THE RELATIONSHIP BETWEEN WORKFORCE DIVERSITY AND PERFOMANCE OF SELECTED PUBLIC SECTOR ORGANISATIONS IN UGANDA

BY

SHIBA ASIIMWE BEZIIBWE

REG. NUMBER 2013/Ph.D/048

SUPERVISORS

Professor Benon C. Basheka (Ph.D)

Uganda Technology and Management University

&

Professor Betty Claire Mubangizi

University of Kwazul Natal

South Africa

A PHD PROPOSAL SUBMITTED IN FULLFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN MANAGEMENT OF MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST)

MAY, 2015

Table of Contents

Approval

I confirm that the work presented in this Proposal has been carried out by the candidate under my supervision.

_____
Supervisor:

_____
Signature:

Date: _____

CHAPTER ONE

INTRODUCTION

1.1   Introduction

This study attempts to examine the relationship between workforce diversity (Independent variable) and performance of public sector organizations (Dependent variable) within the context of Uganda. In its own usage, diversity as a concept furnishes organizations of all types' access to a pool of knowledge, skills, and abilities which when effectively harnessed help in the accomplishment of organizational objectives. Workforce diversity has been described as an imperative for organizational competitiveness and effectiveness (Cox, 1993; Gentile, 1996; Jackson and Schuler, 2000) and it has for some time been a principle of human resources management (Mathews, 1998).

Diversity should arguably be theorized and regarded as a useful strategy for improving the performance of public sector organizations more so in a developing country context and at a time where performance concerns are a major policy and intellectual issue. Failure to effectively manage diversity in terms of race, gender, level of education, profession, ethnic affiliation, and religious affiliation has led to differences in promotions, pay, training, turnover, mutual acceptance, job satisfaction and other forms of inequality (Tilly, 1998; Reskin, 2003). These developments in turn affect performance of public sector organizations. The challenges that public organizations face today in promoting the much needed teamwork amidst a diverse team of employees with various cultural and ethnic backgrounds, age, gender, race,

education religion among others and harmoniously directing their efforts towards the achievement of organizational goals and objectives, pose important intellectual questions that demand answers. This study intends to venture into this debate with a focus on examining the relationship between workforce diversity and performance of public organizations in Uganda.

The first chapter for this study lays the foundational basis for the efforts at examining the relationship between the study variables. The chapter deals with the background to the study, the problem statement, the purpose of the study, research objectives, questions and hypotheses. It also covers the conceptual framework, significance of the study, justification, scope of the study and operational definition of terms and concepts. In the proceeding chapters, relevant literature is reviewed and a methodological plan is presented.

1.1 Background to the study

1.1.1 Historical Background

Historically, most of the studies on performance in organizations perceive performance as a variable dependant on various aspects in and outside of the organization among which is workplace diversity (March & Sutton 1997). Modern interest in matters of organizational performance dates back in the late 1970s when Dr. Aubrey Daniels coined the concept as a performance management phrase to simply describe a way of getting diverse group of people to do what you want them to do and like it (Aubrey, 2006).

Initially, organizational performance was concerned with "inputs" aspects, mainly financial resources, a practice that was later criticized and mostly abandoned (Aubrey, 1981). As such, the earliest roots of organizational performance dates back in the early 1900s when Fredrick Taylor (1915) the first management consultant and intellectual leader of efficiency management sought to improve industrial efficiency and, Wilson Taylor (1911) undertook to improve worker efficiency and wrote his book "Principles of Scientific Management" at a time when the average worker was viewed as inefficient and sluggish. According to Wilson Taylor, the remedy for worker inefficiency lies in systematic management, rather than in searching for some unusual or extraordinary manin (Wilson Taylor 1911). Organization performance has since evolved to the use of cost benefit analysis in the 1960s through to output aspects in the 1970s. Most of these initiatives to indicate performance, however, were regarded as experimental and some were only adopted as one-off exercises. Throughout the 1960s and the 1970s, a long interval of almost twenty years, much talk took place about introducing performance management into the public sector. It was clear by the 1980s that interest in organizational performance has moved from the ivory towers of academia to the corridors of government around the world. Towards the end of the 1980s, many systems of performance management were born, adopted and implemented at many levels of the public sector (Nielsen, 2013).

