

# Influence of Diversity Training on Employee Commitment in the Banking Sector in Kenya

Stephen Nyikuli Eshiteti<sup>1\*</sup>, Clive Malietso Mukanzi<sup>1</sup> and Thomas Anyanje Senaji<sup>2</sup>

<sup>1</sup>Jomo Kenyatta University of Agriculture and Technology, Kenya

<sup>2</sup>Kenya Methodist University, Kenya

Received 15 June 2017, Accepted 10 Sept 2017, Available online 20 Sept 2017, Vol.5 (Sept/Oct 2017 issue)

## Abstract

*This study purposed to explore the influence of diversity training on employee commitment in the banking sector in Kenya. The study used a descriptive survey to explore the influence of diversity training needs assessment and the final exposure to the training programs about diversity issues on employee commitment. A sample of 384 respondents drawn from a target population of 36,212 comprising top, supervisory, clerical and secretarial staff was obtained using stratified and simple random sampling techniques. From each stratum, a proportionate allocation was used to select a representative sample and the data collected by use of questionnaires. Data was analysed using descriptive correlation and multiple linear regression analyses. Findings of the study indicated that commercial banks in Kenya provides diversity training programs to their employees and that this had a significant influence on employee commitment. Specifically, training needs assessment about diversity issues and exposing employees to diversity training programs had a significant influence on employee commitment. These findings suggest that commercial banks in Kenya value diversity training, although they should always prioritize diversity training needs assessments of diverse employees prior to their exposure to the training programs. Further, more research is required to specifically focus on the long-term effect of diversity training on HR outcomes in other sectors in Kenya.*

**Keywords:** Diversity training and employee commitment

## Introduction

Within the framework of human resource (HR) diversity management, HR professionals have identified several strategies such as diversity training (Chauhan, Ghosh, Rai, Kapoor, 2017; Jouda, Ahmad, & Dahleez, 2016; Were, 2015; Reynolds, Imran, & Bradetich, 2014; Madera, 2013; Waight & Madera, 2011), diversity networking (Yin-Mei, 2016; Ortlén & Sieben, 2013; Madera, 2013) and diversity reward (Nazir, Shafi, Qun, Nazir, & Tran, 2016; Groeneveld, 2011). However, diversity training is considered the most popular of them all (Nguyen, 2014; Badhessa, Schmidtke, Cummings, & Moore, 2008). According to Nguyen (2014) about 93.0 per cent of organizations with diversity initiatives have diversity training. Diversity training as been defined as the systematic process used to enhance cross cultural skills, awareness, socioeconomic status, racial or ethnic and their comprehension among individual employees through education programs (Babalola & Margues, 2013; Badhessa, et al., 2008). On the contrary, the provisions of

any training policy begin with the needs assessment and then a further exposure of the candidates to the training programs (Nguyen, 2014; D'Netto, & Sohal, 1999). Diversity training needs assessment comprehensively assesses employees, their jobs and the organization to ensure that diversity issues that relate to diversity training are framed accurately and that the right training interventions are identified (Nguyen, 2014; Jayne & Dipboye, 2004; D'Netto, & Sohal, 1999). However, one of the biggest errors in diversity training is the failure to conduct diversity training needs assessment (Nguyen, 2014; Jayne & Dipboye, 2004).

Nonetheless, research on human resource diversity management has examined the influence of diversity training on employee commitment (e.g Reynolds et al., 2014; Roberson, Kulik & Tan, 2013; Madera, 2013; Waight & Madera, 2011; McGuire & Bagher, 2010) which are coherent practices that enhance employees' exposure to the various programs after conducting a diversity training needs assessment (Nguyen, 2014; Jayne & Dipboye, 2004; D'Netto, & Sohal, 1999) before engaging into the training proper. Incidentally, although there is empirical evidence to suggest that diversity training is associated with other

\*Corresponding author's ORCID ID: 0000-0003-0280-7847

DOI: <https://doi.org/10.14741/ijmcr/v.5.5.16>

HR outcomes such organizational performance (Wangari & Gitau, 2017; Were, 2015), little research has studied on how diversity training influences employee commitment in commercial banks in Kenya.

### The Banking Sector in Kenya

The Central Bank of Kenya (CBK) (2015) asserted that the banking industry has faced some challenges such as being under receivership and statutory management of some players. Nonetheless, the sector remains a major contributor to the growth of other sectors (CBK, 2016). As of December 2015, the sector had employed 36,212 people with 35,194,496 depositors benefiting either directly or indirectly from their services (CBK, 2015). Previously, the sector had grown from 28,438,292 depositors as at December 2014 (CBK, 2015). However, by the first quarter of 2016, the sector had increased the bank depositors to 37, 455,795 (CBK, 2016). Similarly, banks in Kenya have realized a tremendous growth through their expansion to East and Central Africa (Kyalo & Gachunga, 2015) bringing other nationalities on board as members of staff (CBK, 2015).

