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The Role of Recruitment Practises in Enabling Workforce Diversity in County Governments in Kenya

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Workforce diversity in public sector organizations in sub-Saharan Africa is supported by legal statutes and mandates as opposed to organizational policy initiatives. HR audits indicate a skewed distribution of specific ethnic groups and an aged workforce with redundant skills due to recruitment practices. Due to the dearth of studies on workforce diversity in sub-national governments in Sub-Saharan Africa, the study examined the role of recruitment practices in enabling workforce diversity in the County Government of Trans- Nzoia. The study was guided by the social identity theory and adopted a descriptive design that was cross-sectional in the time dimension. The study censused senior employees of the County Government and employed a questionnaire as the main research instrument. The study carried out data analysis through descriptive analysis and used regression analysis using Statistical Package for Social Sciences (SPSS) software version 20.0 and the output presented in the form of graphs, Charts, and tables. The descriptive statistics indicated the county government values employee qualifications and uses both internal and external job advertisements, with a skewed but consistent selection process. Use of interviews with little application of the psychometric test of candidates as a screening criteria. Workforce diversity significantly correlated with the recruitment practices; with job advertisements ($r = 0.781$, $p < 0.05$), and screening process ($r = 0.679$, $p < 0.05$). The study concluded that the recruitment practices have a positive effect on workforce diversity. Based on the findings, the study recommends that the county government support competitive recruitment procedures to improve workforce diversity. The study implications are that sector organizations can promote workforce diversity through efficient practices. The study calls for the HR professional to critically examine the different aspects of HRM in public sector organizations. The study findings are beneficial to sub-national governments, policymakers/legislators, and other scholars in Kenya.

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INTRODUCTION

Workforce diversity as a concept has its roots in the US but it has been widely adopted in other developed countries such as the UK, Canada and Australia as well as in Europe (George, Yusuff & Cornelius, 2017; Podsiadlowski et al., 2013). The US federal government conceptualizes diversity as a human resource management policy that commits to recruiting, retaining, and rewarding a heterogeneous workforce that mirrors the societal demographic trends (Pink-Harper, Davis & Burnside, 2017).

Workforce diversity denotes to the configuration of functional units in terms of demographic or cultural or characteristics that possesses symbolic and meaningful relationships among members (Yadav & Lenka, 2020). Diversity is a typical characteristic of groups of people and may refer the demographic differences that differentiate one group or another (Podsiadlowski et al., 2013). The primary dimensions of diversity include gender, age, ethnicity, culture, race and individual abilities while the secondary dimension includes education, marital status, religion, socio-economic status and geographical affiliation (Lančarič, Chebeň and Savov, 2015)

Diversity is also distinguished in observable attributes (gender, age profile and race) and elemental characteristics (education, tenure and functional expertise) (Yadav & Lenka, 2020), but

several dimensions have been included race, nationality, ethnicity, or work status (Podsiadlowski et al., 2013), religious affiliation, cultural connection, sexual orientation, and life experience (Okoro & Washington, 2020). A contemporary workplace is characterized by increasing workforce diversity in several dimensions; gender, age, race/ethnicity, religion, sexual orientation, functional differences, educational differences, geographic regions, tenure, physical ability and cognitive ability, language, beliefs, cultural differences, economic category, etc (Meena & Vanka, 2017). Workforce diversity is a business concern because of globalization, changing labour markets, teamwork strategies, shift from manufacturing to service economies, mergers, and alliances, etc (Kundu, Bansal & Chawla, 2015).

The benefits of workplace diversity include rapid adaptability, availability of a greater variety of alternative techniques for solving problems, in-service sourcing, and allocation of resources (Wang, 2022). Other benefits are a wider range of services, a diverse assemblage of skills/experiences, diverse languages and cultural backgrounds, and diverse viewpoints (Inegbedion et al., 2020). The diverse assemblage of skills and experiences coupled with the variety of alternative techniques for solving problems leads to efficiency and effectiveness in the execution of projects (Wojtczuk-Turek & Turek, 2015).

A more diverse labour force introduces new and broader skills into an organization that can enhance performance (Pink-Harper, Davis & Burnside, 2017). Besides, a positive diversity climate leads to low turnover intention, high organizational commitment, and high job performance (Li et al., 2020). Concomitantly, the increased diversity in the workplace deserves greater concern in public, private, and non-profit organizations (Choi & Rainey, 2020) as it requires employees to possess the relevant knowledge, skills, abilities, and attitudes to effectively interact with colleagues, customers, and clients who are different from themselves (Lančarič, Chebeň and Savov, 2015).