Towards the end of 1980s, various scholars (Geary & Alan 1995; Taylor & Francis Group 2009; Andrews & Entwistle 2010) began to be so critical about the traditional performance measures mainly those developed from costing and accounting systems for encouraging short terms, lacking strategic focus, and not being externally focused. In an attempt to overcome these criticisms, performance management frameworks have been developed to encourage a more balanced view between internal and

external factors, financial and non-financial measures (Aubrey 2006; Rausch, Sheta & Ayesh 2013). These multi-dimensional frameworks focused more on non-financial information and were designed to provide a balance by including measures of external success as well as internal performance, and measures which are designed to give an early indication of future organizational performance as well as a record of what has been achieved in the past (Aubrey 2006; Rausch, Sheta & Ayesh 2013).

In the late 1980s, a growing interest in the assessment and improvement of quality in public services became evident in countries like United States, Canada, the United Kingdom, Australia, and New Zealand. The emergence of New Public Management (NPM) paradigm provided the theoretical basis for this argument. Gradually, the quality dimension became an essential part of most, if not all, performance management systems in public organizations. The drive towards service quality, efficiency and effectiveness took off in earnest in the early 1990s after the publication of the UK's Citizen's Charter in 1991 and the United States' Reinventing Government in 1993 (Moe, Ronald 1994).

According to Moe, the Citizen's Charter is said to embody six key principles of public services, emphasizing the importance of standards, information and openness, choice and consultation, courtesy and helpfulness, putting things right, and value for money. These could not be put into effective application without mastering the diverse workforce elements. The US's Reinventing Government was structured around many principles heavily related to organizational performance with a strong focus on quality of services (Jonathan, Breul, John & Kamensky 2008; Barr, Stephen 2000). This rather new focus on quality of public services, efficiency and effectiveness and the integration of that aspect into organizational was accompanied by serious efforts to

follow up on progress in implementing the resulting programs. This explains the resulting growing interest in annual reports that helped ministers keep a series of high profile announcements highlighting their achievements (Jonathan et al., 2008). There was a strong move toward increased publication of "performance information", preferably according to a centrally designed format.

Workplace diversity on its own was virtually non-existent for hundreds of years within academic discourses but as a practice it has existed since human civilisation. It has its origin in complex and interactive social, economic, political and legal changes that have taken place and continue to take place across the world more especially in the US, Europe and the rest of the developed world (Jayne & Dipboye, 2004). Particularly, workplace diversity has however, evolved from a focus on legally protected human attributes such as race, gender, age and national origin among others to a much broader definition that includes the entire spectrum of human differences like similarities and differences among employees in terms of age, cultural background, physical abilities and disabilities, race, religion, sex, sexual orientation and professionalism (Jayne & Dipboye, 2004).

In the early years of industrial revolution, various companies believed that incorporating new hires into the firm required that employees be socialized to conform to the firm's existing culture. For many reasons, companies realized that in many instances, the corporate culture itself must adapt if it hopes to attract and retain a competitive workforce for effectiveness and efficiency. This has since been driven by workplace diversity initiatives (Dahlin et al., 2005). Various studies carried out on workplace diversity have tried to trace the origin of workforce diversity (Mercy 2013; Srivalli & Rajesh 2013; Richard et al., 1997; Jamieson and O'Mara, 1991). Despite

this effort, more difficulty exists for researchers to point the actual origin of diversity that would help to clearly understand establish the history of diversity initiatives in the workforce itself.

The first diversity initiative of workforce diversity cited by some scholars was however made feasible in 1948 with the signing of the Executive Order 9981 by President Harry S. Truman the 33rd President of the US (1945-1953) to desegregate the armed service (Richard et al., 1997). On the face of this Executive Order 9981, it required equality of treatment and opportunity in the armed services, BUT, did not expressly forbid segregation. As a result of this Executive Order 9981, by 1953, 95% of African American Army soldiers were serving in integrated units (Richard 1987). This also brought about socio and political changes that later led to the passage of civil rights legislation prohibiting discrimination of workers on the basis of race, colour, religion, sex, national origin, and later, age (Richard et al., 1997).