To enhance employee commitment, Equity Bank avails modern, inclusive financial services that maximize employees' opportunities in its effort to manage HR diversity (Gacheri, 2012). Nonetheless, this just remains an effort. Similarly, employees in Barclays bank are treated fairly for them to contribute fully to the vision and goals of the bank (Barclays Bank's annual report, 2014). Consequently, global pillars of multiculturalism, gender, Lesbian, Gay, Bisexual and Transgender (LGBT) and disability, ensure that the bank caters for all. The strength of Standard Chartered Bank is in its ability to manage its HR diversity more effectively with a belief in equal representation of talent at all levels (Standard Chartered Bank's Diversity management report, 2014). Despite the effort in increased HR diversity, the exclusion of certain groups from circles of influence can prevent them from full contribution to and benefit from the firm's activities (Raza & Tariq, 2016) and this might be the reason for diversity training practices.

### Statement of the Problem

The promotion of HR diversity management practices such as diversity training in the banking sector is very low (Onywele & Waiganjo, 2016; Kyambi, 2015; Kinyanjui, 2013; Korir, 2012) and much of what is held about it is flawed (Kyambi, 2015; Nguyen, 2014) since there is a significant gap between the rhetoric on what diversity training seeks to address and the reality about what is experienced by employees. For instance, many commercial banks fail to conduct diversity training needs assessment because of the failure to understand and appreciate the practice especially by the non-HR managers (Ngigi, 2016; Kyalo, 2015). Several studies have been carried out on diversity training (Reynolds *et al.*,

2014; Madera, 2013; Waight & Madera, 2011; Yap, Holmes, Hannan & Wendy, 2010) and many of them have examined how diversity training relate to outcomes like performance (e.g D'Netto, Shen, Chelliah & Monga, 2014; Reynolds *et al.*, 2014) and not much on how diversity training influences all the constructs of employee commitment in commercial banks in Kenya. In addition, others have only focused on workplace diversity status (Bana, Guyo & Odhiambo, 2016), but failed to address the gap between diversity training and employee commitment. Therefore, there are significant gaps between diversity training scholarship (Kalargyrou & Costen, 2017) and their influence on employee commitment as conducted in the commercial banks in Kenya.

### Literature Review

Diversity training for a diverse workforce is one of the practices that helps the organization achieve its goals (Jouda, *et al.*, 2016). It is an organized task of skill, information, and attitudes that tend to enhance organization performance (Grossman & Salas, 2011). In most organizations diversity training has been found to assist in the reduction of prejudice and the discouragement of discrimination of part of the workforce (Madera, 2013). Yap *et al.* (2010) from an examination of employees' perceptions about their own participation in diversity training programs established that immigrants and employees from ethnic minority tend to face discrimination in treatment at their workplaces when it comes to this practice. Consistently, Waight and Madera (2011) conducted a survey research among the part time and full time employees in the hospitality industry and found that diversity training at the workplace is significantly related to ethnic minorities' job satisfaction, and perceived workplace discrimination. On the contrary, McGuire and Bagher's (2010) conducted a desktop research on diversity training in organizations in the United Kingdom and established that diversity training promotes inclusiveness and fairness which then enhances employee commitment. Accordingly, diversity training was found to affect levels of employee commitment as it advocates for greater awareness about HR diversity and its benefits.

Commitment is a psychological state that binds the individual employee to the organization (Mukanzi, Gachunga, Ngungi, & Kihoro, 2014; Meyer & Allen, 1991) since it is about the employees' desire and willingness to maintain their membership to the organization (Wekesa, Namusonge & Iravo, 2013). However, Meyer and Allen, (1991) developed a multidimensional construct of commitment (Chang, Nguyen, Cheng, Kuo & Lee, 2016; Jackson, Meyer & Wang, 2013; Jönsson & Jeppesen, 2012) which has been used by many scholars to generate research about employee commitment (Mercurio, 2015; Mukanzi *et al.*, 2014; Wekesa *et al.*, 2013; Kaur Sahi & Mahajan, 2014). Accordingly, the model encompasses;

affective, continuance and normative commitment. These dimensions are characterized by different attitudes of employees towards the organization. According to Mercurio (2015) affective commitment can be seen as a psychological state or mindset that upsurges the prospect of an employee to remain with the organization. Accordingly, it is experienced as an emotional attachment to the organization and the desire to remain with it (Kaur Sahi & Mahajan, 2014).

However, employees could stay because of other accumulated investments such as specific skills, seniority or decision making involvement, which they would lose if they were to leave (Meyer, Stanley, & Parfyonavo, 2012). Normative commitment is an individual's sense of obligation in staying with the organization out of the belief that it is the right thing to do (Meyer *et al.*, 2012). Additionally, its strength can be influenced by acceptable rules about the reciprocal obligation between the organization and its members. Hence, reciprocal obligation philosophy demands that a person who receives a benefit will be under a strong normative obligation to repay that benefit in some way and hence his commitment to the organization.