Choi and Rainey (2020) examined the diversity among the U.S. federal agencies and findings showed that the American workforce has been increasingly diversified by greater access to jobs for women and minorities. The collective diversity among business organizations is one of the great strengths of America's workforce and has helped increase the country's competitive advantage (Okoro & Washington, 2020). Studies on diversity in the US indicated that 93% of organizations promote diversity in their recruitment materials (Leslie, Manchester & Dahm, 2017).

The Constitution of Kenya, 2010 under Article 54 (2) confirms the duty of the state to ensure progressive implementation of the principle that persons with disabilities should occupy five percent of positions on appointed and elected bodies (GoK, 2010). According to the audit report of the civil service by the National Cohesion and Integration Commission, over 50% of Kenya's ethnic groups are only marginally represented; only 20 out of the listed 42 Kenyan communities are statistically visible, with some 23 having less than 1% presence in the civil service. Based on a Trans-Nzoia County Government Capacity Assessment and Rationalization report dated April 2018, women constitute 46% (748) of the workforce and men 54% (866) of the workforce, Luhya ethnic group has the highest representation at 48% followed by Kalenjin

at 25%, while the rest percentage is by other ethnic communities in small proportions while disability profile stands at 1.12% (NCIC, 2017).

PROBLEM STATEMENT

Recruitment practice is a starting point for promoting workforce diversity with empirical studies linking to formalized recruitment practices to workforce diversity (Podsiadlowski et al., 2013). For instance, the recruitment process influences the number and/or types of applicants and determines the type of candidate to be selected (Li et al., 2020). The study by Munjuri and Maina, (2013) observed that public sector organizations in Kenya have skewed observable workforce attributes (age, gender and ethnicity) while disregarding the underlying attributes (education, functional background and tenure) that positive contribute to productivity. Due to conceptual gaps in the studies linking recruitment practices to workforce diversity in public sector organizations in Kenya, the study evaluated the role of recruitment practices in enabling workforce diversity in county governments in Kenya.

THEORETICAL REVIEW

Social Identity Theory

In social identity theory (SIT), a social identity is a person's knowledge that he or she belongs to a social category or group (Stets & Burke, 2000). The core ideas of social identity theory assume that social identity is derived primarily from group memberships. Tajfel and Turner (1979) posited that the distinction between personal and social identity is underpinned by the difference between interpersonal situations (where behaviour is mainly under the control of phonological variables) and group situations (determined largely by category-based processes). According to the theory, people tend to classify themselves and others into various social categories, such as organizational membership, religious affiliation, gender, and age cohort (Tajfel & Turner, 1986).

A social group is a set of individuals who hold a common social identification or view themselves as members of the same social category. Through a social comparison process, persons who are similar to the self are categorized with the self and are labeled the in-group; persons who differ from the self are categorized as the outgroup. In early work, social identity included the emotional, evaluative, and other psychological correlates of in-group classification (Hogg, Terry & White, 1995).

Social classification serves two functions. First, it cognitively segments and orders the social environment, providing the individual with a systematic means of defining others. A person is assigned the proto-typical characteristics of the category to which he or she is classified (Maei, 1989). Second, social classification enables the individual to locate or define him- or herself in the social environment. According to SIT, the self-concept is comprised of a personal identity encompassing idiosyncratic characteristics (e.g., bodily attributes, abilities, psychological traits, interests) and a social identity encompassing salient group classifications. Social identification, therefore, is the perception of oneness with or belongingness to some human aggregate (Abrams & Hogg, 1999).

It further proposes that people strive to achieve or maintain a positive social identity thus boosting their self-esteem and that this positive identity derives largely from favourable comparisons that can be made between the in-group and relevant outgroups. In the event of an 'unsatisfactory' identity, people may seek to leave their group or find ways of achieving more positive distinctiveness from it (Knobloch-Westerwick & Hastall, 2010). There are different strategies that may be adopted to this end and various conditions under which these are thought more or less likely to be used to supplement these basic principles. Tajfel and Turner (1986) also noted that there are three classes of variables that might influence intergroup differentiation: people must be subjectively identified with their in-group;

the situation should permit evaluative intergroup comparisons; the outgroup must be sufficiently comparable (e.g. similar or proximal) and that pressures for distinctiveness should increase with comparability.