Within the Executive Order 9981, at the outset of the legislative history of Title VII, concerns about diversity initiatives were reflected and in particular, concerns of racial or ethnic composition of employees in the workforce should not be mandated. Thus, it reads in part: "It must also be stressed that the [Equal Employment Opportunity] Commission must confine its activities to correcting abuse, not promoting equality with mathematical certainty (Executive Order 9981; Judiciary Committee Report 1963). In the modern industrialized nations, workforce diversity was, and continues to be socially more diverse. Taking the example of the US, it is comprised increasingly of immigrants whose primary language is not English, and whose primary norms are not those of "mainstream" American culture. For example, only 15% of the increase in the work force between 1985 and 2000 was white, non-Hispanic males; 64% of the

growth were women; and the remaining 31% comprised non-white males (native-born and immigrant) (Jamieson and O'Mara, 1991). Work force diversity is therefore not an isolated social change. It's a phenomenon that resulted from increasing economic pressures for organizations to remain competitive in the new global economy.

The modern workforce is far more varied in its composition than it has been previously, due to demographic factors, such as immigration and economic factors like globalization (Christian, Porter and Moffitt, 2006). According to Christian, Porter and Moffitt (2006), with the various changes in the new Millennium, minority workforce in the developed economies like the United States has rose from 16.5% in 2000 to an estimated 17.4% in 2005 and expected to rise to about 25 in 2050. In keeping with this increasing level of diversity inherent in the workforce, diversity management has been increasingly a matter of academic and practical interest, and the rate at which diversity management programs have been adopted has been steadily growing. However, this relationship has not been carefree, and a number of organizations and companies have reported problems with or outright failure of their diversity management approaches (Christian, Porter and Moffitt, 2006).

Today, both public and private organizations strive for diversity because any organization that effectively manages diversity is more effective and efficient at producing goods or services suitable for a diverse market or publics. And, a diverse organization is more effective at delivering services efficiently, because clients from diverse groups are attracted to the services of a particular organization that is attuned to their culture, language and values.

1.1.2   Theoretical Background

Social Identity Theory (SIT), as originally formulated by Tajfel & Turner (1979) in the 1970s and 1980s, is proposed to inform this current study. The theory is helpful in examining the relationship between workforce diversity and performance within public organizations (Turner & Reynolds 2010). The SIT is perfectly known as a tool for predicting workplace and societal inter-group behaviour. The theory is perceived as helping to understand the manner in which people in social groups behave, which predicts them to perform their role on the basis of preconceived or stereotype, differences in status, individual status, legitimacy and stability of such differences. It is also best known for predicting inter-group behaviour based on perceived abilities of individuals in the group to change from one group to another.

The parameters of this theory provide a reflection into individual persons' cognisance of each other's social identity and individual and behaviour at workplace. The theory also predicts the influences of individual identity within an organization and its social structures.

Buunk and Gibbons (2007) affirm that essential element of the SIT with its divisions – group contact and similarity is an individual's awareness of the self and others. Their argument draws on aspects of social cognition in the context of individual differences based on ethnic background, gender, education/profession, religion, work experience, type of work and duty location among others. The effective management of these differences would presumably therefore be important for performance of a public sector organisation. According to Abrams & Hogg (1990), there are several components that are quite important in understanding the link between workplace diversity and service quality, efficiency and effectiveness in an organization. The

present study seeks to use the rich explanations embedded in the SIT to understand the link between workplace diversity management and performance of public organizations in Uganda.

In the context of this study, SIT will guide the researcher to understand how employees' perceived differences on the basis of various aspects of internal dimension (ethnic heritage, gender and sexual orientation); external dimension (income, religion, educational background, work experience and marital status) and; organizational dimension of diversity (work content, work location and type of employment). Some of the previous researchers have tried to study how workplace diversity as a construct of perceived differences among employees on the basis of sex, tribe, profession, age, political affiliation, and culture and/or nationality identity influences organizational performance in terms of service quality, work efficiency and effectiveness (Abrams & Hogg 1990; Foldy 2001; Buunk & Gibbons 2007).

1.1.3 Conceptual Background

Two key concepts provide a conceptual framework for this study-workforce diversity and performance of public organisations. Workforce diversity has been described as the similarities and differences among employees in an organization in such characteristics as age, gender, ethnic heritage, physical abilities and disabilities, race and sexual orientation (Jayne & Dipboye, 2004). Its management means a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued (Knippernberg, de Dreu & Homan 2994). Other scholars like Kitololo, (2005) contend that workforce diversity refers to employee's individual differences and similarities.