In the face of increased globalization and hence HR diversity in organizations across the globe, the role of diversity training practices in ensuring employee commitment cannot be overemphasized. Therefore, some employers are said to have developed diversity training practices (Stewart, 2016; Madera, 2013; Yang & Konrad, 2011; Yap, *et al.*, 2010) to effectively manage the contemporary diverse workforce (D'Netto *et al.*, 2014). Thus, 67% of organizations in the USA have reported that they have diversity training programs (Roberson, Kulik & Tan, 2013) although there is limited literature on how the practice of diversity training can be most beneficial (Kalinowski, Debra, Peyton, Leas, Steinke & Bowling, 2012).

In a study to examine the effect of diversity training on specific and general attitudes (Bedhesha *et al.*, 2008), it was found that 66% of firms in the USA have diversity training programs. In a study to explore the perceptions of employees about the benefits and challenges of workforce diversity and HR diversity management practices as adopted by the Australian manufacturing firms (D'Netto *et al.*, 2014) it was also found that organizations provide diversity training through induction, lack of discrimination in the selection of employees for the diversity training needs assessment and training for ethnic minority employees. In another study, Madera (2013) found out that a suit of 7 HR diversity management practices were used by nearly all the 14 selected companies in the hospitality sector (e.g. Coca-cola, Health care service corporations, Morgan Chase Bank, Marriott International, Walt Disney) as per the Diversity Inc. in the USA to ensure employee commitment. Hence, not much has been known about the amount of Kenyan commercial banks with diversity training programs.

Nonetheless, Celik, Ashikali, and Groeneveld (2011) opined that diversity training has a positive relationship with employee commitment. This is consistent with the social exchange theory by Blau in 1964 (Madera, Dawson, Guchait, 2016; Kundu, 2016; Wikhamn & Hall, 2012) which asserted that employees can exhibit a greater obligation in a relationship in which has 'favours' that create future obligations. However, the social exchange association is based upon the norm of reciprocity where it begins with the employer giving a benefit to the employee who then reciprocates as he creates a feeling of mutual obligation or commitment (Wikhamn & Hall, 2012). Specifically, the provision of diversity training, tend to engender feelings of personal obligations, gratitude and trust within the employee who then responds by being committed to the organization (Madera *et al.*, 2016; Wikhamn & Hall, 2012; Aselage & Eisenberger, 2003). This can be achieved through diversity training needs assessment.

However, the effectiveness of diversity training is still uncertain. Consistently, Homan, Eckhoff, Wendy and Voelpel (2015) suggested that some researches on diversity have reported positive influences of diversity training (Kalinowski *et al.*, 2013) while some have reported that diversity training can be ineffective or even unproductive (Reynolds *et al.*, 2014; Roberson, Kulik & Tan, 2013). According to Homan *et al.* (2015) the cost that can be associated with diversity training combined with its ineffectiveness tend to raise doubts on whether diversity training is worth the investment. In addition, several studies have also shown that there is a stark lack of empirical research examining diversity training and employee commitment (Waight & Madera, 2011). However, effective diversity training can enhance employee commitment during organizational change (Maheshwari & Vohra, 2015). Accordingly, ineffective diversity training can lead to a backlash among trainees which can then lead to reduced employee commitment. This is consistent with Reynolds *et al.* (2014) findings that diversity training is not significantly related to employee commitment among ethnic minority managers which is contrary to the non-ethnic minority managers. Similarly, inappropriate diversity training can provoke and victimize the mainstream employees for errors of the past as it makes 'political correctness' a priority (D'Netto *et al.*, 2014). Thus, this leaves most employees inadvertently isolated from becoming a productive part of the solution because of the likelihood of having low commitment to the organization.

## Research Methodology

This study adopted a descriptive survey research design since it is the best available to social scientists who are interested in collecting original data for purposes of describing a population which is too large to be observed directly (Singh, 2006). The study targeted a population of 36, 212 employees from 43 commercial banks in Kenya

(CBK annual report, 2015) from which a sample size of 384 respondents was drawn. The data was collected from primary sources by use of questionnaire. The predictor variable diversity training was measured by two sub variables namely, exposure to diversity training programs and diversity training needs assessment using six and four questionnaire items respectively which was anchored on a 5-point likert scale. All the questionnaire items were adapted partly from Nguyen (2014) and partly from D'Netto, and Sohal, (1999) questionnaire items. Therefore, the composite variable of the predictor variable was measured using ten items. Standardized Cronbach alpha was examined for all measurement scales, giving an alpha coefficient of 0.795. In addition, employee commitment was measured using three sub constructs of affective, continuance and normative commitments by five (5) questionnaire items each. These items were adapted from previous researches of Mukanzi *et al.* (2014), and Asya (2011) who had also adapted them from (Meyer & Allen, 1997) with a standardized Cronbach alpha value of 0.894. Both descriptive (frequencies and percentages) and inferential statistics of the correlations and regressions were used for the analysis of data.

## Results and Discussion

The study sought to investigate whether diversity training influences employee commitment in the banking sector in Kenya. Diversity training was operationalized by use of two indicators (exposure of employees to diversity training and diversity training needs assessment), with ten (10) questionnaire items. The study gave a response rate of 254 which accounted for 66.15%. Initially, the study sought to establish the frequency of diversity training provision to employees in the banking sector. A five-point scale was developed based on the time frame within which commercial banks provide diversity training to their diverse workforce. The time frame was measured as from 1= Monthly, 2= Quarterly, 3= Semiannually, 4= Annually and 5= Never.