Group members are prone to think that their group and its products are superior to other groups and theirs and to be rather ready behaviourally to discriminate between them as well. The prevalence of this in-group favouritism even in circumstances where there are few or no obvious extrinsic causes for it is readily comprehensible in SIT's terms (Arrow, McGrath & Berdahl, 2000). The most common form of favouritism-biased intergroup evaluation is a prototypical manifestation of the theory's hypothesized need for positive distinctiveness. SIT seems to provide a good explanation for the most gratuitous form of in-group favouritism of all that is found in minimal or quasi-minimal group settings where all plausible causes of intergroup discrimination except group membership are excluded (Brown, 2000).

One of the attractions of SIT is that it explains the occurrence of in-group bias even in the absence of objective or instrumental causes for example conflicts of economic interests. From the outset, a significant portion of SIT was devoted to explaining the diverse reactions of members of dominant and subordinate groups (Brown, 2000). The two important processes involved in social identity formation, namely self-categorization and social comparison, produce different consequences (Abrams & Hogg, 1988). The consequence of self-categorization is an accentuation of the perceived similarities between the self and other in-group members and an accentuation of the perceived differences between the self and outgroup members.

The social identity theory proposes that people classify themselves and others into social categories based on social status and membership in social groups (Tajfel and Turner 1986; Hogg & Turner, 1987). People in a group sharing the same social identity distinguish members of their social

category from others (Kramer, 2006). Such distinctions decrease interaction within or between groups from different social categories and lead to discrimination and self-segregation. Thus, some research finds that diversity is associated with less social integration, more conflict, and less cohesion in groups (Stahl et al., 2010).

LITERATURE REVIEW

Job Advertisements and Workforce Diversity

The focus of empirical studies on job advertisements has highlighted the different ways in which firms carry out job advertisements. For instance, Linos (2018) highlighted the use of postcards in the recruitment of the police force, Hernandez, Avery, and Hebl (2014) and Bright and Graham Jr, (2015) used selective advertising, Feldman, Bearden, and Hardesty (2016); McNab and Johnston (2012) and Gaucher, Friesen and Kay (2011) applied experimental studies to examine the impact of job advertisements.

In a field experimental study, Linos (2018) used varying job advertisements in a postcard to recruit individuals to the police force. The results suggest that messages that focus on personal benefits are three times as effective as the control and are particularly effective for applicants of colour and women. Importantly, messages alone do not seem to attract more people to the police than the control group. This indicates that job adverts that emphasize the personal benefits of applying to the job by either emphasizing the challenge of the job or the career benefits are three times as effective at getting individuals to apply as the control, without an observable loss in applicant quality.

Hernandez, Avery and Hebl (2014) examined the impact of race and colour in recruitment advertising on applicant attraction using 3 field settings in the US. The study respondents were exposed to recruitment literature varying the race of a depicted organizational representative. The results indicated that Black and Hispanic participants were more attracted when minority representatives were

depicted; White participants' reactions were unaffected by the representative race. Moreover, the extent to which participants believed themselves to be similar to the representative fully mediated the effect for minority participants.

Bright and Graham Jr, (2015) conducted a study examining the effect of various levels of racial diversity portrayed in a recruitment advertisement on potential applicants' attraction to the firm using Black and White students in the US. The study included four levels of racial diversity in the advertisement. The results observed a positive linear relationship between the percentage of Blacks portrayed and organizational attraction, perceived compatibility, and organizational image for Black respondents. There was no effect of racial ad composition for White respondents.

Feldman, Bearden and Hardesty (2016) examined the impact of recruitment advertisements on job placements using undergraduates in business administration courses at a large US state university. The study was distributed in four large lecture classes and the results indicated that message specificity impacts, to varying degrees individuals' opinions, perceived appropriateness of the job, attitudes toward the ad and company, as well as intentions to complete the job application process.

Gaucher, Friesen and Kay (2011) employed an experimental analysis to examine how gendered wording in a job recruitment advert can improve gender diversity in the workplace in the US. The results indicated that job advertisements for male-dominated areas employed greater masculine wording than advertisements within female-dominated areas. When job advertisements were constructed to include more masculine than feminine wording, participants perceived more men within these occupations, and importantly, women found these jobs less appealing and this negated the gender diversity in the workforce.