Considering the various meanings, workforce diversity stands for individuality that includes cultural, ethnic and sexual orientation, personality, gender, race, nationality, religion, income, marital status, work experience, career, perceptions among others that uphold organizational core values (Kitololo, 2005). Within the context of this current study, quantitative, qualitative and activity-based measures of diversity will be established and, as such, workforce diversity will be measured in terms of internal dimensions of diversity (age, gender and ethnic heritage), external dimensions of diversity (income. Religion, education background, work experience and marital status) and organizational dimensions of diversity (work content, work location and type of employments). To measure performance of public organization, this study will consider service quality, efficiency and effectiveness. Its quantitative management will be measured in terms of representation - what the workforce profile of the organization is; hiring - whether the new hires in the organization are the same demographic as the applicants and candidates who receive interviews; development – number of employees who have an individual development plan; pay equity – whether employees are paid equitably; promotions – rates of promotions of different diverse groups of employees; turnover rate – who is leaving the organization voluntarily, involuntarily and why; accessibility of program and services – enhancements made to ensure programs and services are accessible to all persons in the organizations (Tajfel & Turner 1979).

Qualitative diversity management will be measured in terms of; employee inclusion; feedback – whether the organization solicit feedback on diversity programs (Tajfel & Turner 1979) or initiatives; and, employee resource or affinity – whether the organization has employee resources of affinity groups, their number, number of employees participating in the groups.   And lastly, activity-based diversity

management will be measured in terms of recruitment, retention, training and diversity commitment (Tajfel & Turner 1979).

Whereas diversity initiatives seem to be a bit common in more or less all public institutions in both developed and developing countries, the term "diversity" itself is almost never understood at most workplaces. Some scholars have gone ahead to define workforce diversity as; "…the representation of multiple…groups within a prescribed environment, such as a…workplace;" "differences between cultural groups;" and "…respecting cultural differences by recognizing that no one culture is intrinsically superior to another"….(Johnson 2002; Jackson et al., 2003). Scholars further distinguish between primary and secondary dimensions of diversity, referring primary (also known as visible or immutable) dimensions of diversity to include age, ethnicity, gender, physical abilities and race and, secondary dimensions of diversity as those that can be changed, including religion, education, marital status, parent status, socio-economic status (Janssens & Steyart 2003; Jackson et al., 2003).

Wellner (2000) conceptualised diversity as a multitude of individual differences and similarities that exist among people. Diversity includes characteristics that vary from organisation to organisation and according to Gardenswarts & Rowe (1994) these characteristics form the four layers of diversity and which are organisational dimension, external dimension, internal dimension, and personality as conceptualised in this study. Daft (2006) contends that the four layers indicate the complexity of the diversity filters through which all humans process stimuli and information. This in turn leads to the assumptions that people in the workplace make (usually about the behaviors of other people), which ultimately drive their own behaviors, which in turn

have an impact on efficiency and effectiveness at individual and ultimately organizational level (Jackson et al., 2003; Wellner 2000).

Mor-Barak, (2005) asserts that internal dimensions of workforce diversity can include aspects of diversity over which an individual person has no control and these are the first things all of us see in other people, such as race or gender and on which we make many assumptions and base judgments even though some or most of them like "physical ability" can change over time as a result of choices that we make to be active or not, or in cases of illness or accidents. Wellner (2000) observes that this dimension presents the layer in which many divisions between and among people either living together or working in the same organization exist and it is this layer that forms the core of many diversity efforts that directly or indirectly impact on performance (Wellner 2000).

With regard to external diversity, Mor-Barak (2005) asserts that it is this dimension that encompasses those aspects in our lives over which we have controls. According to Mor-Barak, these aspects, which usually form the basis for decisions people make on career and work styles, can change over time during the course of our lives. Michaela et al., (2003) observe that this layer often determines, in part, with whom we develop friendships and what we do for work. It tells us much about whom we like to be with. In their study, Michaela and others found that the dimensions of external diversity have significant relationship with a person's or group of people's efficiency and effectiveness at work (Michaela et al., 2003).