The results revealed that majority 101(40.0 per cent) of the respondents suggested that commercial banks offer diversity training monthly, while 85 (34.0 per cent) suggested that it was offered on a quarterly basis. Similarly, 16.0 per cent (41) of respondents also said that they work for organizations that provide opportunities for diversity training only twice a year. Nonetheless, those who said that their banks provide them with diversity training on an annual basis were 16 (6.0 per cent) while another 11 (4.0 per cent) indicated that they were not provided with diversity training at all. Waight and Madera (2011) noted that diversity training is one of the tools used by organizations to manage HR diversity successfully. Madera (2013) found out that, 67.5% of organizations in the USA provide diversity training initiatives, while Roberson *et al.* (2013) suggested that this stands at 67%, which was also close to 66% of firms with diversity training programs (Bedhesha *et al.*, 2008).

Further, the study made a follow up to investigate how employees within commercial banks were being exposed to the various diversity training practices. In line with this, respondents were asked to indicate their level of agreement about diversity training practices on some given declarative statements. The output of their responses was as shown in table 1: All measures to diversity training in table 1 used a five point likert scale from 1= strongly disagree to 5= strongly agree.

**Table 1: Diversity Training practices**

Diversity training practices	SD %	D %	N %	A %	SA %
<b>Diversity training exposure</b>					
Diversity training programs availability	2.8	7.9	5.1	33.8	50.4
Induction on HR diversity issues	0.5	5.5	5.1	29.5	59.4
Participation of diverse groups	0.4	4.3	10.6	40.2	44.5
Frequent diversity workshops	0.4	7.9	13.8	37.8	40.1
Training opportunities to all	3.5	3.2	10.3	32.6	50.4
Training on stereotype reduction	0.8	3.1	15.7	35.8	44.6
<b>Diversity training needs assessment</b>					
Frequent training needs assessment	2.0	6.7	15.7	39.8	35.8
Needs assessment carried out to all	1.2	3.5	13.4	43.5	38.4
Lack of discrimination in the selection for diversity training participation	0.8	3.9	7.9	28.3	59.1
Diversity training for managerial skills	3.1	1.6	9.8	24.0	61.5

Key; SD=Strongly agree, A= Agree, N= Neither agree nor disagree, A= Agree; SA= Strongly agree

## Exposure to diversity training

The results in table 1 revealed that a majority (84.2 per cent) of respondents believed that their banks had diversity training programs. This was against 10.7 per cent who either disagreed or strongly disagreed with this statement. The findings corroborated with those of Roberson *et al.* (2013) who posited that 67 per cent of organizations in the USA have diversity training while Madera (2013) puts this figure at 67.5 per cent. Similarly, 88.9 per cent of the respondents agreed that their organizations have got induction programs on HR diversity issues. This was against 6.0 per cent who either disagreed or strongly disagreed with this statement. At the same time, it also sought to establish whether these organizations provide frequent workshops on diversity issues. 77.9 per cent of respondents were in favour of this

statement while 8.3 per cent either disagreed or strongly disagreed.

In addition, the findings also indicated that, 84.7 per cent of respondents agreed that their organizations allow for participation from a diverse group of employees, while 4.7 per cent were not in favour of this fact. This response was supported by 83.0 per cent of respondents who either agreed or strongly agreed with the view that training opportunities are provided to all employees irrespective of the background. Only 6.7 per cent of respondents felt that the converse is true. The statement that commercial banks provide diversity training on stereotype reduction, was favoured by 80.4 per cent while 3.9 per cent of respondents either disagreed or strongly disagreed with the statement. From these findings, it can be concluded that a majority of commercial banks in Kenya have got programs that expose their employees to diversity training which could act as a source of employee commitment.

### Diversity Training Needs Assessment

The results from table 1 also suggested that most respondents (81.9 per cent) either agreed or strongly agreed that commercial banks carry out frequent needs assessment before diversity training takes place. This was against 8.7 per cent who disagreed or strongly disagreed with the statement. This was confirmed by 87.4 per cent of respondents against 4.4 per cent who either agreed or strongly agreed that the needs assessment was carried out for everybody within the organization. The study also revealed that the selection for diversity training was done without discrimination by 87.7 per cent, while 4.7 per cent of respondents cumulatively disagreed with this fact. At the same time, it also emerged that diversity training for managerial skills was being provided by various commercial banks. This was favoured by 85.5 per cent of respondents against 4.7 per cent who were not in favour of this statement. To establish the direction and magnitude of the relationship between diversity training and employee commitment, correlation analysis was conducted and the matrix table presented in table 2.

