EFFECT OF CULTURAL DIVERSITY MANAGEMENT ON JOB SATISFACTION AT THE INTERNATIONAL PLANNED PARENTHOOD FEDERATION IN NAIROBI

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D64/77750/2015

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

2018

DECLARATION

This research project is my original work and has not been submitted for any award in any other institution or university

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this research project to my family, who have inspired me and given me the reason to burn the midnight oil even when I thought I had no more reserve in me and most of all to the Almighty God for giving me strength and wisdom to undertake and complete this work.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

HP	Hewlett Packard
HRM	Human Resource Management
ICT	Information Communication Technology
IPPFAR	International Planned Parenthood Federation Africa Region
IT	Information Technology
MNC	Multinational Organizations
MSQ	Minnesota Satisfaction Questionnaire
NCVER	National Centre for Vocational Education Research
OSP	Office of State Personnel
S&P	Standard and Poor
SPSS	Statistical Package for Social Science
SRH	Sexual and Reproductive Health

ABSTRACT

Despite the geographic location, we have so many professionals working in any part of the world which can be attributed to globalization which has disintegrated national boundaries. As globalization intensifies almost all industries have felt its great impact as most people with diverse backgrounds bring forth great new perspectives on the methodologies of implementing events which simplifies the time taken to complete a task. One of the main issues associated with cultural diversity is that it is perceived very differently by each manager and each organization. Some managers and organizations regard it as more of a problem than a benefit, while others see it as a necessity to be capitalized upon. This study therefore sought to investigate effect of cultural diversity management on job satisfaction at International Planned Parenthood Federation in Nairobi. Semi structured questionnaire were used as the main method of data collection. Descriptive statistics including frequencies, percentages and mean were used to analyze data on the demographic information of the respondents. The study adopted a multiple linear regression model which was used to determine the extent to which cultural diversity management influenced job satisfaction. The study revealed that cultural diversity awareness, cultural diversity communication competence and cross cultural trainings affected positively the level of job satisfaction in International Planned Parenthood Federation. The study concluded that majority of the employees in International Planned Parenthood Federation often make positive comments about the organization and individuals of different cultural backgrounds, are rarely absent from their work, display joy and happiness at their workplace very often, help other staff members and are helped by other staff members very often, feel a sense of belonging when with individuals of different cultural backgrounds and have love, respect and trust towards individuals of other cultural backgrounds in the organization. The study recommends that the organization should introduce mentorship programs, establish and recognize champions for diversity, use cultural images, symbols and organize cultural events where respective cultures are represented as well as organizing training on cultures and planning events around cultures to help in understanding the cultural diversity.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

In the 21st century globalization has disintegrated national boundaries such that the world has become a global village with professionals working in any part of the world despite of their geographical location. Modern transportation has also contributed significantly to improvement of labor movement in search for jobs easily. According to Nataatmadia and Dyson (2007) with such opening of national boundaries there are inevitable changes taking place in the workforce and Human Resource Managers ignore this fact at their own peril. Diversification of the work environment is principally because of the changing structure of national populaces and globalization. According to Donnelly (1998) national population changes are due to total impact of rising immigration and high birth rates among the minority ethnic communities. Research by Mayo reveals expanding diversity to be an overall pattern that reaches out in numerous nations around the globe (Elmuti, 2001). The study also indicated that in United States the level of minorities in the work force was anticipated to rise by 29% in early millennium and this would affect the way Human Resource Managers manage their staff. As such the increasing diversity in the workforce is worldwide trend that requires human resource attention across the globe.

As globalization intensifies in the 21st century almost all industries have felt its great impact. Mostly people with diverse backgrounds bring forth great new perspectives amount on the methodologies of accomplishing events which simplifies the time taken to complete a task. However, it's worth noting that cultural backgrounds are associated with a lot of conflict. As such, HRM are forced to adopt better approaches to manage these workforces (Reisinger, 2009). Korjala (2012) established that in developed countries there is need to develop methods of blending diverse cultural customs into one combined homogenous cultural practices normally referred to as cultural homogenization.

According to Huang and Trauth (2006) the idea of cultural homogenization in growing number of blended staff is that it disregards dominant local perspective to better homogeneity of individual lifestyles such that they live, reason, act and reach as single world society with the same cultural beliefs since their point of convergence is organization mission, vision and strategic plan.

The theories on which this study is grounded are social identity theory, similarity/attraction theory and transformational theory. The social identity theory proposed by Tajfel (1978) explains individual cognitions and behavior within the help of group process. Korte (2007) assert that the social identity theory is a complementary theory describing social identity in terms of practices and elements. Similarity/attraction theory helps in understanding similarity in attributes of individuals especially demographic aspects which enhances interpersonal liking and attraction and thus more bonding (Pitts & Jarry, 2006). Burns (2010) asserts that transformational theory represents an administration style that is exemplified by personality and shared vision among followers and leaders. Within non-governmental organizations, there are full blend of societies and subcultures to which individuals have a place.

These subcultures depend on sexual orientation, family and marital status, ethnicity, education, religion, and other beneficial encounters that bring them together, which give extraordinary distinction on how to approach accomplishing everyday organizational goals (Saee, 2004). Looking at the composition of the continuously changing demographic trends countries around the world, illustrates that what the workforce is comprised of is on increasing scale changing and becoming more globally cross-cultural. This is closely connected to the rapid expansion of business on the global scene due to an ever increasing globalization. This is making easier for employees to find work in new countries, thereby increasing the need for cross-cultural management. The labor force consists of different individuals who have an extensive range of work behaviors, values, desires, needs and attitudes (Saee, 2004).

One of the main issues with cultural diversity is that it is perceived very differently by each manager and each organization. Some managers and organizations regard it as more of a problem than a benefit, whilst others see it as a necessity to be capitalized upon. Saee (2004) also asserts that cultural diversity is advantageous to Non-Governmental organizations in several ways which include: Enhanced problem solving, flexibility and creativity which can be encouraged, particularly for complex issues including numerous subjective components; acknowledgment of new thoughts is less demanding when it is proposed by an individual from a different culture than it is from an individual within one's own culture. He further notes that diversity turns out to be most worthwhile when the association needs to expand its operational plan, product lines, operations, range of ideas, approach or perspective.

1.1.1   Cultural Diversity Management

Kreitner (2001), defines diversity management as the way of applying, organizing, directing and planning all the thorough executive qualities for fostering an environment that is authoritative, in which each worker regardless of their differences or similarities can efficiently and successfully give an association or an organization the upper hand. Managing cultural diversity in any organization requires managers to recognize certain capacities that are essential for making a diverse workforce that is compelling and effective. Supervisors and leaders must realize that understanding segregation and its results will reliably win in the organization. Supervisors must observe their own social tendencies. They ought to view diversity as the qualifications among people and support the way that each person is exceptional unique. Furthermore, supervisors must be set up to modify the definitive culture when the need develops and comprehend how to reasonably manage the differing workforce remembering the ultimate objective to be effective later on (Kelli, Mayra, Allen & Karl, 2013).

According to Roosevelt (2001), diversity management includes an entire strategy required for making a working environment that incorporates everyone. While making a convincing and productive workforce that is diverse, in the principal example chiefs should focus on the individual awareness.

Both the employees and employers need to strategize their own partialities. A training session that takes only one day is not adequate to change the behaviors and mind of individuals, hence need for the organizations to persistently make, execute, and maintain progressive training and creation of awareness.

Cultural diversity management entails significantly more than giving same work opportunity. Directors ought to understand that changes happen in a moderate pace, however they should keep on empowering change. Managing diversity additionally requires giving a protected environment to administrators and laborers to communicate, such conditions incorporates get-togethers and conferences where each part feels comfortable and makes a cordial climate to talk unreservedly and also listen to other people. Coaching projects ought to be actualized to control workers on the most proficient method for accessing information. Useful inputs ought to be given to the workers after they have learnt about their oversights and when they are effective in actualizing the learnt lessons on how to make progress (Litvin, 2007).

1.1.2 Job satisfaction

Job satisfaction refers to the general disposition toward one's activity; the contrast between the measure of remunerations laborers get and the sum they trust they ought to get (Robbins, 2005). Employment fulfillment is influenced by work meaningfulness, ampleness of supervision as indicated by the study led by Lodahl and Kejner (1965). Rain et al., 2011) states that job fulfillment has a connection with life fulfillment. It suggests that people who are content with life will tend to be content with the job and people who content with their work will tend to content with their life.

According to Fisher et al., (2012), work fulfillment is impacted by the variables like organizational commitment, communication, autonomy, working environment and salary. Harmony between input and yield ascertains work fulfillment as proposed by Sousa-Poza (2000). As per this idea an individual will be upbeat when their requirements are satisfied in the present circumstance and these necessities are fundamental and all inclusive.

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As indicated by Frederick Herzberg, an American Behavioral researcher in his two factor hypothesis recommended that characteristic variables like work itself, duty and accomplishment are identified with occupation fulfillment and outward factors like supervision, pay, organization approaches and working conditions are related to employment dissatisfaction. As indicated by him the elements prompting work fulfillment are isolated and discrete from those that prompt employment dissatisfaction.

1.1.3 International Planned Parenthood Federation Africa Region (IPPFAR)

IPPFAR is a leading reproductive and sexual health rights advocacy and service delivery organization in Africa. IPPFAR has its headquarters in Nairobi yet working in more than 42 countries in sub-Saharan countries through network of member's association in each country. The organization handles the growing reproductive and sexual wellbeing challenges in the continent through a system of Member Associations (MAs) in the 42 counties in Kenya by forming the MAs into effective substances with the ability to convey and maintain excellent, youth cantered and sex sensitive administrations. IPPFAR works with United Nations, the Pan-African Parliament, provincial monetary commissions, the African Union and governments among others to expand financial and political commitments to sexual and conceptive wellbeing and rights in Africa. IPPFAR drove promotion for the creation of the primary continental system for sexual and conceptive wellbeing, the Maputo Plan of Action (MPOA).

