and assume social responsibilities. The study's second objective was to establish the influence of youth diversity policy implementation on the service delivery in selected public universities in Kenya.

The null hypothesis guiding this objective was:

H₀₁: The implementation of the youth diversity policy does not significantly influence service delivery in selected public universities in Kenya.

Based on the study's findings, the null hypothesis (H_{02}) stating that the implementation of youth diversity policy does not significantly influence service delivery in selected public universities is rejected in favour of (H_2), and the study concluded that the implementation of youth diversity policy positively and significantly influences service delivery in these universities.

This indicates that universities embrace youth diversity policies to benefit from the innovation and creativity that comes with the young generation. They should also employ strategies that ensure inclusivity and diversity in the organization. internship policy to support youths; affirmative action measures aimed at ensuring youth representation at all levels of the organization; recruitment and selection procedures and policies that are fair and equitable; training, promotion, and appointment opportunities for youthful employees to facilitate their career growth; and the management sensitize all employees on the importance of embracing diversity at the workplace.

Correlation results on youth diversity policy have indicated a moderately positive linear association with service delivery and were statistically significant. Further, regression results on the implementation of youth policy against service delivery among selected public universities in Kenya have manifested a statistically significant effect.

5.2.3: To establish whether Gender Diversity Policy Implementation Influences Service Delivery in selected public universities in Kenya

The third objective was to examine the impact of gender policy implementation on service delivery in selected public universities in Kenya. Gender encompasses the culturally, socially constructed distinctions between the two sexes. It reflects on how a society

influences and shapes behaviors, roles, and expectations through socialization. Equal chances in political, economic, cultural, and social spheres are promised to both men and women. Direct and indirect discrimination are prohibited.

The null hypothesis guiding the objective was:

H₀₃: Gender diversity policy implementation has no significant influence on service delivery in public universities in Kenya.

The study findings established that universities had a gender policy in place. The majority of the respondents agreed that universities prohibited dismissal or unfair treatment of women during pregnancy or maternity/paternity leave for employees. They were also in agreement that the institutions took the necessary measures to provide supporting social services; protected women during pregnancy and supported nursing mothers through flexible working hours; had gender mainstreaming awareness; and conducted affirmative action measures in support of gender inclusivity. However, they felt that the recruitment and selection process did not ensure that the principle of the 2/3 gender rule was achieved.

From correlation analysis results, gender policy implementation showed a statistically positive linear relationship with service delivery. Regression results depicted that the organizational culture strengthened the relationship between gender policy implementation and service delivery. In addition, organizational culture revealed a statistically significant influence between gender policy implementation and service delivery among selected public universities in Kenya. The linear regression analysis indicated a significant p-value ($P < 0.05$), therefore, the null hypothesis H_{03} was rejected, stating that the implementation of gender diversity policy does not significantly influence service delivery in selected

public universities in Kenya in favour of (H₃). The study concluded that the implementation of gender policy positively and significantly influences service delivery in the selected public universities.

5.2.4 To assess whether Ethnic Policy Implementation Influences the delivery of Services in selected public universities in Kenya

Fourthly, the research examined the impact of ethnic diversity policy implementation on providing services in selected Kenyan public universities. The null hypothesis guiding this objective.

H04: Implementation of ethnic diversity policy does not significantly influence service delivery in selected public universities in Kenya

The findings of the study indicated a positive and significant influence on service delivery in selected public universities. The findings indicated a p-value which was less than 0.05; hence, the null hypothesis (H₀₄) was rejected in favor of the alternative hypothesis (H₄), and the study concluded that the implementation of ethnicity diversity policy positively and significantly influences service delivery in selected public universities in Kenya. The activities that were fairly supported included the presence of a welcoming workplace that permits employees to speak in their official languages; awareness programmes to sensitize employees to embrace diversity in the institution; a flexible HRM framework to cater for recruitment of people from diverse ethnic groups; conduct affirmative action measures in support of ethnic diversity; and job vacancy advertisement using the right channels that are accessible by diverse ethnic groups. Correlation analysis results revealed a statistically significant association between ethnicity with service provision in selected public

universities. The regression analysis indicated that the introduction of ethnic diversity statistically influenced the provision of services among selected public universities in Kenya

5.2.5: To Examine the Moderating Effect of Organizational Culture on the Relationship between Workforce Diversity and Service Delivery in Kenya's Public Universities

The study also sought to investigate how organizational culture moderates the relationship between diversity policies implementation and service delivery in selected public universities in Kenya. The following null Hypothesis was set and tested:

H₀₅: Organizational culture does not significantly moderate the relationship between workforce diversity policies and service delivery in selected public universities in Kenya.