**Table 2:** Correlation of Diversity Training on Employee Commitment

Correlations				
Employee commitment		Exposure to diversity training	Diversity training needs assessment	Diversity training
	Pearson Correlation	.480**	.463**	.515**
	Sig. (2-tailed)	.000	.000	.000
	N	254	254	254

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

The findings from the matrix correlation table 2 indicated that the influence of diversity training exposure on a computed variable of employee commitment (measured by affective, continuance and normative commitments) was found to be positive and significant ( $r=0.480^{**}$ ,  $p<0.001$ ). This was supported by Njonjo, (2017) who posited that employee commitment in the international research institute is significantly influenced by the training that they go through. Consistently, D'Netto and Sohal (1999) also suggested that diversity training through its best practices of exposure to diversity training programs is significantly related to employee commitment. In a study to establish the role of diversity training needs assessment on performance (Wamwayi, Iravo, Elegwa & Waititu, 2016) found out that most respondents accepted to have been frequently exposed to training programs and such exposure had a significant relationship to performance which is a function of employee commitment (Ashikhube, Chege & Musiega, 2013).

Similarly, the findings in table 2 revealed that the influence of diversity training needs assessment on a computed variable of employee commitment (measured by affective, continuance and normative commitments) was positive and significant ( $r=0.463^{**}$ ,  $p<0.001$ ). The finding was supported by Groeneveld (2011) who suggested that individual worker's training needs assessment enables them to participate fully within the program which enhances their commitment to the organization. Consistently, diversity training needs assessment reveals the gap between a well-targeted training that helps in constructing appropriate solutions and the deficiency in performance (Muchibi, Mbithi, Musiega & Mumassabba, 2015; Muma, Iravo & Omondi, 2014). Accordingly, Muma *et al.*, (2014) added that training needs assessment helps to energize any training practice with good results such as increased commitment. Similarly, training needs assessment was also found to have a significant relationship with employee performance (Wamwayi *et al.*, 2016; Ashikhube *et al.*, 2013), although employee performance was also found to have a direct link to employee commitment (Muchibi *et al.*, 2015; Ashikhube *et al.*, 2013; Yap *et al.*, 2010).

Finally, the findings from the matrix correlation table 2 indicated that the influence of diversity training on a computed variable of employee commitment was found to be positive and significant ( $r=0.515^{**}$ ,  $p<0.001$ ). These findings were corroborated by other studies that found diversity training practice to have a significant effect on the levels of employee commitment (e.g Meena & Vanka, 2013; Waight & Madera 2011; Yap *et al.*, 2010; McGuire & Bagher, 2010). Accordingly, diversity training can be used to overcome organizational problems such as turnover, lack of employee commitment (D'Netto *et al.*, 2014). Furthermore, the programs can also be used to cope with the group differences and help to enhance respect for individual differences in terms of attitudes, values and behavior (D'Netto & Sohal, 1999).

Inconsistently, other studies have posited that the effectiveness and efficiency of diversity training is still not certain (Homan *et al.* 2015). Furthermore, the cost associated with diversity training combined with its ineffectiveness raises doubts on whether diversity training is worth the investment (Reynolds *et al.*, 2014; Roberson *et al.*, 2013). Therefore, in the study it was established that the effect of diversity training was not significantly related to employee commitment particularly among ethnic minority managers (Reynolds *et al.*, 2014). Consistently, diversity training can leave most employees inadvertently isolated from becoming a productive part of the solution because of the likelihood of having low commitment to the organization (D'Netto *et al.*, 2014). In addition, Wildermuth and Wildermuth, (2011) concurred and suggested that the possible consequences of diversity training programs could include; a backlash against HR diversity, the reinforcement of inter group divisions and an increase in participants' fears.

### Regression of Diversity Training on Employee Commitment

To test the amount of variation of the independent variable (diversity training) on the dependent variable (employee commitment), a multiple linear regression analysis was conducted and the results obtained presented in tables 3 and 4 and interpreted;

**Table 3:** Diversity Training on Employee Commitment

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. F Change
1	.516 <sup>a</sup>	.266	.260	.64180	.266	45.497	.000

a. Predictors: (Constant), diversity training needs assessment, exposure to diversity training programs

Results in table 3 revealed that diversity training had a positive influence on employee commitment by positing R square of 0.266 and R of 0.516. The coefficient of determination ( $R^2$ ) indicated that the explanatory power of diversity training as the predictor variable on employee commitment (dependent variable) was 0.266. This showed that diversity training (predictor variable) could explain 26.6 per cent of variance in the variable use of employee commitment (dependent variable). The remaining 73.4 per cent could be explained by other HR diversity management practices not in the in the multiple regression model. Similarly, the F statistic in table 3 indicated a p value of less than 0.001, showing that there is less than 1 in 1000 chances that the influence of diversity training on employee commitment can be

described by a flat line ( $F=45.497$ ;  $p < 0.001$ ). Therefore, based on these results the regression model can be said to be significant and diversity training to have a positive and significant influence on employee commitment in the banking sector in Kenya. Nonetheless, these findings were supported by Muhammad, Nagvi and Bashir, (2011) who established that training of a diverse workforce among the professionals in the Pakistan public information technology sector, has a direct relationship to employee commitment. In the study to examine the influence of diversity training on minority employees' organizational attitudes (Waight & Madera, 2011), diversity training was found to have a significant effect on job satisfaction. However, job satisfaction levels were found to have direct relationship with employee commitment levels (Behery, Abdallah, Parakandi & Kukunuru, 2014; Ashikali & Groeneveld, 2013; McGuire & Bagher, 2010).