In terms of staff structure IPPFAR has over 60 staff members who work at the head office in Nairobi. These employees are of different nationalities, race, gender, education as well as social norms. Given the different/multicultural workforce IPPFAR has managed to develop and recruit cross-cultural talents, manage diverse teams, understand diverse customers and adopt cultural diversity awareness, Cultural Diversity Communication Competencies and cross-cultural training to ensure their staff are well equipped to handle work pressures. IPPFAR manages over 42 countries supported by over 38,000 volunteers. These are individuals of different cultural orientations are managed by IPPFAR. This study aims at investigating effect of cultural diversity management on job satisfaction in IPPFAR since IPPFAR has different culturally diverse staff.

1.2   Research Problem

Most human resource practitioners as well as academicians in 21st century (Scullion & Collings, 2012; Schuler et al., 2011; and Collings & Mellahi, 2009) have argued that given the challenges facing most Human Resource Manager sits key to focus on global talent management such that MNC are able to recruit the best talents across the globe and train them in ways they are able to work in any cultural setting. This can also help in reducing shortage of competent manpower. However, a survey done by Manpower Talent Shortage Survey (2011) indicated there are evident challenges in attracting, retaining and developing manpower due to challenges caused by culturally diverse workforce. In addition, the strategies adopted to recruit, retain and manage workforce of different cultural diversity depends with the sector and organization. Nataatmadia and Dyson (2007) established that if culturally diverse workforce is improperly managed it can compound problems for the organization. Among the mentioned cases associated with improperly managed workforce are financial costs resulting from high turnover, increasing absenteeism and lawsuits, general deterioration of individuals as well as organizational productivity and tarnished corporate image. Proper management of work force gives an organization room to become competitive globally creating an atmosphere of enhancing staff creativity and problem solving capacity as well as competent staff.

Cultural diversity management has become an essential element for IPPFAR due to the fact that the organization has grown to operate on a worldwide stage between societal cultures and backgrounds. There has been a need for the organization to effectively management cultural diversity with the increase in diverse cultures amongst the employees. The organization has enhanced strategies to deep understanding of the diverse cultures among their employees worldwide. To ensure effective cultural diversity management within the organization, the management strives to understand the nature of different cultures and how they influence behavior of the employees as well job satisfaction. The organization therefore has a cross-cultural management strategy which entails learning employee's values and recognizing differences between cultures (IPPFHR Manual, 2015).

There are very few studies on workforce diversity administration in Kenya concentrating overseeing different workforce challenges (Edeltraud and Ukur, 2011); impacts of work environment decent variety administration on hierarchical viability (Otike et al., 2009); Effects of Individual Dimensions on the Performance of an organization (Mkoji & Sikalieh, (2012); effect of workforce diversity on employee performance (Maingi, 2015) Managing Workplace Diversity in Higher Education; workforce diversity administration and representative execution in the banking sector (Mujuri, 2012) while some scholars conduct their research with nearby point of view like the nonprofit sector in Kenya.

In Kenya, available studies (Otike, Messah & Mwaleka, 2014; Wambui, 2013; Munjuri, 2013; Maingi & Makori, 2015) have established cultural diversity is common phenomenon is profit making organization and cultural diversity management affects organization effectiveness positively, performance and employees job satisfaction. Otike*et al.*(2014) study revealed that in Kenya problem relating to diversity exhibit intermittent occurrences and human resource managers has developed mechanisms for cultural diversity management hence improving organization effectiveness. Munjuri (2013) established that human resource managers are using diversity management techniques such as balance enrollment, support to minority communities, diversity training and equal business openings with less attention being given to creation of diversity awareness and social gatherings.

Maingi and Makori (2015) study also recommended that to improve employee performance effective policies such as education background diversity and ethnic diversity. Despite Kenyan scholars having attempted to investigate workplace diversity management, none of the available studies have attempted studying cultural diversity management. The available studies on workplace diversity management also have focused on commercial banks (Munjuri, 2013; Otike et al. 2014) others in nonprofit making sectors (Wambui, 2013; Maingi et al. 2015, Sikalieh & Mkoji, 2012) and none on international nongovernmental organization.

As such, the available literature would be regarded as scanty and inconclusive due to different methodologies adopted. This study seeks to narrow this gap by investigating effects of cultural diversity management on job satisfaction in IPPF an international Non-governmental organization.

A study done by Reisinger (2009) investigating how national cultures of employees affect the complex multicultural tourism environment of both staff as well as tourist behavior established due to advanced transportation, communication systems and technology people can travel all dimensions of the world. This leads to individual exposure to cultures of different societies causing social interactions and hence cultural exchanges. As such due to cultural exchanges people acquire new morals, beliefs, new skills and routines, the way they communicate hence changing people's attitude and their action leading to adoption of different human behavior patterns. These new human behavioral patterns are in turn reflected in the workforce and effective management is required to ensure employee productivity and job satisfaction.

Most of the studies mentioned herein concentrate on workforce diversity and not cultural diversity in particular. There is little research that has been done on effect of cultural diversity management on job satisfaction (Edeltraud & Ukur, 2011; Otike et al., 2009; Maingi, 2015). As such, the available literature would be regarded as scanty and inconclusive due to different methodologies adopted. This study seeks to narrow this gap by answering the question: what are the effects of cultural diversity management on job satisfaction in IPPFAR an international Non-governmental organization?

1.3   Objective of the Study
The main objective of this study was to investigate effect of cultural diversity management on job satisfaction at International Planned Parenthood Federation (Africa Region) in Nairobi.

1.4   Value of the Study

The study findings will be valuable since it will provide knowledge to existing and future scholars as well as academicians on cultural diversity and job satisfaction locally, regionally and internationally. This will expand their knowledge in this field and also help in identifying other related areas of further study.

The knowledge gained from this study might be helpful to policy makers both in the legislature and organizational levels, particularly in strengthening policies related to cultural diversity and job satisfaction in organizations. Such approach change might be convenient in upgrading the guidelines on the most proficient method to enhance the execution and viability of employees with an end goal to improve their productivity to benefit the associations.

This study will help human resource managers and other practitioners in the field of human resource understand how cultural diversity management affects job satisfaction and thus consider adopting cultural diversity awareness, cultural diversity communication competencies and cross-cultural training in their cultural diversity management a common phenomenon in the 21st century. As such the study will enlighten Human Resource Managers, International Organizations, international staff/employees and governments on how to successfully manage cultural diversity workforce. The study will also help in establishing whether cultural diversity awareness, cultural diversity communication competencies and cross-cultural training has any significant influence on job satisfaction.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This reviews the literature relevant to cultural diversity and job satisfaction. It also presents the theoretical foundation of the study, empirical review and finally the conceptual framework.

2.2 Theoretical Foundation of the Study

This study is pegged on three major theories, these include: The Social Identity theory which explains the individual cognitions and behavior within groups, Similarity theory which describes how individuals' attributes increases interpersonal attraction and bonding and finally the transformation theory which explains how leadership enhances the achievement of organizational goals.

2.2.1 Social Identity Theory

Social Identity Theory is a social-psychological theory that was first proposed by Tajfel (1978) in the attempt to explain individual behavior and cognitions with the help of group process. Abrams and Hogg (1988) using the theory explains that solidarity inside a group and out-groups' discriminations are part of social identity development process. Tajfel (1979) did a study to validate the theory and established that individuals in a social group acted in solidarity and discriminated out group to ensure rewards only fell on in-groups. According to the theory individuals might be grouped in different classifications and distinctive persons may use diverse categorization whereby classifications are characterized by prototypical qualities abstracted from individuals. Tajfel (1982), cites that prejudice, stereotyping and conflicts are serious consequences of self-categorization and social identity.

According to Korte (2007) self-categorization social identity theories are corresponding speculations clarifying social personality, in term of its processes and elements. Through self-classification and community participation, people build up a social personality, which fills in as a social psychological composition for their conduct which is group related

whereby the perceiver is probably going to see these attributes as fundamental to his or her own character and utilize these qualities to categorize others (Kulik and Bainbridge, 2006). When cultural diversity is allowed to exist within IPPFAR employee's individuals will form different groups which are not culturally homogenous a case that would cause disagreement and lack of collaboration in achieving organization objectives.

2.2.2   Similarity/Attraction Theory

Based on Pitts and Jarry (2006) similarity/attraction theory help researcher in understanding similarity in attributes of individuals especially demographic aspects that enhances interpersonal liking and attraction and thus more bonding. In this case, individuals with similar background especially cultural or ethnic backgrounds will be more comfortable to work together and collaborate in problem solving and task execution compared with those with dissimilar cultural or ethnic backgrounds. In the presence of similarity in values individual has their values and ideas reinforced while dissimilarity of values causes conflict among individuals. Nelson and Quick, (1997) study established that dissimilarity causes lack of attraction and is manifested through communication errors, message distortion and decreased communication among individual with dissimilar attractions. In this case, similarity/attraction theory helps researcher predict the level of faulty work processes caused by diversity.

Pitts and Jarry (2006) concludes that work processes that are faulty will lead to poor performance and job dissatisfaction. Osbeck and Moghaddam (1997) did a study to test the theory in cultural diversity management and established that individuals choose to work and relate with individual of similar cultural groups compared to those from out groups which were termed as ethnic revival. This study acknowledged the very facet of the theory: individuals with diverse cultural orientations needs to be managed to avoid conflicts which will in turn lead to job dissatisfaction. This study will utilize this theory to understand how managing cultural diversity such that there are no in-groups and out-groups affects employee's job satisfaction levels at IPPFAR.