According to the study's findings, most respondents agreed that there was a culture of differentiation in the selected institutions, the remuneration policy was clear and aimed at attracting and retaining competent employees, there was an effective communication channel, there was a well-elaborated policy on teamwork, and there existed a leadership policy that was clear to all employees. Based on the findings, the null hypothesis which stated that organizational culture does not significantly moderate the relationship between workforce diversity policies and service delivery in selected public universities in Kenya was rejected in favour of (H₅) and the study concluded that organizational culture has a partial moderation influence on the relationship between implementation of workforce diversity policies and service delivery in selected public universities in Kenya. Moderated by corporate culture, regression analysis indicated that disability policy implementation led to a decline in service delivery and was statistically significant. Furthermore, findings

suggest that incorporating organizational culture enhanced the correlation between youth diversity and service provision. The moderation effect has also been found to be statistically significant. Additionally, the findings revealed that the introduction of the organizational culture strengthened the connection between service delivery and ethnic diversity policy. The findings established that organizational culture had a statistically positive impact on the association between ethnicity policy implementation and service delivery.

5.3: Conclusion

The study's results were consistent with the objectives; the following conclusions were drawn. It is resolved that disability diversity policy had a statistically weak influence on service delivery in selected public universities in Kenya. The study findings established that other factors contributed to quality service delivery. Thus, universities should embrace disability policies in order to improve service delivery and ensure there is inclusivity in the selected public universities. A further conclusion is that youth diversity policy positively affects the delivery of services in Kenyan universities. This relationship is also statistically significant. Additionally, the study inferred that gender diversity policy statistically influenced service delivery in Kenya's selected public universities in Kenya. The study also concluded that the proper implementation of ethnic diversity has been associated with a statistically positive effect on service provision in Kenyans elected public universities.

Finally, the results indicated that the association between workforce diversity and service delivery was statistically moderated by corporate culture. Particularly, the association between disability policy and service delivery has been positively and statistically moderated by the inclusion of

corporate culture. Additionally, the incorporation of corporate culture demonstrated a statistically significant effect on the connection between youth and service delivery. It was also revealed that company culture had a statistically significant influence on the association between gender policy and service delivery. Lastly, the results established a statistically significant influence of corporate culture on the association between ethnic policy and service delivery.

5.4 Recommendations

The study's recommendations were provided in details;

Study results ascertained that disability policy had negative relationship with service delivery, this indicate that if the universities embraced diversity in regard to disability, then the universities would be affected negatively in service delivery. The introduction of culture to disability revealed a weak and insignificant association. Thus, selected public universities should look for strategies to ensure inclusivity in the universities. The study also established that the implementation of youth policy had a moderately positive linear association with service delivery which was statistically significant. The study recommends that the universities should embrace youth in order to benefit from the diversities in regard to innovation and creativity and also talent pool that comes with youth. There should also be a comprehensive policy framework since other factors other than disability have explained the variation in service delivery through the adoption of a holistic approach by integrating disability policy with other strategies for better service delivery such as the adoption of technology, capacity building for the staff and engagement of student in the universities' activities. The study also revealed that the youth policy implementation had a statistically significant moderate positive effect on service delivery

since it explained the variation in service delivery. Staff in management adopt the right recruitment channels like the sharing of job opportunities with the organizations in charge of persons with disability and use braille's to attract persons with disability. Also, the universities should make their premises accessible to persons with disabilities by modifying office spaces to accommodate those with impairments, the study also recommended the collaboration of universities with National Council for Persons living with disabilities to engage in mainstreaming training to create awareness and sensitize employees on the existence of such policies.

Additionally, they should always conduct affirmative action measures which are in support of persons with disabilities, internship and attachment opportunities for the disabled should be availed. Finally, it should be the goal of selected public universities to give all candidates, equal job opportunities regardless of physical condition.

The study results on youth diversity policies implementation established positive and statistically significant correlation on provision of among universities. It is, thus, recommended that universities should offer training programmes and internship programmes that attract and support youth at all levels. They should also develop fair and equitable recruitment and selection policies to give youths a chance in the workforce. Additionally, universities should train and promote youths to facilitate their career progression.

The study has also shown that implementation of gender policy led to positive and statistically significant effect on service delivery in Kenyans elected public universities. It is recommended for universities to avoid gender discrimination, protect women during pregnancy periods and offer them flexible working hours. They should also conduct gender

mainstreaming sensitization and affirmative action measures. Additionally, they should support mothers by developing baby care facilities. Also, during the selection and placement stages, these universities should observe the constitutional 2/3 gender rule.

The study results revealed that ethnicity affected service delivery and was statistically significant. The study recommended that universities should create a work environment that accommodates various ethnic groupings. It is further recommended that these universities sensitize their employees on the need to embrace people from various backgrounds since they bring to the organization diverse expertise and improve productivity. Also, they should continuously advertise their job vacancies in channels accessible by diverse ethnic groups. Universities should also have a flexible HRM framework that supports the recruitment of employees from diverse ethnic groups.