**Table 4:** Coefficients of diversity training variables

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.372	.275		4.993	.000
Exposure to diversity training	.341	.081	.308	4.206	.000
Diversity training needs assessment	.270	.078	.255	3.478	.001

a. Dependent Variable: Employee Commitment

Similarly, the unstandardized regression coefficients  $\beta$  value of the computed (composite index) scores of exposure to diversity training and diversity training needs assessment were 0.341 and 0.270 respectively with a t-test of 4.206 and 3.478 at a significance level of  $p < 0.001$  respectively. This implied that for every 1 per cent increase in exposure to diversity training and diversity training needs assessment there was a predicted increase in the percentage of employee commitment of zero. Therefore, with achievement of this objective, the study rejected the null hypothesis that;  $H_{01}$ : *Diversity training has no significant influence on employee commitment in the banking sector in Kenya.*

### Summary, Conclusion and Recommendation

The study sought to establish the influence of diversity training on employee commitment in the banking sector in Kenya. From the findings obtained, it was revealed that commercial banks have diversity training programs that help manage a diverse workforce more efficiently. The findings revealed that these employees are exposed to the given diversity training programs. The findings further indicated that both constructs of diversity training;

exposure to diversity training and diversity training needs assessment had a positive and significant influence on employee commitment. Generally, the relationship between diversity training and computed employee commitment was found to be positive and significant ( $r=0.516$ ,  $p<0.001$ ). Further conclusions drawn suggest that diversity training should be able to target the right people at the correct time by undertaking a needs assessment on diversity issues in the organization. The study also indicated that employees within commercial banks value diversity training and that there is need for their managers to make it a matter of a priority and take as many employees through the training. Consistent with the premise of social exchange theory, this study indicates that diversity training is related to very desirable behaviours of feeling obligated to the organization. It makes employees feel valued through such programs as diversity training, and then they feel obligated to return the gesture through enhanced commitment to the organization. Therefore, it is the recommendation of this study that all banking organizations institutionalize diversity training for increased employee commitment. In addition, more research which will specifically be focussed on the long-term effects of diversity training on other HR outcomes such as job satisfaction in Kenya is required.