2.2.3 Transformational Theory

Transformation theory was first described by Burns (1978) in his quest to empower certain groups and individuals to achieve organizational goals. In the theory transformational leadership embodies an initiative style that is exemplified by personality and shared vision among followers and leaders (Burns, 2010). The intensity of transformational pioneers originates from their capacity to inspire and stipulate others to deliver remarkable work. This hypothesis conveys that initiative is the technique by which a man engages with others and can make an affiliation that results in extended motivation and significant quality in the two workers and managers.

It is usually associated to the hypothesis of appealing leadership which endorses leaders with specific characteristics, such as, confidence, clearly stated values and extroversion attributes that can motivate the employees. The key in transformational administration is for the leader to be mindful to the necessities and intentions of workers making an effort to enable them achieve their greatest potential. What's more, transformational administration normally portrays how leaders create and implement essential changes in an organization. Often, this hypothesis discussed regularly conversely to value-based authority. Bernard Bass further developed Burn's hypothesis in 1985 to depict particular practices that are comprised in every initiative style. We can look at transformational authority along the accompanying five measurements: two sorts of glorified impact, moving inspiration, scholarly incitement, and individual thoughts (Bass, 1985).

2.3 Forms of Culture Diversity management

The Theory of Constraints sees processes as they are rings of a similar chain as opposed to supposing they are separe from one another. In the meantime, the hypothesis centers around the points that are weak, which are bottlenecks for the whole association and attempt to decide the relationship of these bottlenecks. This section presents cultural diversity concepts to address the set objective explaining the relationships between interlinked concepts and explains the connections between the variables.

2.3.1 Cultural Diversity Awareness

Diversity training programs have been found effective in helping people in becoming aware on issues regarding diversity. In an institution where cultural diversity exists offering courses that help individuals understand issues such as cultural diversities are offered and the institution treats all people equally despite of their cultural orientation. In the case of management such as supervisors and middle level managers training would be effective in reducing their stereotypes and prejudicial attitudes (Golembiewski, 1995).

Cultural diversity comprises variations in skills, personality, education, disability, religion, sexual orientation, ethnicity, color, age and gender (Lashley and Lee-Ross 2003). Diversity issues include aspects that are harder to distinguish and which can be characterized subsequent to knowing the worker for a more drawn out timeframe to recognize their attitudes, qualities, traditions and standards. Clements and Jones (2006) further define diversity into primary and secondary contrasts to ensure human resource managers do not miss when managing these groups. Based on Clements *et al.* primary contrasts are steady factors that are recognized by people and incorporate age, sex and racial foundation and take form in the internal dimensions of individual's daily lives thus defining their personality. On the other hand, secondary differences include religious beliefs, class, education and experience and are likely to affect individual's desire for status, recognition and seniority. According to Code (2007) in an organization where pioneers put high value on diversity, they start projects to manage the diversity.

2.3.2 Cultural Diversity Communication Competencies

Modern data innovation can help with overseeing social diversity in the work environment. Some worldwide employees may observe physical congeniality to be more overwhelming than supportive because of language barriers among themselves and their administrators. Tools of managing communication and knowledge such as calendars, messaging systems, electronic bulletin boards, videoconferencing, intranets and email, all assist to foster great collaboration and communication, and help to separate dialect and social hindrances.

Additionally, there are better working and doing business approaches, for example, virtual groups, which depend on Information Technology and which help diverse work environments. Diverse instruments and work systems have distinctive advantages and might not have universal acknowledgment with all representatives: subsequently, the writers trust that the association ought to be adaptable and enable the workers to choose whatever method of correspondence they feel most contented with.

According to Nataatmadia and Dyson (2007) managing culturally diverse workforce can present some disadvantages if improperly managed or provide competitive advantage when managed well. According to Nataatmadia and Dyson (2007) one effective means to achieve positive outcomes in the modern workforce is adoption of IT as it breaks cultural barriers and brings staff with different background despite of their location into harmony. Information technology makes it easy to communicate and manage knowledge.

2.3.3 Cross-Cultural Training

Training on cultural diversity is fundamental in awareness creation and helping individuals develop skills and knowledge. Training can result ultimately in conduct change all through the association at individual and group levels. Training on diversity can assume a noteworthy job in separating worker ignorance and creating an environment that's more culturally enriched (Clements & Jones 2006). However, Gardenswartz and Rowe (2009) points that human resource managers should take caution when managing labor-force with different manners, tradition and holidays to ensure their cultural beliefs are not violated in the process of cultural management. Clements and Jones (2006) therefore proposes that in cultural diversity training, understanding, a new way of seeing things, reflection and acknowledgment while teachers need to clarify the social impacts of culture at the work and characterizing the phenomena of generalizations, preference and presumption helps in succeeding in diversity training. Gardenswartz and Rowe (2009) adds that training based on topics would help in addressing all issues that would result to cultural conflicts in the work place.

Australian Multicultural Foundation (2010) explains that developing cultural competence is significant for effective management and serving people of diverse cultural affiliations. In this case, cultural competence helps in achieving awareness of existing diversity, gaining knowledge of what they are, and pursuing skills and practices that would grant effective management. As such, effective management of cultural diversity is preceded by understanding the nature of culture and cultural diversity and proper design of concepts and frameworks that helps analysis and management of cultural diversity. To correctly implement cultural competence in an organization, management needs to focus on four major levels: systemic, organizational, professional and individual's cultural competences.

Murphy (2007) proposed that training staff on generational diversity should be done in staff meetings, in class room style, online or in an interactive format. Leaders also need to be trained on how to lead teams that are multigenerational and come up with mentoring programs to transfer these critical skills to the employees. Kanten (2014) study established that cultural competence affects career competences and thus customer oriented behavior. In the case where organization depends on services delivered to the customers by the employees' customer oriented behavior as a result of developing cultural competence would help an organization achieve sustainable competitive advantage. In the 21st century, organization having recognized this from past studies are recruiting, training and training staff with positive personality traits, which have career competency to dealing with customers of diverse affiliations.

2.4 Factors that Influence Job Satisfaction

How good individuals assesses their activities is represented by numerous elements, particularly their state of mind towards their work. Various factors that add to hierarchical duty or work fulfillment have been identified by researchers. Jex (2002), observed three ways to explain the occupation fulfillment improvement as processing of social information, job characteristics (organizational attributes), dispositional and job satisfaction (laborer attributes).

2.4.1 Organizational Characteristics

According to Jex (2012), work fulfillment level of a worker is dictated by his or her relation with other colleagues. If a worker see that their co-workers are fulfilled and positive, they will be influenced naturally, conversely, if they are disappointed and negative then they are likely to disappointed as well. Jex and Spector (2009) established that social-information prevailingly affects organizations and work fulfilment. They trust that the work environment socialization may corrupt ethically workers who are employed recently. They are probably going to end up corrupt if they are set around dissatisfied workers.

In Aamodt (2009), Weiss and Shaw (2008) led rederch where members were solicited to view training video from sequential construction system laborers who either gave positive or negative comment with respect to their activity. A short time later, the study participants were allowed to perform similar activity. The examination saw that members who had the chance to watch the positive tape enjoyed the task those who viewed the negative video. Generally, the study on social data processing of social information supports that social condition has an impact on behaviors and attitudes of the workers.

2.4.2 Compensation

Different individuals accept pay in various methods. Pay is the financial benefit that organizations give to the workers for the serves rendered to the organization. According to Kalleberg and Voydanoff (2010) financial remuneration is one of the major elements that determine job fulfillment. The relationship between occupation satisfaction and salary/pay, was found by Kathawala et al, (2010) in the paper of Jitendra Kumar Sing and Jain Mini (2013) that "Pay was the key point for the drive and occupation satisfaction of salaried employees car manufacturing industry". The study evaluated the diverse occupation qualities and the manner in which the workers ranked them as satisfiers and motivators. According to Lifer (2004), technological challenges, advancement opportunities, benefits and compensation influence work fulfillment or satisfaction.

2.4.3 Employee Recognition

The process of giving a worker a specific status inside an association is known as employee recognition. This is an extremely important factor towards employment fulfillment. Recognition portrays how the job a worker is assessed and how much the appreciation they get in return from the association. Additionally, indicates the manner in which an association gives its workers the status and reword for their activities and work. It was estimated through acknowledgment fulfillment item of Job Satisfaction Survey which was created by Spector (2005).

Flynn (2008) contended that appreciation programs motivate laborers, supports up their assurance and make a linkage among execution and occupation satisfaction of the specialists. The essential motivation behind any laborer acknowledgment program is to portray a system to pay and convey the workers so they can connect their reward to their activity execution which finally prompts laborer's activity satisfaction. Where work fulfillment, as characterized by Lock (Gruneberg, 2008), is a pleasurable positive passionate state resulting from work evaluation from job experiences of an individual. The rewards incorporate the budgetary rewards, benefits and pay, incentives and promotions that satisfy laborers however committed workers, acknowledgment must be given to keep them committed, appreciated and motivated.

2.5 Cultural Diversity and Job Satisfaction

Pacheco, Westhuizen and Webber (2012) did a study on "the changing influence of culture on job satisfaction across Europe" between 1981 and 2008 with culture being measured as traditional vs. secular and established that impacts of traditional values on job satisfaction have remained constant over time while the strength of many cultural values have declined hence impacting on job satisfaction. Based on the results from logistical regression employees who held cultural values such as love and respect for elders exhibited higher job satisfaction from 11.4 % in 1981 to 18.8% in 2008. However, in 1980 cultural values relating to trusting people were significant in affecting job satisfaction positively while in 2008 it exhibited relatively negative impact on job satisfaction. The results validated Hofstedes (1980) thesis culture is mental software and predicts how people think and act.

In this case, traditional values are significant predictor of individual utility in the workplace.