Further results showed that the corporate culture significantly moderated the workforce diversity and service delivery among selected public universities. Therefore, it is recommended that universities maintain a clear leadership that takes the necessary actions to promote respect, acceptance, and tolerance for diversity. In addition, they should create a corporate culture of differentiation. They should also inculcate a culture of remuneration policy that attracts and retains competent employees. It is also recommended there be the creation of an effective communication channel and elaborated policy on teamwork.

5.5 Contributions of Study

5.5.1 Contribution to Theories

The study findings make important contributions to the theories. First, the Social Identity

Theory that asserts that inter-group behavior influences one's performance in the workplace in society has been advanced further. In the modern organizational setups where people from various backgrounds find themselves together, deciding how to get maximum benefits from them should remain the greatest concern for any leader. It has been established that individual variances such as youth, gender, ethnicity, and disability enhance service efficiency, effectiveness, and quality service delivery.

Additionally, the resource-based view theory, which postulates that human resources are the most valuable assets to an organization if they are valuable, rare, imitable, and no substitutable, would give an organization an advantage over the competitors. The study established that organizations can compete effectively and more efficiently with the right human resources. The study also established that the HRM function may efficiently create rules and procedures and guarantee that ethnic diversity is managed for the organization's advantage, and equity and inclusivity. This study has shown how the organizational culture of universities including attitudes and values on the aspect of diversity shapes a person's behavior toward the desire to cooperate and strengthen teamwork and performance.

SERVQUAL model of Service emphasizes service quality comprehension and evaluation. Recognizing that quality is one of the elements that help provide the greatest service, this model was enhanced by showing how universities strive to close the gap between consumer expectations and service quality judgments. They have improved the capacities of their employees, have the right infrastructure, have clear service delivery charters, and have an elaborate feedback system.

5.5.2 Contribution to Existing Knowledge

The research has expanded on how theories are applied (social identity theory, resource-based view theory, and SERVQUAL model), the association between workforce diversity and service delivery, and the moderating role of organizational culture. The study has shown that selected public universities are embracing diversity in the workforce as a result of appreciating its advantages.

Whereas a majority of past studies on service delivery quality looked at it from the customers' perspective, the current study considered the providers' perspective. Specifically, it considered the role of the institution's charter in ensuring prompt service delivery, the responsiveness of the institution to customers' needs for quality services, the policy to have an engaged workforce for effective and efficient service delivery, appropriate infrastructure, and clearly outlined key performance indicators for employees in the delivery of quality services.

Another important contribution was the focus on disability diversity, which has generally received little attention as most studies considered personal differences such as age, gender, education level, ethnicity, religion, social and economic class, and marital status. This study shows that the implementation of disability policy affects service delivery in a statistically significant way.

Additionally, focusing on youth diversity policies was another contribution of this study, as past researchers concentrated on the age of the workforce. For succession planning purposes, companies need to have a pipeline of future leaders in place. Therefore, onboarding such

workers as youths is important, and this study has indicated a statistically significant, positive relationship with service delivery.

Furthermore, the study has added to the extant literature on role of ethnic and gender diversity policies on performance. With results indicating positive and statistically significant contributions by each variable to the service delivery, it is important that all organizations strive to accommodate a diverse workforce for competitive and performance improvement.

With organizational culture being a powerful force that affects numerous aspects of an entity's functioning, this study added its importance to the learning institution setups. It has been established that culture remains so imperative in positively influencing the operations of an organization if well managed. It has been established that when leaders have a cultural style that is supportive of the organization, they embrace and model respect for diversity behavior.

This study has also contributed to the knowledge of statistical modeling procedures. Several prerequisite tests were conducted, such as auto-correlation, multicollinearity, normality, and heteroscedasticity, ensuring that the regression model was reliable for data analysis. Failure to conduct these diagnostic tests could have led to the generation of unreliable results.

5.6 Suggestions for Further Research

The study focused on analyzing the influence of workforce diversity policy implementation on service delivery in Kenya's selected public universities. Since it focused on six selected public universities out of the thirty-five selected public universities, a future study can expand

the sample of institutions. In addition, a comparative study can be carried out to test if there is a significant difference between workforce diversity policy implementation and service delivery among both the Public and Private universities in Kenya.

A further study is proposed to evaluate workforce diversity policies and their influence on service delivery in both established public universities and newly established public universities. Another study should focus on other dimensions of workforce diversity, such as geographical diversity, lifestyle and personal choices, functional diversity, socioeconomic backgrounds, work experience, and personality and work styles. Additionally, a longitudinal study is recommended to evaluate how workforce diversity impacts service delivery over time.

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