Organizational performance as the second variable for the study is one of the most popular terms in today's public sector management terminology. It is being widely accepted and adopted all over the world. It spread rapidly from the private sector to

the public sector in the developed world and has recently found its way in many developing countries. New initiatives and legislations continue to being issued as a sign of governments' insistence on following the new focus on performance orientation (Aubrey 1981; 1989; 2004; 2006).

Boland and Alan (2000) defined organizational performance as the outcomes of work because they provide the strongest link to the strategic goals of an organization, customer satisfaction and economic contributions. On the hand, organization performance is described in terms of the actual output or results of an organization as measured against its intended outputs (Richard et al., 2009). According to Richard et al., 2009), organization performance encompasses three specific areas of organizational outcomes – 1) the financial performance, which is explained in terms of profits, return on assets and return on investment among others; 2) product market performance measured in terms of sales, market share or else and; 3) shareholder or stakeholder benefit or return – total shareholder return, socio-economic value added and many others (Richard et al., 2009). While these measures point to the private sector context, the emergence of New Public Management (NPM) doctrines meant public sector organisations had to be measured on the basis of the same benchmarks.

Various researchers (Richard et al., 2009; Waheed et al., 2011) and specialists (Aubrey 1981; 2004. 2006; Taylor & Francis Group (2009) in the field of organizational performance have reported attempts by many organizations to manage organizational performance on the basis of workplace diversity management. In this attempt, performance has been seen as function group diversity and measured in multiple dimensions such as service quality, efficiency and effectiveness. Richard et al., (2009) argue that organizational performance also encompasses financial

performance (stakeholders' return and accountability), customer service, social responsibility (for example, corporate citizenship, community outreach and service), and employee stewardship. While significant work has been done by these and many other previous researchers, not so much literature on aspects of three dimensions of diversity in the context of public organizations in the developing economies like Uganda can be traced. This study therefore seeks to examine the relationship of internal, external and organizational dimensions of workforce diversity and performance but this time in terms of service quality, efficiency and effectiveness in Uganda's public organizations.

Waheed et al., 2011) assert that performance is a function of any integrated systematic management approach in an organization that is aimed at improving coherence in workgroups and improving motivation among employees for better outcomes, achieving strategic aims, promoting organization's mission and values. In that sense, organization performance is quite different that individual performance, which efficiently concerns personal performance indicators of an employee although later comprises an essential part of the overall organizational performance. In fact, organizational performance is a function of employees' efforts to achieve organizational goals and objectives. It is ideally the means through which organizational performance is realized. It is common practice in public sector performance literature to talk about the three Es of: Economy, Efficiency, and Effectiveness.

In the context of this study, organizational performance will be measured on the basis of the three Es which Waheed et al., (2011) expound as; Procurement, resources - human, physical, finance and time and, cost. optimal transformation (activities) of

inputs into outputs", utilization of means to achieve results and objectives, rational use of resources, least costs maximum results / return, activities in perspective of results, work planning and timelines and tactical levels; effectiveness in terms of the extent to which a program or project achieves its immediate objectives or produces its desired outcome", achievements of results, objectives, goals, focus on target groups, beneficiaries, clients, medium and long-term perspective, much more difficult to measure and assess and strategic level (Waheed et al., 2011).

Organization dimensions concerns layer that concerns the aspects of culture found in a work setting (Mor-Barak (2005). Whereas most of the previous studies (Michaela et al., 2003; Mor-Barak 2005) have focused their attention on the internal dimensions of diversity, others Daft (2006) identified issues of preferential treatment and opportunities for development or promotion that directly or indirectly impact on organization performance in public sector. These according to Michaela et al., (2003) are presented by the aspects of organization dimensions layer. Daft, Michaela and others find this layer more useful in the public sector because it shapes and impact both the individual and the organization itself. Daft (2006) postulates that "organizational" dimensions often determine the way people are treated, who "fits" or not in a department, who gets the opportunity for development or promotions, and who gets recognized.

Daft (2006:420) observes that diversity is no longer just the right thing to do, it has become imperative and perhaps the single most important factor of the twenty-first century for organizational performance. Diversity as a word furnishes immediate access to a large pool of knowledge, skills, and abilities required in the accomplishment of organizational goals and objectives. According to Ewoh (2013),

diversity in the workplace is important because of its contribution to organization decision making, effectiveness, and responsiveness and if harnessed can contribute to better performance.