Munyeka (2014) did a study in South Africa on "Discernment of Workers on Workforce Diversity and Its Effect on Job Satisfaction in a Public Service Department" with data being collected from 90 employees on public service using a questionnaire. Questions were close ended on a Likert Scale and diversity was measured on job title, marital status, age, income levels, professional qualification, period of service and ethnicity. Results from Pearson Correlation established a negative correlation (-0.634) exists between ethnicity and job satisfaction yet workforce diversity yielded positive correlation to job satisfaction. Implementation of transformational leadership style yielded positive correlation with effective commitment and thus job satisfaction. Based on the results under normal circumstances ethnicity will have negative impact on job satisfaction but under effective diversity management.

Maingi and Makori (2015) did a study on "Effect of workforce diversity on employee performance in Kenya" at Kenya school of government where 87 employees were sampled from a target population of 690 employees. Data was analyzed quantitatively using SPSS and Ms Exel. The results indicated that workforce diversity has a positive effect on employee's performance with education diversity yielding the most significant relationship. On ethnic diversity the study established a significant influence on job performance since ethnicity affected self-esteem and use of ethnic languages limited dialogue and communication especially to the minority ethnic groups. Strategies such as grouping employees into teams each with team leader to ensure proper coordination boosted employee's creativity and innovation thus improving job performance. The study concluded that "ethnicity diversity statistically and significantly was an important factor that affected employee performance". As such, cultural diversity management would affect job satisfaction.

Munjuri (2012) did a study on "Workforce Diversity Management and Employee Performance in the Banking Sector in Kenya" with data being collected from 4000 employees of banks working in Nairobi region. The results indicated that ethnic diversity exist in banking sectors and human resource managers are adopting strategies such as support of minority groups, balanced recruitment, equal employment opportunities, diversity training, rewarding good performance and awareness creation to manage ethnic, gender, age and education diversity. 75% of employees appreciated workforce diversity management policies and 50% reported diversity management policies lacked clarity. In general work force diversity was found to affect employee's performance positively especially after it has been effectively managed. Similar study by Reskin (2003) also indicated that organization failure to manage ethnic affiliations normally leads to turnover, differences in training, job satisfaction among other forms of inequality. As such, workforce diversity management strategies need to be implemented to ensure diversity is well managed and thus employees yield job satisfaction and higher levels of productivity.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1   Introduction

This chapter outlines the research procedures used to conduct the study. This includes the study's data analysis, instruments used in data collection, sampling technique, sample size, target population, sampling design, research design, interpretation of the data, and the ethical issues involved.

3.2   Research Design

Descriptive survey research design was the best research design for the study. A descriptive survey research design enables a researcher to develop and understand research phenomenon on certain theoretical framework and facilitates both qualitative and quantitative analysis of data. It presents an opportunity for triangulation of all data, both qualitative and quantitative hence leading to a credible comprehension of the research. Since the aim of this study was to investigate effect of cultural diversity management on job satisfaction with IPPFAR a descriptive survey design was the best survey research design to adopt in answering the study hypothesis.

3.3   Target Population

According to Mugenda and Mugenda (2003) population is a whole group of objects, events or individuals with observable characteristics that are common among them. On the other hand, Sharp and Howard (2006) describe target population as total collection of element from which reference will be made. This study investigated effect of cultural diversity management on job satisfaction in IPPFAR. As such, the best population to acquire information was staffs in IPPFAR who are diverse in their cultural orientation. Given that this study adopted IPPFAR as the organization to conduct its study given its staff of different cultural diversity, the population of this study included all staff, at IPPFAR. According to IPPFAR Human Resources Manual (2015) there are 64 staff members at the organization. As such the population of this study included 64 respondents (IPPFAR, HR Manual, 2015).

3.4   Data Collection

According to Babbie (2010); Bryman, (2008); Mugenda and Mugenda, (2003) recordings, historical reviews, observations, focus groups, interviews and questionnaires are some of the data collection methods that are readily available (Babbie, 2010). Every one of these techniques is utilized based on the types of questions asked, preferences of the researcher, applicability ease, the design used and the needs of the researcher. Given that the study gathered information from respondents with sensible level of education and other people who have distinctive positions, this examination embraced a semi structured questionnaire as the principle data accumulation technique. Structured questionnaires with five points like scale was used. The questionnaire had three sections. Section A of the questionnaire captured the demographic profile of the study participants; Section B covered cultural diversity management. Finally, Section C covered issues relating to Job satisfaction.

The researcher used drop and pick method. As such, structured questionnaire helped respondents select available options as they relate with their levels of job satisfaction. The researcher also sought authorization of the study from IPPFAR management through written letter describing the need to carry the study in this particular organization and the importance accrued in conducting this study in this organization and not any other organization.

The management was informed of the study ethical considerations and the data collection date. Once given go ahead for data collection the researcher approached the respondents by email or physically at the headquarter explaining what she was investigating. The respondents were requested to participate and those who refuse to participate were allowed not to participate. Those who consented were sent a questionnaire physically or electronically and alongside the procedure of returning dully filled questionnaires.

3.5   Data Analysis

Descriptive statistics such as frequencies, percentages and means were used to explore data on the general information of the respondents. The study adopted a linear regression model which was used to determine the extent to which cultural diversity management influenced job satisfaction. This provided the magnitude and direction of relationship between each of the independent variables with the dependent variable.

The proposed regression model of the study was as follows:

$$Y = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_{3} + \varepsilon$$

Where: Y was the level of Job Satisfaction

β_o= Represents the level of job satisfaction when $(X_1, X_2, X_3) = 0$

X_1 = Cultural Diversity Awareness

X_2= Cultural communication Competencies

X_3= Cross-Cultural Diversity Training

β_1, β_2, and β_3, represent the coefficient of X_1, X_2 and X_3

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The findings after analysis of data gathered and analyzed using the methodology set out in the study are presented in this section. The findings and discussions are about investigating the effect of cultural diversity management on job satisfaction at IPPFAR in Nairobi. At the end of each study area, the findings are briefly discussed and inferences drawn. Summary descriptive statistics, correlation and regression analysis and analysis of variance (ANOVA) are presented for each study variable together with the fitting model.

4.2 Response Rate

The data was collected from sixty-four (64) respondents from IPPFAR organization in Nairobi. Response rate alludes to the quantity of polls returned divided by the sample size (Baruch and Holtom, 2008).

Table 4.1: Summary of the Response Rate

Questionnaires	Respondents	Percentage
Questionnaires distributed	64	100
Questionnaires returned	47	73
Questionnaires not returned	17	27
Questionnaires returned but not usable	5	8
Returned questionnaires and usable	42	66
Response rate	66	66

Source: Research Findings

An aggregate of 64 polls were circulated out of which 47 were returned mirroring a response rate of 73%. This is a reasonable response, which demonstrated the level of significance of the respondents. This was credited to the utilization of contact people at the

organization. Out of the returned 47 polls, 5 of the surveys returned were rendered unusable on the grounds that some items were unanswered.

In the final evaluation, 42 polls were utilized, demonstrating 66% rate of the responses that were usable. It was satisfactory to use this response rate to make inferences for the study and was satisfactory for generalizations. As indicated by Bryman and Bell (2015) and Mugenda and Mugenda (2008), a response rate of 50 percent is satisfactory for reporting: a rate of 60% is good and a response rate of 70% or more is excellent. In light of this affirmation, the response rate was good. Table 4.1 above presents a synopsis of the reaction rates.

4.3 Background Information

This section presents personal information of the study participants. The researched aimed to establish brief background information about the study participants.

4.3.1 Gender

The researcher investigated the gender distribution among the study participants. Figure 4.1 presents the gender distribution of the study participants. The study established from the findings that most of the study participants were males (59.5%) whereas 40.5% of the study participants were females.
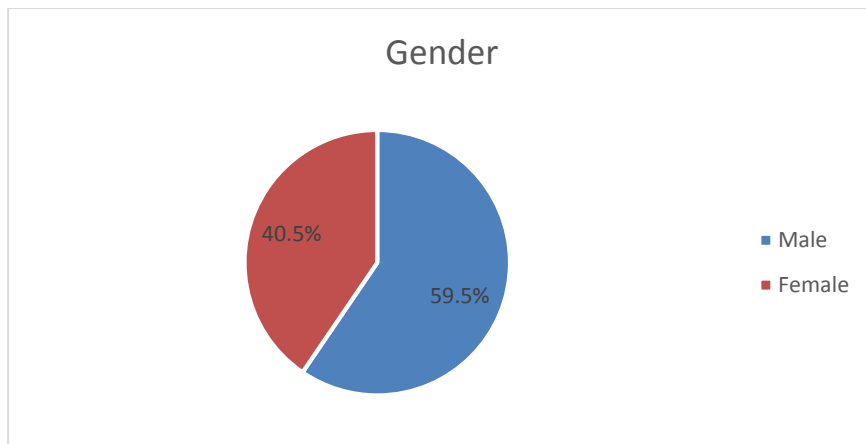
Figure 4.1: Distribution of Respondents by Gender

Source Author :(2018)