McNab and Johnston (2012) used an experimental design to examine the impact of the inclusion of

Equal Employment Opportunity (EEO) statements in job advertisements. The study altered the recruitment advertisement concerning Equal Employment Opportunity (EEO) statements and the participants were to complete a measure of organizational effectiveness. The results indicated that there was a significant difference in organizational attractiveness as a function of the EEO statement type but the gender and the type of the participants had a significant association with the EEO statements. Female participants rated organizational attractiveness highly in the extensive EEO statement condition, with male participants rated highly organizational effectiveness in the minimal EEO statement condition. Further, female participants rated the organization more positively than male participants in the extensive statement condition.

The aforementioned studies have highlighted the positive impact of job advertisements on workforce diversity (Hernandez, Avery and Hebl, 2014; Feldman, Bearden and Hardesty, 2016; Gaucher, Friesen and Kay (2011). These studies were carried out in various contexts including public-sector organizations (Linos, 2018) and private-sector organizations (Hernandez, Avery and Hebl, 2014; Bright and Graham Jr, 2015; McNab and Johnston, 2012). In all these contexts, these studies showed that the various forms of job advertisements have a positive influence on workforce diversity in terms of gender, ethnic, racial and educational diversity. The studies highlighted the influence of unique forms of job advertisements and that the differences in the context and techniques conferred this study the opportunity to examine the effect of job advertisements on workforce diversity in sub-national governments in Kenya, in particular, the County Government of Trans – Nzoia.

Screening Processes and Workforce Diversity

The empirical studies on the screening process have highlighted the unique ways in which firms screen potential candidates during recruitment. For instance, Hatton, Phillips & Gray (2016) examined

the shortlisting process in a study in the UK, Ng and Sears (2010) assessed the use of cognitive ability and personality testing while Almeida, Waxin and Paradies (2019) examined the application of screening processes. Employee screening is used to identify those candidates who are best qualified for a position and most likely to become productive, successful employees. Employers rely on employment tests when making selection decisions, such as hiring employees from outside the organization or promoting candidates to management levels in the organization. Screening ratings of resumes, writing samples, and paper credentials have been shown to predict effectiveness (Abawi & Eizadirad, 2020).

Hatton, Phillips & Gray (2016) examined the impact of short-listing on the diversity at clinical psychology training courses using a prospective study of one national cohort of applicants to UK clinical psychology training. The study collected various demographic, biographical, academic and work experience information and examined the relationships between these variables. The results indicated that shortlisting was proxies for workforce diversity in terms of academic ability, education, vocational experience and ratings from referees.

Almeida, Waxin and Paradies (2019) examined the screening procedures and their influence on the organizational fit of skilled migrants in Australia. The study used survey data and interviews with Information Technology organizations in Australia. The results indicated that the decision makers' relatively poor understanding of non-western cultures and how it negatively influences their perception of candidates from non-western backgrounds. Furthermore, the study noted how organizational cultural values and decision-makers exposure to diverse cultures can influence their assumptions about the value of international qualifications and work experiences.

Ng and Sears (2010) examined the impact of candidate screening on workforce diversity in a sample of 154 organizations across Canada. The

study examined the influence of the use of different employee screening methods on workplace minority representation rates. The results indicated that the usage of cognitive ability and personality testing significantly influences minority representation after controlling for other diversity management practices. In particular, cognitive ability testing appears to be associated with lower levels of minority group representation in organizations as a whole and in their management ranks; personality testing is associated with higher levels of minority representation in organizations.

These aforementioned studies have indicated that screening positively influences workforce diversity through the use of academic ability, education, vocational experience (Hatton, Phillips & Gray, 2016), the application of cognitive ability and personality testing (Almeida, Waxin and Paradies, 2019) and screening methods (Ng and Sears, 2010). In these contexts, the studies showed that the screening processes have positive influences on workforce diversity in terms of gender, racial and educational diversity. The differences in the context and techniques allowed this study to examine the contribution of job advertisements on workforce diversity in sub-national governments in Kenya, in particular, the County Government of Trans – Nzoia.