## References

- [1]. Ashikali, T. & Groeneveld, S. (2013). Diversity Management in Public Organizations and Its Effect on Employees' Affective Commitment: The Role of Transformational Leadership and Inclusiveness of Organizational Culture. *Review of Public Personnel Administration*, 35(2), 146-168
- [2]. Ashikhube H. O., Chege, K., & Musiega D. (2013). Effect of Training Dimensions on Employee's Work Performance: A Case of Mumias Sugar Company in Kakamega County. *International Journal of Business and Management Innovation*, 2(9), 138-149
- [3]. Asya, P. (2011). The Relationship between Pay Contingency and Types of Perceived Support: Effect on Performance and Commitment. *EuroMed Journal of Business* 6 (3), 342-358.
- [4]. Babalola, S.S. & Marques, L. (2013). Integrated Approach to Workplace Diversity through Human Resource Management. *Journal of Social and Development Science*, 4(9), 435-445.
- [5]. Badhesha, R.S., Schmidtke, J.M., Cummings, A. & Moore, S.D. (2008). The effects of diversity training on specific and general attitudes toward diversity. *Multicultural Education & Technology Journal*, 2 (2), 87-106.
- [6]. Bana, M. W., Guyo, W., & Odhiambo, R. (2016). Effect of Hiring Practices on Workplace Diversity in Public Universities in Kenya. *International Journal of Education and Research*, 356, 2411-5681
- [7]. Behery, M., Abdallah, S., Parakandi, M. & Kukunuru, S. (2016). Psychological Contracts and Intention to Leave with Mediation Effect of Organizational Commitment and Employee Satisfaction at Times of Recession. *Review of International Business and Strategy*, 26(2), 184-203
- [8]. CBK, (2016, 2015). Central Bank of Kenya: The Commercial Banking survey & Mortgage Finance Institutions. Central Bank of Kenya (CBK); Retrieved 2 August 2015 Central Bank of Kenya.
- [9]. Celik, S., Ashikali, T., & Groeneveld, S. (2011). The Binding Effect of Diversity Management on Employees in the Dutch Public Sector: The Role of Transformational Leadership. *International Journal of Public Sector Management*, 14 (4), 32-53.
- [10]. Chang, K., Nguyen, B., Cheng, K., Kuo, C., & Lee, I., (2016). HR Practice, Organizational Commitment & Citizenship Behaviour: A Study of Primary School Teachers in Taiwan. *Employee Relations*, 38 (6), 907-926
- [11]. Chauhan, R., Ghosh, P., Rai, A., & Kapoor, S. (2017). Improving Transfer of Training with Transfer Design: Does Supervisor Support Moderate the Relationship? *Journal of Workplace Learning*, 29 (4), 268-285.
- [12]. D'Netto, B. & Sohal, S.A. (1999). Human Resource Practices and Workforce Diversity: An Empirical Assessment. *International Journal of Manpower*, 20 (8), 530-547.
- [13]. D'Netto, B., Shen, J., Chelliah, J., & Monga, M. (2014). Human Resource Diversity Management Practices in the Australian Manufacturing sector. *International Journal of Human Resource Management*, 25(9), 1243-1266
- [14]. Gacheri, M. (2012). Effect of Workforce Diversity Management on Employee Performance in the Banking Industry in Kenya. *Strategic Journal of Business and Change Management* 3 (53), 144-161.
- [15]. Groeneveld, S. (2011). Diversity and Employee Turnover in the Dutch Public Sector: Does Diversity Management Make a Difference? *International Journal of Public Sector Management*, 24 (6), 594-612
- [16]. Gupta, R. (2013). Workforce Diversity and Organizational Performance. *International Journal of Business and Management Interventions*, 2(6), 36-41
- [17]. Homan, C. A. Eckoff, R., Wendy, P. Van Ginkel & Voelpel, C.S. (2015). The Interplay of Diversity Training and Diversity Beliefs on Team Creativity in the Nationality Diverse Teams. *American Journal of Applied Psychology*, 100 (5), 1456-1467
- [18]. Jackson, T.A., Meyer, P.J., & Wang, X.F. (2013). Leadership, Commitment, And Culture: A Meta-Analysis. *A Journal of Leadership and Organizational Studies*, 20(1), 84- 106.
- [19]. Jayne, M.E.A. & Dipboye, R.L. (2004). Leveraging Diversity to Improve Business Performance: Research Findings and Recommendations for Organizations. *Human Resource Management*, 43(4), 409-424.
- [20]. Jönsson, T. & Jeppesen, H.J. (2012). A Closer Look into the Employee Influence: Organizational Commitment Relationship by Distinguishing between Commitment Forms and Influence Sources. *Employee Relations*, 35 (1),
- [21]. Jouda1, A.A., Ahmad, U.N.U. & Khalid Abed Dahleez, K.A. (2016). The Impact of Human Resource Management Practices on Employees Performance: The Case of Islamic University of Gaza in Palestine. *International Review of Management and Marketing*, 6(4), 1080-1088.
- [22]. Kalargyrou, V. & Costen, W. (2017). Diversity Management Research in Hospitality and Tourism: Past, Present and Future. *International Journal of Contemporary Hospitality Management*, 29(1), 68-114
- [23]. Kalinoski, Z., Debra, S.J., Peyton, E.J., Leas, A. K., Steinke, J., & Bowling, A.N. (2013). A Meta-Analytic Evaluation of Diversity Training Outcomes. *Journal of Organizational Behaviour*, 34 (10), 1076-1104
- [24]. Kaur, S.G., & Mahajan, R. (2014). Employee's Organizational Commitment and its Impact on their Actual