4.3.2 Age Distribution

The researcher also wanted to examine the age distribution among the study participants. This was categorized into below 18 years, 19-24 years, 25-34 years, 35-50 years and above 50 years. Figure 4.2 presents the distribution of the study participants by age. The results indicated that most of the respondents were aged 35-50 years (54.8%) followed by those aged between above 50 years (23.8%) while those aged 25-34 years were the least (21.4%). The study revealed that there were no employees aged below 18 years and 19-24 years were working in IPPFAR. The findings indicate that there was a relatively proportionate numbers of respondents in successive age categories in the study. The researcher found the variation appropriate and appreciated the fact that young officers might be limited in experience thus the results that most of the study participants were above 30 years.
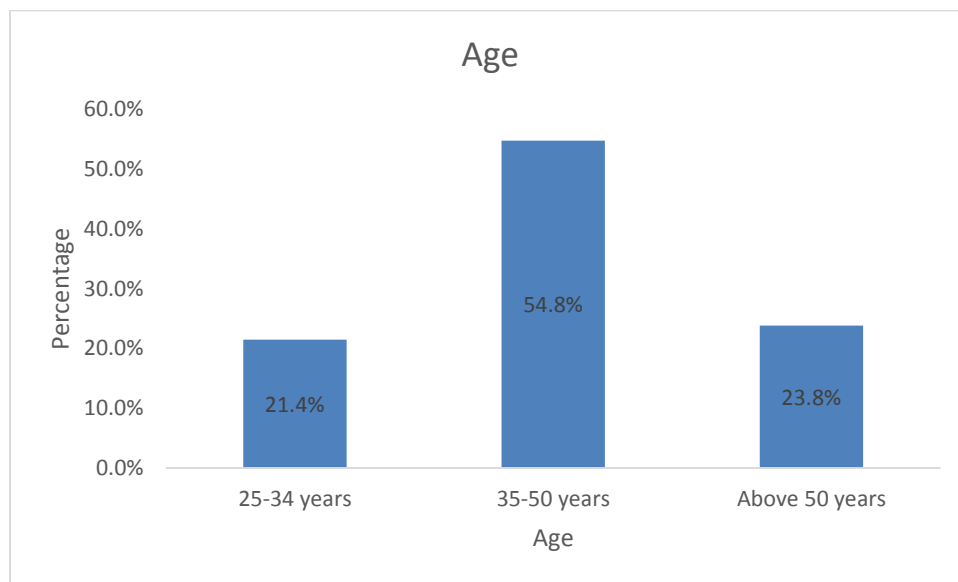
Figure 4.2: Distribution of Respondents by Age

Source Author :(2018)

4.3.3 Level of Education

The study also investigated the education level of the study participants. This was categorized into below Certificate, Diploma, Higher Diploma, Degree, Masters, PHD and Professor. Table 4.2 presents the findings. The results indicated that most of the study participants had a masters degree (47.6%), 35.7% of the study participants had a university

degree, 9.5% of the respondents had a higher diploma while 7.1% of the respondents had a post graduate degree.

Table 4.2: Distribution of Respondents by Level of Education

Level of Education	Frequency	Percentage
Higher Diploma	4	9.5
Degree	15	35.7
Masters	20	47.6
PHD	3	7.1
Total	42	100.0

Source Author :(2018)

4.3.4 Religion

The researcher also investigated the Religion of the study participants. Based on the data presented on figure 4.3, most of the study participants (52.4%) were Protestants, 38.1% of the respondents were Catholics, 4.8% of the study participants were Adventists while 4.8% of the respondents were Muslims.
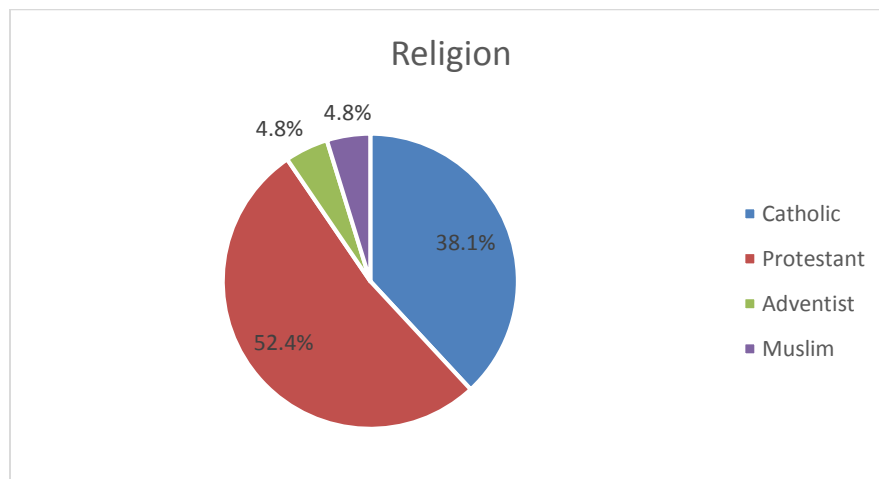
Figure 4.3: Distribution of Respondents by Religion

Source Author :(2018)

4.3.5 Country of Origin

The study also sought to investigate the respondents' country of origin. Based on the data presented on figure 4.4, most of the study participants (52.4%) were from other countries while only 47.6% of the respondents were from Kenya.
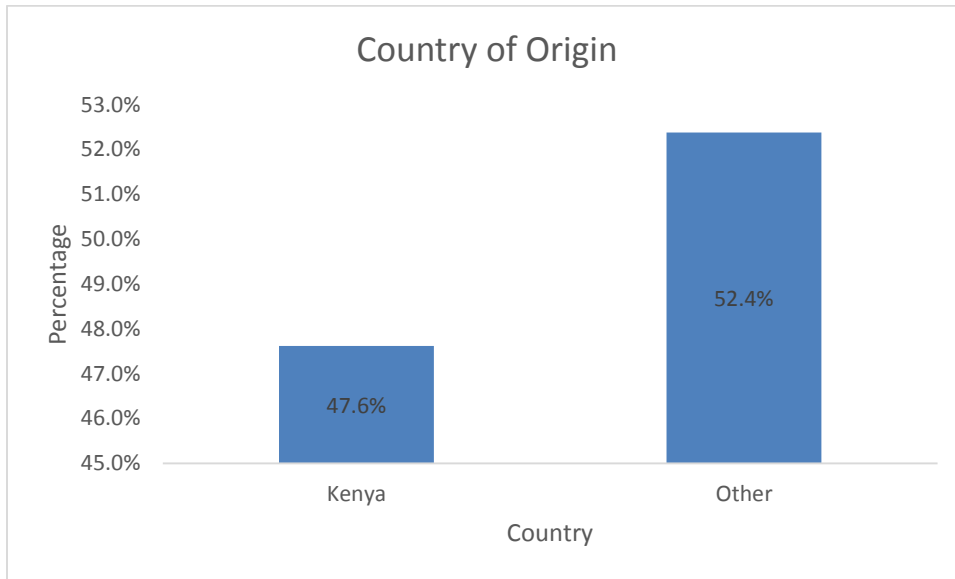
Figure 4.4: Country of Origin

Source Author :(2018)

4.4 Descriptive Analysis

Quantitative analysis provides a means of explaining and describing a phenomenon through a numerical framework (Maxfield & Babbie, 2009). The analysis is not based on subjective interpretation but on the objective analysis of the numerical findings derived from observations. The analysis in this study began by descriptive statistics, which helped to summarize or show data in a meaningful manner, which permits a simpler data interpretation method. There are ordinarily two general kinds of measurements that are utilized to portray information. These incorporate measures of variation and central tendency. Central tendency measures portray the focal position of a frequency distribution for the data being assessed for example the mode, median and mean. On the other hand, a measure of spread is a way of summarizing data to describe how the scores are spread out. To describe this, we use of range, absolute deviation, variance and standard deviation.

4.4.1 Cultural Diversity Awareness

The researcher investigated the effects of cultural diversity awareness on job satisfaction in IPPFAR.

Table 4.3: Descriptive Analysis on Cultural Diversity Awareness and Job Satisfaction

Cultural diversity awareness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Coefficient of variance
Mentorship programs would improve cultural diversity awareness	0.0%	0.0%	10.6%	66.0%	23.4%	4.13	.575	14%
Establishing and recognizing champions for diversity would improve cultural diversity awareness	0.0%	0.0%	8.5%	61.7%	29.8%	4.21	.587	14%
Regular role plays with individuals of different cultural background forming a group would improve cultural diversity awareness	0.0%	6.4%	29.8%	51.1%	12.8%	3.70	.778	21%
Rewarding system on individuals with non-cultural conflict would improve cultural diversity	2.1%	6.4%	25.5%	40.4%	25.5%	3.81	.970	25%
Leadership development on issues of cultural diversity would improve cultural diversity awareness	2.1%	0.0%	2.1%	40.4%	55.3%	4.47	.747	17%
Establishing cultural diversity department would help improve cultural diversity awareness	6.4%	8.5%	38.3%	44.7%	2.1%	4.21	.883	21%
Use of newsletters addressing cultural diversity would improve cultural diversity awareness	0.0%	2.1%	40.4%	44.7%	12.8%	3.68	.726	21%

Source Author :(2018)

The response was rated on a scale of 1-5 on which: 1= strongly disagree, 2= disagree, 3= neither agree or disagree, 4= agree and 5= strongly agree. Table 4.3 below shows the descriptive statistics describing the data in details. From the findings, majority of study participants (66%) agreed with the statement that mentorship programs would improve cultural diversity awareness as shown by a mean score of 4.13. Establishing and

recognizing champions for diversity would improve cultural diversity awareness conveyed by a mean score of 4.21.

Most of the study participants also agreed that regular role plays with individuals of different cultural background forming a group would improve cultural diversity awareness as shown by a score of 3.70. Most of the study participants also agreed that rewarding system on individuals with non-cultural conflict would improve cultural diversity as shown by a mean score of 3.81. Leadership development on issues of cultural diversity would improve cultural diversity awareness conveyed by a mean score of 4.47. Most of the study participants also agree with the statements that establishing cultural diversity department would help improve cultural diversity awareness as shown by a mean score of 4.21 and that use of newsletters addressing cultural diversity would improve cultural diversity awareness as shown by the mean score of 3.68.