METHODOLOGY

Table 1: Reliability analysis for the study

Variable	Number of items	Cronbach's Alpha
Workforce diversity	6	0.743
Job advertisement	6	0.738
Screening process	6	0.942

DATA ANALYSIS

Data was prepared in several steps that included data serialisation, data verification and checks before data was coded and entered into the Statistical Package for Social Science version 20.

Data was verified, prepared, and coded into numerical formats before being entered into the

The study employed a descriptive design to detail the nature of the recruitment strategies employed by the county governments in Kenya. The design was considered appropriate since it described the details of the institutional practices as well as provided an impact analysis. First, the study choose a target population which comprised 40 individuals; 25 from the department of Public Service Management including HR sectional heads and Human Resources representatives in various departments, 10 County Public Service Board members and staff and 5 Members of the Labour and Social Service Committee. The study sought approval from the county public service board before seeking voluntary participation and informed informed consent from the potential participant and assured of confidentiality of the information provided. Due to the manageability of the study population, the study employed a census technique to select a sample size of 40 individuals. The study sampled the respondents in different department at different times while blinding the intent and objectives of the study. The study adopted a questionnaire on recruitment practises (Kering, Kilika & Njuguna, 2020), with a five-point Likert Scale (1 - Strongly Disagree (SD); 2 - Disagree (D); 3 - Neutral (N); 4 - Agree (A), and 5 - Strong agree (SA)) as the main data collection tool which was later submitted for a reliability test (Cronbach's Alpha > 0.7) indicating its reliability as shown in Table 1.

Statistical Package for Social Science version 20. Data was analyzed descriptively using means and standard deviation (SD) and inferentially using linear regression. Preceding the regression analysis was the examination of the assumptions of the linear regression model.

RESULTS**Descriptive statistics**

The instrument used a five-point Likert Scale that ranged from 1 - Strongly Disagree (SD) to 5 - Strong Agree (SA).

Table 2 Descriptive Analysis of Job Advertisements

Statements on job advertisements	Mean	SD
The County carries out internal advertisements for all vacant positions	3.361	1.199
The County advertises the vacant positions in local and national dailies for wider circulation	3.722	0.914
The county avails all the information on the role and responsibilities in the advert	4.000	0.717
The County explains all the roles and responsibilities quite clearly in the advert	3.750	0.967
The organization provides all the information and the nature of the job through the advert	2.917	0.649
The County relies on informal networks to fill vacant positions	3.722	0.882
Statements on screening processes	Mean	SD
The County provides honest feedback on selection outcomes	3.333	0.956
The screening process is transparent and fair for all applicants	3.056	1.040
The County offers equal opportunities to all job applicants	3.111	1.008
The County ensures consistency in scoring and evaluation of job applications	3.306	0.951
The shortlisting process is objective and fair to all the applications	3.389	1.049
All job applicants are reviewed based on their knowledge, skills and abilities	3.361	1.199

The descriptive analysis shows that the County uses both internal and external advertisements to fill vacant positions while providing the appropriate level of information on the roles and responsibilities in the vacant. The County relies on formal job advertisements which are carried out in local and national dailies for wider circulation. The County explains the role and responsibilities in the advert but the information in the advert does not provide sufficient job information.

Further, the descriptive analysis shows that the County provides feedback on the selection process while applying consistency in scoring and evaluation of job applications and reviewing the job applicants based on knowledge, skills and abilities. However, the screening process used in the selection processes is not entirely transparent nor fair, therefore, all job applicants are not accorded equal opportunities because the shortlisting process is not objective, fair and just to all applicants.

Table 3 Descriptive Analysis of Workforce Diversity

Statements on workforce diversity	Mean	SD
Within the County Government, employee qualification matters more than employee background	3.694	1.167
The staffing fit enables the County Government to match the job requirements	3.778	1.045
The staffing fit at the County Government system reflects the demographics of the county	3.528	1.055
The County is culturally diverse, and the county provides equal employment opportunities	4.139	0.899
Certain jobs positions are reserved for people of specific cultural and ethnic backgrounds	3.472	1.082
Ethnic and cultural diversity brings new ideas and knowledge to the workplace	4.000	1.014

The indications from the descriptive analysis show that the county government values employee qualification more than the employee background and the staffing fit matches the job requirements and reflects the demographics of the county. Further, the county provides equal employment opportunities to all its county citizens and sometimes reserves certain job positions for people of specific cultural and ethnic groups and that ethnic and cultural

diversity is beneficial to the workplace through the introduction of new ideas and knowledge.