- Turnover Behavior through Behavioural Intentions. *Asian Pacific Journal of Marketing and Logistics*, 26 (4), 621-646
- [25]. Kinyanjui, S. (2013). Innovation Strategies for Managing Workforce Diversity in Kenyan Leading Corporations in the Present Global Scenario. *International Journal of Business and Management*, 8 (15), 20-32
- [26]. Korir, S. A. (2012). Kenya at 50: *Unrealized Rights of Minorities and Indigenous People*. Minority Rights Groups International. MRG, UK
- [27]. Kundu, S.C. (2016). Effect of diversity management on Employee's Organizational Commitment: A Study of Indian organization. A Review. *ResearchGate*. <http://www.researchgate.net>
- [28]. Kyalo, M. J., & Gachunga, H. (2015). Effect of Diversity in Workplace on Employee Performance in the Banking Industry in Kenya. *Strategic Journal of Business and Change Management*, 2(53), 145-181
- [29]. Kyambi, M. J. (2015). Influence of Human Resource Diversity Management Practices on the Performance of Noncommercial Government Agencies in Kenya. *Strategic Journal of Business and Change Management* 2(53), 145-181
- [30]. Madera, J. (2013). Best Practices in Diversity Management in Customer Service Organizations: An Investigation of Top Companies Cited by Diversity Inc. *Cornell Hospitality Quarterly*, 54(2), 124-135
- [31]. Madera, J. Mary Dawson, Guchait, P. (2016). Psychological Diversity Climate: Justice, Racioethnic Minority Status and Job Satisfaction, *International Journal of Contemporary Hospitality Management*, 28 (11), 2514-2532
- [32]. Maheshwari, S. & Vohra, V. (2015). Identifying Critical HR Practices Impacting Employee Perception and Commitment During Organizational Change. *Journal of Organizational Change Management*, 28 (5), 872-894
- [33]. McGuire, D. & Bagher, M. (2010). Diversity Training in Organizations: An Introduction. *Journal of European Industrial Training*, 34 (6), 493-505
- [34]. Mercurio, A.Z. (2015). Affective Commitment as a Core Essence of Organizational Commitment: An Integration Literature Review. *Human Resource Development Review*, 14(4), 389-414
- [35]. Meyer, J. P., & Allen, N. J. (1991). A Three Component of Organizational Commitment. *Human Resource Management Rev*, 1, 61-89
- [36]. Meyer, J., Stanley, L., & Parfyonavo, N. (2012). Employee Commitment in Context: The Nature and Implications of Commitment Profiles. *Journal of Vocational Behaviour*, 80 (1)
- [37]. Muchibi W. M., Mbithi, S.M., Musiega, D., & Mumassabba, J. (2015). Influence of Training and Development Practices on Organizational Commitment: A Case of Mumias Sugar Company Limited. *International Journal of Management and Commerce*, 3 (1), 227-234
- [38]. Mukanzi, C. M., Gachunga, H., Ngungi, P.K., & Kihoro, J.M. (2014). Leadership and Worklife Balance: Perceived Managerial Support as A Moderator between Burnout, Stress, Absenteeism and Employee Commitment. *Journal of Leadership Management*, 1(2014), 85-92
- [39]. Muma, M., Iravo, M.A. & Omondi, M. (2014). Effect of Training Needs Assessment on Employee Commitment in Public Universities: A Case Study of Jomo Kenyatta University of Agriculture and Technology. *International Journal of Academic Research in Business and Social Sciences*, 4, (9), 233-250
- [40]. Munjuri, M. & Maina, M. (2013). Workforce Diversity Management and Employee Performance in the Banking Sector in Kenya. *DBA African Management Review*, 3(1), 1-12
- [41]. Ngigi, G. (2016). *Project Report on Human Resource Management in the Banking Sector*; Business Daily Publication
- [42]. Nguyen, S. (2014). The Critical Role of Research in Diversity Training: How Research Contributes to an Evidence-Based Approach to Diversity Training: Development and Learning in Organizations. *An International Journal*, 28 (4), 15-17.
- [43]. Njonjo, J. M. (2017). *The Role of Human Resource Management Practices on Employee Commitment: A Case Study of International Livestock Research Institute, United States International University-Africa*, Unpublished Thesis
- [44]. Onywere, R. & Waiganjo, E. (2016). Influence of Diversity Management Strategies on Employees' Performance in Public Universities in Kenya: A Case Study of Jomo Kenyatta University of Agriculture and Technology. *International Journal of Management and Commerce Innovations*, 4 (1), 403-411
- [45]. Raza, H. & Tariq, F. (2016). Effect of Human Resource Diversity Management Practices on Employee Knowledge Sharing: Examining the Mediating Role of Trust on Leadership and Moderating Role of Cooperative Norms. *Journal of Business Studies*, 12(1), 1-20
- [46]. Reynolds, D., Imran, R. & Bradetich, S. (2014). Hotel Managers' Perceptions of the Value of Diversity Training: An Empirical Investigation. *International Journal of Contemporary Hospitality Management*, 26 (3) 426-446
- [47]. Roberson, L., Kulik, C.T. & Tan, T.R. (2013). Effective Diversity Training in Q.M. Roberson (Ed.), *The Oxford Handbook of Diversity and Work* New York, NY: Oxford University Press, 341-365
- [48]. Singh, K. Y. (2006). *Fundamentals of Research Methodology and Statistics*. New Age International Limited Publishers
- [49]. Steward, C. (2016). How Diverse is your Pipeline? Developing the Talent Pipeline for Women and Black and Ethnic Minority Employees. *Journal of Industrial and Commercial Training*, 48(2), 61-66.
- [50]. Waight, J. & Madera, M.J. (2011). Diversity Training: Examining Minority Employee's Organizational Attitudes. *Worldwide Hospitality and Tourism Themes*, 3(4), 365-376
- [51]. Wamwayi S.K., Iravo, M. A., & Elegwa, M., & Gichuhi, A. W. (2016). Role of Training Needs Assessment in the Performance of Non-Teaching Employees at Management Level in Public Universities in Kenya. *International Journal of Scientific and Research Publications*, 6(8), 242-257
- [52]. Wangari, M. N. & Gitau, K. J. (2017). Impacts of Multicultural Diversity Training on Employee Performance in Selected Chain Restaurants in Thika Municipality, Kiambu County, Kenya
- [53]. Wekesa, S.O., Namusonge, G. S., & Iravo, E. M. (2013). Role of Servant Leadership on Organizational Commitment: An Exploratory Survey of State Corporations in Kenya. *International Journal of Humanities and Social Sciences*, 3 (13), 85-94
- [54]. Were, P.O. (2015). The Link Between Demographic Workforce, Diversity Management, Employee Retention and Productivity: A Case of The Civil Society Organizations in Homabay County, Kenya. *Journal of Culture, Society and Development: An International Peer Reviewed Journal*, 8, 11-19
- [55]. Wickham, W. & Hall, A.T. (2012). Social Exchange in a Swedish Work Environment. *International Journal of Business and Social Science*, 3 (23), 55-64
- [56]. Yang, Y. & Konrad, A. (2011). Understanding Diversity Management Practices: Implications of Institutional Theory and Resource Based Theory. *Group Organizational Management Journal*, 36 (1), 6-38