4.4.2 Cultural Diversity Communication Competencies

The study sought to investigate the influence of cultural diversity communication competencies on job satisfaction in IPPFAR. The response was rated on a scale of 1-5 on which: 1= strongly disagree, 2= disagree, 3= neither agree or disagree, 4= agree and 5= strongly agree. Table 4.4 below shows the descriptive statistics describing the data in details. From the findings, majority of the study participants (52.4%) agreed with the statement that use of cultural images and symbols would positively improve cultural sensitivity as shown by a mean score of 3.69. Organizing cultural events where respective cultures are represented would positively improve cultural sensitivity as shown by a mean score of 4.12. Most of the study participants agreed that documenting social protocols for cultural awareness would positively improve cultural sensitivity as shown by a score of 3.64. Most of the study participants also agreed that establishing workshops where HR managers and diversity trainers discusses and answers questions on the best way to handle the sensitivity of cultural diversity would improve cultural sensitivity conveyed by a mean score of 4.02. Most of the study participants also agree with the statements that developing employees with soft skills as well as interpersonal skills would improve cultural sensitivity as shown by a mean score of 4.36 and that helping employees give feedback (using IT

systems) on cultural issues/challenges would positively improve cultural sensitivity as shown by the mean score of 3.64.

Table 4.4: Descriptive Analysis on Cultural Diversity Communication Competencies and Job Satisfaction

Cultural diversity communication competencies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Coefficient of variance
Use of cultural images and symbols would positively improve cultural sensitivity	0.0%	2.4%	35.7%	52.4%	9.5%	3.69	.680	18.4%
Organizing cultural events where respective cultures are represented would positively improve cultural sensitivity	0.0%	0.0%	7.1%	73.8%	19.0%	4.12	.504	12.2%
Documenting social protocols for cultural awareness would positively improve cultural sensitivity	0.0%	0.0%	50.0%	35.7%	14.3%	3.64	.727	20%
Establishing workshops where HR managers and diversity trainers discusses and answers questions on the best way to handle the sensitivity of cultural diversity would improve cultural sensitivity	0.0%	0.0%	21.4%	54.8%	23.8%	4.02	.680	16%
Developing employees with soft skills as well as interpersonal skills would improve cultural sensitivity	0.0%	2.4%	2.4%	52.4%	42.9%	4.36	.656	15%
Helping employees give feedback (using IT systems) on cultural issues/challenges would positively improve cultural sensitivity	0.0%	0.0%	42.9%	50.0%	7.1%	3.64	.618	17%

Source Author :(2018)

4.4.3 Cross-Cultural Trainings

The study also investigated the effects of cross-cultural trainings on job satisfaction in IPPFAR.

Table 4.5: Descriptive Analysis on Cross-Cultural Trainings and Job Satisfaction

Cross-Cultural Trainings	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Coefficient of variance
Organizing training on cultures would help improve understanding on cultural diversity	0.0%	4.8%	7.1%	73.8%	14.3%	3.98	.643	16%
Planning events around cultures would improve understanding on cultural diversity	0.0%	0.0%	9.5%	69.0%	21.4%	4.12	.550	13.3%
Sharing contents on cultures would improve understanding on cultural diversity	0.0%	0.0%	19.0%	54.8%	26.2%	4.07	.677	17%
Organizing of individuals in teams comprised of staff from different cultural background would improve understanding on cultural diversity	0.0%	2.4%	14.3%	57.1%	26.2%	4.07	.712	17.4%
Diversity training would improve job satisfaction	0.0%	7.1%	9.5%	45.2%	38.1%	4.14	.872	21%
Cultural diversity training with trainers focusing on topics in cultural diversity would help in addressing issues that would result in cultural conflicts	0.0%	4.8%	19.0%	66.7%	9.5%	3.81	.671	18%
Regular use of cross cultural skills and workshops would improve understanding on cultural diversity	0.0%	0.0%	16.7%	61.9%	21.4%	4.05	.623	15.3%
Organizational financing in cultural diversity training programs would help improve understanding on cultural diversity	0.0%	2.4%	31.0%	52.4%	14.3%	3.79	.717	19%
Mentoring programs to transfer critical cultural skills to the employees would improve understanding on cultural diversity	0.0%	0.0%	7.1%	66.7%	26.2%	4.19	.552	13.1%

Source Author :(2018)

The response was rated on a scale of 1-5 on which: 1= strongly disagree, 2= disagree, 3= neither agree or disagree, 4= agree and 5= strongly agree. Table 4.5 above shows the descriptive statistics describing the data in details. From the findings, majority of the study participants (73.8%) agreed with the statement that organizing training on cultures would help improve understanding on cultural diversity as shown by a mean score of 3.98. Planning events around cultures would improve understanding on cultural diversity as

shown by a mean score of 4.12. Sharing contents on cultures would improve understanding on cultural diversity as shown by a score of 4.07. Most of the study participants also agreed that 0rganizing of individuals in teams comprised of staff from different cultural background would improve understanding on cultural diversity as shown by a mean score of 4.07. Diversity training would improve job satisfaction as shown by the mean score of 4.14 and cultural diversity training with trainers focusing on topics in cultural diversity would help in addressing issues that would result in cultural conflicts conveyed by mean score of 3.81. There was utmost agreement among the respondents that regular use of cross cultural skills and workshops would improve understanding on cultural diversity as conveyed by mean score of 4.05. Most of the study participants also agreed with the statements that organizational financing in cultural diversity training programs would help improve understanding on cultural diversity as shown by a mean score of 3.79 and that mentoring programs to transfer critical cultural skills to the employees would improve understanding on cultural diversity as shown by the mean score of 4.19.

4.4.4 Level of Job Satisfaction

The study sought to determine the level of job satisfaction by employees in IPPFAR. The response was rated on a scale of 1-5 on which: 1= Never, 2= Rarely, 3= Sometimes, 4= Very Often and 5= Always. Table 4.6 below shows the descriptive statistics describing the data in details. From the findings, majority of the study participants (69%) said they make positive comments about the organization very often as shown by a mean score of 4.12. Employees in IPPFAR make positive comments about individuals of different cultural backgrounds as shown by a mean score of 3.76. Most employees are rarely absent from their work as shown by a score of 4.43. Most of the study participants also display joy and happiness at their workplace very often as shown by a mean score of 3.83. The respondents do help other staff members very often as shown by the mean score of 3.90 and are helped by other staff members very often as shown by a mean score of 3.71. The respondents feel a sense of belonging when with individuals of different cultural backgrounds very often as shown by a mean score of 3.50. Majority of the study participants also have love and respect towards individuals of other cultures at their workplace as shown by a mean score

of 4.21 and that they have trust towards individuals of other cultural backgrounds in my organization as shown by the mean score of 3.76.

Table 4.6: Descriptive Analysis on the Level of Job Satisfaction

Job Satisfaction	Never	Rarely	Sometimes	Very Often	Always	Mean	Std. Deviation	Coefficient of variance
I make positive comments about the organization	0.0%	0.0%	9.5%	69.0%	21.4%	4.12	.550	13.3%
I make positive comments about individuals of different cultural backgrounds	2.4%	0.0%	19.0%	76.2%	2.4%	3.76	.617	16.4%
I am rarely absent from my work	0.0%	0.0%	7.1%	35.7%	57.1%	4.43	.831	19%
I display joy and happiness at my workplace	0.0%	0.0%	26.2%	64.3%	9.5%	3.83	.581	15%
I do help other staff members	0.0%	0.0%	19.0%	71.4%	9.5%	3.90	.532	14%
I am helped by other staff members	0.0%	0.0%	38.1%	52.4%	9.5%	3.71	.636	20%
I feel a sense of belonging when with individuals of different cultural backgrounds	0.0%	4.8%	42.9%	50.0%	2.4%	3.50	.634	18.1%
I have love and respect towards individuals of other cultures at my workplace	0.0%	2.4%	2.4%	66.7%	28.6%	4.21	.606	14.3%
I have trust towards individuals of other cultural backgrounds in my organization	2.4%	0.0%	31.0%	52.4%	14.3%	3.76	.790	21%

Source Author :(2018)

4.5 Inferential Analysis

Osborne & Waters (2002) stated that the inferential statistics are used to make inferences from data to conditions that are more general. Thus, they are used to test hypothesis and make estimation using sample data. The relationships between the independent and the variables this study was determined using regression and correlation analyses.

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4.5.1 Correlation Analysis

Stevensons (2009) and Keith (2006) states that Pearson's correlation is assessed when one is examining two or more quantitative variables in a populace to establish the direction and magnitude of the relationship. The conceivable research speculations are that the factors will demonstrate a positive d relationship, a negative relationship, or non-direct relationship. These authors contend that Pearson's relationship coefficients show the degree of reliance between two factors. The Pearson coefficient, r, can take values from -1 to +1. A coefficient value of 0 shows there exists no relationship between the two study factors. A coefficient value that is above 0 shows that there exists a positive relationship between the study elements; that is, when one factor increments, so does the other factor (Stevens, 2009). A value below 0 shows an inverse relationship; that is, as one factor declines, the other factor increases. The coefficient of Pearson correlation *r*, was utilized in the study to show the degree and significance of the relationship between the study variables.

4.5.2 Correlation between Cultural Diversity Awareness and Job Satisfaction

Table 4.7: Correlation between Cultural Diversity Awareness and Job Satisfaction

		Cultural Diversity Awareness	Job Satisfaction
Cultural diversity awareness	Pearson Correlation	1	.789
	Sig. (2-tailed)		.000
	N	42	42
Job Satisfaction	Pearson Correlation	589	1
	Sig. (2-tailed)	.000	
	N	42	42

Source Author :(2018)

This study investigated whether any form of correlation existed between cultural diversity awareness and job satisfaction in IPPFAR. The findings are summarized in Table 4.7. From the table, a positive correlation coefficient of .589 (or 58.90%) existed between cultural diversity awareness and job satisfaction in IPPFAR.

4.5.3 Correlation between Cultural Diversity Communication Competence and Job Satisfaction

The study investigated whether any form of correlation existed between cultural communication competence and job satisfaction in IPPFAR. The findings are summarized in Table 4.8. From the table, a positive correlation coefficient of .601 (or 60.10%) existed between cultural diversity communication competence and job satisfaction in IPPFAR, this means that both diversity communication competence and job satisfaction move in a tandem and will increase or decrease at a rate of 60.10%.