Inferential statistics

The study reduced the indicators of the study concepts to a single index which was used to examine the nature of the relationship between the variables using Pearson's correlation coefficient as shown in Table 4 below.

Table 4 Correlation Analysis Results

	Workforce Diversity	Job adverts	Screening process
Workforce Diversity	1		
Job advertisement	0.781**	1	
Screening process	0.679**	0.630**	1

*Significance at 0.05

Table 4.8 concerns the correlations between the study variables. The dependent variable, workforce diversity positively correlates with job advertisements ($r = 0.781$, $p < 0.05$), screening process ($r = 0.679$, $p < 0.05$), selection criteria ($r = 0.783$, $p < 0.05$) and employee placement ($r = 0.748$, $p < 0.05$). These would indicate any shift in recruitment and selection practises would have a corresponding positive increase in workforce diversity. Thus, more adherence to the standard recruitment and selection practises would lead to an increase in the workforce diversity in the county government of Trans-Nzoia.

DISCUSSION

Studies show that recruitment promotes diversity through the following ways; public service acts and bias-free hiring emphasize quality, credentials, and qualifications (Abawi & Eizadirad, 2020). Another important way of increasing diversity work is the use of professional examination which gives more impetus to join the profession through examination, and enrichment experiences for the recruits. Recruitment provides a pool of potentially qualified job candidates and therefore creates a pool of suitably qualified candidates (Ekwoaba, Ikeije & Ufoma, 2015). Recruitment procedures influence

the quality and type of skills required by the organisation (Gamage, 2014).

The basis for explaining the effect of recruitment strategies on workforce diversity is the impact of the new hires through the effective staffing process which enables the organisation to obtain skilled and experienced individuals (Gamage, 2014). Studies show that recruitment promotes diversity through the following ways; public service acts and bias-free hiring which emphasizes quality, credentials, and qualifications (Abawi & Eizadirad, 2020). Another important way of increasing diversity work through the use of professional examination which provides an alternative way for individuals to join the profession through examination which enriches the recruits.

The finding is explained by empirical studies that lend credence to the fact that recruitment practices have a positive effect on workforce diversity (O'Brien et al., 2015, Kermanshachi and Sadatsafavi, 2018; Murray et al., 2016). Other significant studies have linked workforce diversity to job advertisements (Linos, 2018; Hernandez, Avery & Hebl, 2014; Bright and Graham Jr, 2015; Feldman, Bearden and Hardesty, 2016), screening processes (Hatton, Phillips & Gray, 2016; Almeida, Waxin & Paradies, 2019; Ng & Sears, 2010).

CONCLUSION

First, job advertisements have a significant and positive effect on workforce diversity by influencing the initial process of acquiring the requisite human capital. The effect of the job advertisements occurs through the increased opportunities for individuals from varied backgrounds to participate in the recruitment process, the direct appeal arising to people from ethnic minorities arising from selective and directed adverts. Further, the adverts that include inclusivity tend to attract more potential applicants.

Second, the screening processes have a significant and positive effect on workforce diversity by influencing the identification and evaluation of the appropriate job applicants. The influence of the screening processes through the objective use of personality testing as opposed to the use of metrics, and the inclusion of diversity elements in the screening process. Sometimes, both traditional and non-traditional screening metrics also can help improve diversity through the use of screening ratings, writing samples, and credentials.

RECOMMENDATION

Based on the conclusion that job advertisements play an important role in workforce diversity, the study recommends that public sector organizations improve the quality and outlook of job adverts by embracing inclusivity and non – discrimination statements to improve their acceptance and increase diversity.

Since screening processes impact workforce diversity, the county government and other public sector organizations should consider introducing cognitive and personality tests to improve the selection process. These tests would improve the screening by introducing an objective evaluation of the candidates as well provide an objective evaluation of the candidates.

LIMITATION

Since recruitment practices affect workforce diversity, the findings implicate that public sector organizations can promote workforce diversity through efficient recruitment practices. Based on the findings that recruitment practises are strongly linked to workforce diversity, even though the sample size for the study was small, the study recommends that other researchers assess other important aspects that touch on recruitment and selection that were not examined by this study.

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