Table 4.8: Correlation between Cultural Diversity Communication Competence and Job Satisfaction

		Cultural Diversity Communication	Job Satisfaction
Cultural Diversity Communication	Pearson Correlation	1	.601
	Sig. (2-tailed)		.000
	N	42	42
Job Satisfaction	Pearson Correlation	.601	1
	Sig. (2-tailed)	.000	
	N	42	42

Source Author :(2018)

4.5.4 Correlation between Cross-Cultural Training and Job Satisfaction

The study investigated whether any form of correlation existed between cross cultural training and job satisfaction in IPPFAR. The findings are summarized in Table 4.9. From the table, there is a positive correlation coefficient of .699 (or 69.90%) cross cultural training and job satisfaction in IPPFAR, this means that cultural training and job satisfaction can decrease or increase at a rate of 69.90%.

Table 4.9: Correlation between Cross Cultural Training and Job Satisfaction

		Cross Cultural Training	Job Satisfaction
Cross Cultural Training	Pearson Correlation	1	.699
	Sig. (2-tailed)		.000
	N	42	42
Job Satisfaction	Pearson Correlation	.699	1
	Sig. (2-tailed)	.000	
	N	42	42

Source Author :(2018)

4.6 Regression Analysis

At the inferential stage of analysis, the study sought to explore the nature of relationship between cultural diversity management and job satisfaction at IPPFAR in Nairobi. Statistical techniques were adopted to determine the relationship between the independent variables and the dependent variable and further determined the levels of influence cultural diversity awareness, cultural diversity communication strategies and cross-cultural training have on the job satisfaction in IPPFAR. The analysis adopted for inferential analysis involved parametric estimations that require the variables used to be measured on a continuous scale. The indicators were measured on an ordinal categorical scale and the descriptive analysis used non-parametric techniques to measure central tendency. The latent variables that are for the study variable that resulted from the computation of total scores from factor analysis were resulting continuous measures of the constructs and therefore were used for parametric estimation.

4.6.1 Multiple Regression Analysis

A multiple regression model was fitted to determine whether independent variables notably, X_1= Cultural diversity awareness, X_2= Cultural diversity communication competence and X_3=Cross cultural trainings simultaneously affected the dependent

variable Y= Level of job satisfaction in IPPFAR. Therefore, this sub-segment looks at whether the regression equation can be utilized to describe the nature of the relationship that exists between the dependent variable and the independent variable. The multiple regression model was of the form:

Where; β_0 = Constant

Y= Level of job satisfaction in IPPFAR

X1= Cultural diversity awareness

X2= Cultural diversity communication competence

X3= Cross cultural trainings

B_i= Coefficients of regression for the independent variables Xi (for i = 1,2,3)

ε = error term

A resultant combined linear regression model of the form,

$$Y = \beta_0 + \beta_1 X_1 + \cdots + \beta_3 X_3 + \varepsilon_i$$

This model can be fitted as follows using the data in Table 4.12;

Y=4.104 + 0.135X$_1$ +0.074X$_2$ + 0.206 X$_3$

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.819	.670	.604	.551

Source Author :(2018)

Table 4.11: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.864	3	.288	3.948	.000
	Residual	11.541	38	.304		
	Total	12.405	41			

Source Author :(2018)

Table 4.12: Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.104	.825		4.972	.000
	Cultural diversity awareness	.135	.155	.142	.868	.000
	Cultural diversity communication competence	.074	.128	.091	.577	.000
	Cross cultural trainings	.206	.139	.241	.481	.000

Source Author :(2018)

As can be observed in Table 4.10, the regression model of access to credit coefficient of determination R Square was 0.670 and R was 0.819 The coefficient of determination R Square indicated that 67% of the variation on the level of job satisfaction can be explained by the set of independent variables, namely; X_1= Cultural diversity awareness, X_2= Cultural diversity communication competence and X_3=Cross cultural trainings. This demonstrates the model has a solid match since the value is over 5%. This agrees with Graham (2002) that R-squared is dependably s in the range of 0 and 100%: 0% demonstrates that the model explains none of the variability of the data around its mean and 100% shows that the model explains the variation of the data around its mean. Generally, the higher the R-squared, the better the model fits the response data. The adjusted R square is slightly lower than the R square, which implies that the regression model may be over fitted by including too many independent variables. Dropping one independent variable will reduce the R square to the value of the adjusted R-square.

The significance of the multiple regression model was tested using ANOVA. According to Green and Salkind (2003), ANOVA is essential in determining the significance of relationship between the study variables. The ANOVA regression coefficients results in Table 4.11 shows that the significance of the F measurements is 0.000 which is under 0.05 and the estimation of F (3.948) is significant at 0.05 certainty level. The estimation of F is sufficiently substantial to reason that the set coefficients of independent factors are not

equivalent to zero. This implies that at least one of the independent variables has an effect on the dependent variable.

Table 4.12 presents the beta coefficients of all independent variables versus level of job satisfaction in IPPFAR. As can be observed from Table 4.12, cultural diversity awareness (X_1) had a coefficient of 0.135 which has a p-value of 0.000 which is less than 0.05 implies that the coefficient of X_1 is significant at 0.05 level of significance. This shows that cultural diversity awareness has a significant positive influence on the level of job satisfaction. The coefficient of cultural diversity c`ommunication competence (X_2) was 0.074 with a p value of 0.000, which is less than 0.05. This implies that the coefficient X_2 is significant. Since the coefficient of X_2 is significant, it shows that cultural diversity communication competence has a significant positive effect on the level of job satisfaction in IPPFAR. Table 4.12 also shows that cross cultural trainings (X_3) had a coefficient of 0.206 which has a p-value of 0.000 which is less than 0.05 implies that the coefficient of X_3 is significant at 0.05 level of significance. This shows that cross cultural trainings have a significant positive effect on the level of job satisfaction. Finally, the constant term is 4.104. The constant term is the value of the dependent variable when all the independent variables are equal to zero. The constant term has a p value of 0.000, which is less than 0.05. This implies that the constant term is significant. The multiple regressions for the level of job satisfaction is thus an equation through the 4.104. If all the independent variables take on the values of zero, there would be 4.104 level of job satisfaction in IPPFAR.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The section outlines the information collected and the discussions on the statistical analysis with reference to the hypothesis and objectives of the study. The interpretation of the data and findings results were corresponded with the study hypothesis and the available theoretical literature. The conclusions directly relate to the study hypothesis and discussion of the findings and put forth the recommendations of the study based on both policy and practice.

5.2 Summary

The study sought to establish the effects of cultural diversity management on job satisfaction at IPPFAR in Nairobi. Semi structured questionnaire were used as the main method of data collection. Descriptive statistics including frequencies, percentages and means were used to analyze data on the demographic information of the respondents. The study adopted a linear regression model which was used to determine the extent to which cultural diversity management influenced job satisfaction. The response rate of the study was satisfactory to make conclusions about the study and was adequate for generalization. The study specifically determined the effect of cultural diversity awareness, cultural diversity communication competence and cross cultural trainings on the level of job satisfaction in IPPFAR. The reviewed literature showed that cultural diversity has a significant influence on job performance since ethnicity affected self-esteem and use of ethnic languages limited dialogue and communication especially to the minority ethnic groups. Further, it was revealed that cultural diversity awareness, cultural diversity communication competence and cross cultural trainings significantly the level of job satisfaction. The major findings summarized from the five specific objectives are discussed in the next section.

5.2.1 Cultural Diversity Awareness and the Level of Job Satisfaction

The study sought to establish the effect of cultural diversity awareness on the level of job satisfaction in IPPFAR. Under this examination, the study sought to test the hypothesis that cultural diversity awareness had a significant effect on level of job performance in IPPFAR. The hypothesis was accepted and inferred that cultural diversity awareness had a significant influence on the level of job performance in IPPFAR. In addition, a majority of the of the respondents in the study agreed with the statement that mentorship programs would improve cultural diversity awareness and that the establishing and recognizing champions for diversity would improve cultural diversity awareness. There was also an almost undivided agreement that regular role plays with individuals of different cultural background forming a group would improve cultural diversity awareness and that rewarding system on individuals with non-cultural conflict would improve cultural diversity. The level of agreement was also extended to the statements that leadership development on issues of cultural diversity would improve cultural diversity awareness and that establishing cultural diversity department would help improve cultural diversity awareness. The respondents also agreed that use of newsletters addressing cultural diversity would improve cultural diversity awareness.

5.2.2 Cultural Diversity Communication Competence and the Level of Job Satisfaction

The study also sought to establish the effect of cultural diversity communication competence on the level of job satisfaction in IPPFAR. Under this examination, the study sought to test the hypothesis that cultural diversity communication competence had a significant effect on level of job performance in IPPFAR. The hypothesis was accepted and inferred that cultural diversity communication competence had a significant influence on the level of job performance in IPPFAR. In addition, a majority of the of the respondents in the study agreed with the statement that use of cultural images and symbols would positively improve cultural sensitivity and that organizing cultural events where respective cultures are represented would positively improve cultural sensitivity. There was also an almost undivided agreement that documenting social protocols for cultural awareness would positively improve cultural sensitivity and that establishing workshops where HR

managers and diversity trainers discusses and answers questions on the best way to handle the sensitivity of cultural diversity would improve cultural sensitivity. The level of agreement was also extended to the statement that developing employees with soft skills as well as interpersonal skills would improve cultural sensitivity and that helping employees give feedback (using IT systems) on cultural issues/challenges would positively improve cultural sensitivity.

5.2.3 Cross-Cultural Training and Level of Job Satisfaction

The study also sought to establish the effect of cross cultural trainings on the level of job satisfaction in IPPFAR. Under this examination, the study sought to test the hypothesis that cross cultural trainings had a significant effect on level of job performance in IPPFAR. The hypothesis was accepted and inferred that cross cultural trainings had a significant influence on the level of job performance in IPPFAR. In addition, a majority of the respondents in the study agreed with the statement that organizing training on cultures would help improve understanding on cultural diversity and that planning events around cultures would improve understanding on cultural diversity. There was also an almost undivided agreement that sharing contents on cultures would improve understanding on cultural diversity and that organizing of individuals in teams comprised of staff from different cultural background would improve understanding on cultural diversity. The level of agreement was also extended to the statement that diversity training would improve job satisfaction and that cultural diversity training with trainers focusing on topics in cultural diversity would help in addressing issues that would result in cultural conflicts. Majority of the of the respondents in the study agreed with the statement that regular use of cross cultural skills and workshops and organizational financing in cultural diversity training programs would help improve understanding on cultural diversity. The level of agreement was also extended to the statement that mentoring programs to transfer critical cultural skills to the employees would improve understanding on cultural diversity.

5.2.4 Level of Job Satisfaction

The overall regression model of the level of job satisfaction in IPPFAR was significant as R Square was 0.670 while R was 0.819 at 5% level of significance. This showed that 67%

of the variation on level of job satisfaction by employees at IPPFAR can be explained by the independent variables, notably; cultural diversity awareness, cultural diversity communication competence and cross cultural trainings. This conveyed that cultural diversity awareness, cultural diversity communication competence and cross cultural trainings significantly affected the level of job satisfaction at significance level of 0.05. This is because the p values of their coefficients were all less than 0.05.

5.3 Conclusion

The study concluded that majority of the employees in IPPFAR make positive often comments about the organization and individuals of different cultural backgrounds. Most employees are rarely absent from their work display joy and happiness at their workplace very often. The study also concluded that most employees in IPPFAR do help other staff members very often and are helped by other staff members very often. The further concluded that majority of the employees in IPPFAR feel a sense of belonging when with individuals of different cultural backgrounds very. The study also concluded that majority of the employees have love, respect and trust towards individuals of other cultural backgrounds in the organization.

Under cultural diversity awareness, the study concluded that mentorship programs, establishing and recognizing champions for diversity would improve cultural diversity awareness. The study also concluded that regular role plays with individuals of different cultural background forming a group and rewarding system on individuals with non-cultural conflict would improve cultural diversity. The study further concluded that leadership development on issues of cultural diversity, establishing cultural diversity department and use of newsletters addressing cultural diversity would improve cultural diversity awareness.

Under cultural diversity communication competence, the study concluded that use of cultural images and symbols would and organizing cultural events where respective cultures are represented would positively improve cultural sensitivity. The study also concluded that documenting social protocols for cultural awareness and establishing

workshops where HR managers and diversity trainers discusses and answers questions on the best way to handle the sensitivity of cultural diversity would improve cultural sensitivity. The study further concluded that developing employees with soft skills as well as interpersonal skills and helping employees give feedback (using IT systems) on cultural issues/challenges would positively improve cultural sensitivity.

Under cross cultural trainings, the study concluded that organizing training on cultures and planning events around cultures would improve understanding on cultural diversity. Sharing contents on cultures and organizing of individuals in teams comprised of staff from different cultural background would improve understanding on cultural diversity. The study also concluded that diversity training would improve job satisfaction and cultural diversity training with trainers focusing on topics in cultural diversity would help in addressing issues that would result in cultural conflicts. The study further concluded that regular use of cross cultural skills workshops and organizational financing in cultural diversity training programs would help improve understanding on cultural diversity. Finally, the study concluded that mentoring programs to transfer critical cultural skills to the employees would improve understanding on cultural diversity.

5.4 Recommendations

The study explored the effects of cultural diversity on job satisfaction at IPPFAR. Based on the findings, the following recommendations were made which the IPPFAR should put in place to address these issues of job satisfaction among its employees. Under cultural diversity awareness, the study recommends that IPPFAR should introduce mentorship programs and establish and recognize champions for diversity in order to improve cultural diversity awareness. The study also recommends that the organization should conduct regular role plays with individuals of different cultural background forming a group and introduce a rewarding system on individuals with non-cultural conflict as a step to improve cultural diversity awareness. To improve cultural diversity awareness, the study further recommends that leadership development on issues of cultural diversity, establishment of a cultural diversity department and use of newsletters addressing cultural diversity.

Under cultural diversity communication competence, the study recommends use of cultural images and symbols and organizing cultural events where respective cultures are represented as a step to improve cultural sensitivity. The study also recommends that documenting social protocols for cultural awareness and establishing workshops where HR managers and diversity trainers discusses and answers questions on the best way to handle the sensitivity of cultural diversity as ways of improving cultural sensitivity. The study further recommends that developing employees with soft skills as well as interpersonal skills and helping employees give feedback (using IT systems) on cultural issues/challenges would positively improve cultural sensitivity.

Under cross cultural trainings, the study recommends organizing training on cultures and planning events around cultures to help in understanding on cultural diversity. To improve understanding on cultural diversity, the study recommends sharing contents on cultures and organizing of individuals in teams comprised of staff from different cultural background would improve understanding on cultural diversity. The study also recommends diversity training to improve job satisfaction and cultural diversity training with trainers focusing on topics in cultural diversity to address issues that would result in cultural conflicts. The study further recommends that regular use of cross cultural skills workshops and organizational financing in cultural diversity training programs to improve understanding on cultural diversity. Finally, the study recommends mentoring programs to transfer critical cultural skills to the employees to improve understanding on cultural diversity.

5.5 Areas for Further Research

The study is a milestone for further research in job satisfaction among employees in Kenya. The findings demonstrated the importance of cultural diversity; cultural diversity awareness, cultural diversity communication competence and cross cultural trainings. The current study should therefore be expanded further in future in order to determine the others factors affecting the level of job satisfaction in IPPFAR.

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Appendix I: Questionnaire

SECTION A: DEMOGRAPHIC INFORMATION (TO BE COMPLETED BY IPPFAR STAFF)

	Red	**Blue**	**yellow**
Guide: Tick/Mark below the box to choose your answer (*Mark your answer only and leave others blank*). Example what is the color of human blood	✓		

1. Gender

Male	Female

2. Age Bracket

Below 18	18-25	25-35	35-50	Above 50

3. Education Level

Certificate	Diploma	Higher Diploma	Degree	Masters	PHD	Professor

4. What is your Religion?

☐ Catholic ☐ Muslim ☐ Sikh ☐ None

☐ Protestant ☐ Buddhist ☐ Traditional ☐ Others …

☐ Adventisst ☐ Hindu ☐ Shintoism

5. Which is your Country of origin?

SECTION B: CULTURAL DIVERSITY MANAGEMENT

The following questions seek to understand how strategies relating to cultural diversity awareness would affect job satisfaction if implemented.

To what extent would you agree the following strategies would improve cultural diversity awareness and in turn improve job satisfaction? (Tick your answer below)

Cultural Diversity Awareness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mentorships programs would improve cultural diversity awareness					
Establishing and recognizing champions for diversity would improve cultural diversity awareness					
Regular role plays with individuals of different cultural background forming a group would improve cultural diversity awareness					
Rewarding system on individuals with non-cultural conflicts would improve cultural diversity awareness					
Leadership development on issues of cultural diversity would improve cultural diversity awareness					
Establishing cultural diversity department would help improve cultural diversity awareness					
Use of Newsletters addressing cultural diversity would improve cultural diversity awareness					

To what extent would you agree that the following cultural diversity communication competencies strategies would improve cultural sensitivity? (Tick your answer below).

Cultural Diversity Communication Competencies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Use of cultural images and symbols would positively improve cultural sensitivity					
Organizing cultural events where respective cultures are represented would positively improve cultural sensitivity					
Documenting social protocols for cultural awareness would positively improve cultural sensitivity					
Establishing workshops where HR managers and diversity trainers discusses and answers questions on best way to handle the sensitivity of cultural diversity would improve cultural sensitivity					
Developing employees with soft skills as well as interpersonal skills would positively improve cultural sensitivity					
Helping employees give feedback (using IT systems) on cultural issues/challenges would positively improve cultural sensitivity					

To what extent would you agree that the following cross-cultural training strategies would improve understanding on cultural diversity? (Tick your answer below).

Cross Cultural Diversity Training	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Extent to which (below strategies) improve job satisfaction)					
Organizing training on cultures would help improve understanding on cultural diversity					
Planning events around cultures would improve understanding on cultural diversity					
Sharing contents on cultures would improve understanding on cultural diversity					
Organizing of individuals in teams comprised of staff from different cultural background would improve understanding on cultural diversity					
Diversity training would improve job satisfaction					
Cultural diversity training with trainers focusing on topics in cultural diversity would help in addressing issues that would result in cultural conflicts					
Regular use of cross cultural skills and workshops would improve understanding on cultural diversity					
Organizational financing in cultural diversity training programs would help improve understanding on cultural diversity					
Mentoring programs to transfer critical cultural skills to the employees would improve understanding on cultural diversity					

The following questions seek to understand your level of job satisfaction. Respond to each hypothesis. (Tick your answer below)

SECTION C: JOB SATISFACTION

Level of Satisfaction	Never	Rarely	Sometimes	Very Often	Always
I make positive comments about the organisation					
I make positive comments about individuals of different cultural backgrounds					
I am rarely absent from my work					
I display joy and happiness at my workplace					
I do help other staff members					
I am helped by other staff members					
I feel a sense of belonging when with individuals of different cultural backgrounds					
I have love and respect towards individuals of other cultures at my workplace					
I have trust towards individuals of other cultural backgrounds in my organization					
I am satisfied with the reward systems in the organization					
I am satisfied with the work environment					

THANK YOU.