Washington (2008) argues that in a diverse environment where people can interact and share ideas, organisational growth and health are present and when individuals perceive that their ideas and cultures are valued, they have great ownership in the organization thus diversity provides a strategic advantage for organisation. Uganda's public sector is diverse with people that have different expectations, insights, approaches, and values from which an important pool for public sector performance exists.

1.1.4   Contextual background

Performance management is a key element in the public sector in Uganda. It attempts to link increased managerial freedom with increased emphasis on outputs. This requires public organizations, managers and employees to work to performance targets and output objectives that define individual tasks (Larbi 2006). Uganda introduced the Open Performance Appraisal System (OPRAS) in the 2001/2002 financial year for staff in public organizations. This represents a step ensuring efficiency, effectiveness and quality of services offered in public organizations.

In an endeavor to improve performance, Uganda as a country has gone through a process of reforming the nation's public administration systems. From these reforms, evidently, changes have been incorporated in the various support functions of public administration and key to that have been reforms in the Human resources management function. The public sector reforms in Uganda are linked to the

Structural Adjustment Programmes, (SAPs) that were designed and advocated for by the World Bank (WB) and the International Monetary Fund (IMF) since the 1980s (Mitala 2006; World Bank Report 1996). Structural Adjustment Programmes (SAPs) were designed in the 1980s from private sector principles as a response by the major international creditor agencies, the World Bank (WB) and the International Monetary Fund (IMF) to improve service delivery. This was in response to the growing economic crisis and balance of payments problems encountered by many developing countries subsequent to the two major oil shocks and poor governance of the 1970s (Shaw, 1991; Marobela, 2008).

As a result of all these changes, various issues regarding diversity at the workplace have cropped up. This has not raised questions on aspects of desegregation but public concern on performance of the authority as an organization. That notwithstanding, the broad objective of a public organization in Uganda is to improve efficiency and effectiveness and offering goods and services of acceptable quality standard. This would lead to exploiting the use of available resources (Andrews & Entwistle, 2010b). Going forward, Pike, (2012) observes that shared learning at workplace is increasingly reducing. Another observation is that service partnerships, though already reduced, are most likely to reduce on the amount of time taken to deliver the services yet, shared service partnerships had enabled divisions to carry out their respective policies and plans more efficiently.

Andrews and Entwistle, (2010b) assert that this partnership cannot only improve efficiency and efficiency but also service delivery. Centrally to these, Michaela et al., (2003) affirm that though shared partnership working 'allows state fresh correctness, its results can only be realized if dimensional aspects of workforce diversities are

harmonized. Therefore, whereas greater efficiency can undoubtedly arise from greater flexibility to divert 'choices, capability, honors and activities in places where they are most required', these can only be realized with greater understanding and harmonization of various dimensions of diversity among workers. This can easily allow the practice of sharing knowledge, expertise and resources, pooling of resources and skills to 'improve on efficiency and effectiveness and, increase the total level of resources brought to bear on problems', improving efficiency and removing duplication. Desegregating allows sharing among people and sharing leads to provision of expert skills and technical knowledge hence efficiency and effectiveness (Andrews & Boyne, 2009d).

Governments own performance assessment reports have also showed this negative performance concern. As of March 2007, the pension scheme covered only 44,000 public servants and NSSF protected 1,282,994 workers between 1967 and 2003. Orphans and vulnerable children are estimated at 7.5 million; of whom only 23 per cent are cared for (National Development Plan 2010/2011-2014/2015 report). To add more ,in the government annual performance report 2010/11 it was reported by Prime minister that 2011/12 was the second year of implementation of the National Development Plan and the Annual performance was slightly worse than the year before, with half of the annual targets met.

At a Governance Forum organized by the Uganda African Peer Review Mechanism National Governing Council and the Uganda Human Rights Commission, in 2010, it was noted that Uganda, "…ethnic and religious diversity, has for often been used as a tool to manipulate allegiances to meet political ends and that this leads to the perception that diversity represents exclusion or inclusion, to the detriment of

collective public good" (Cross Cultural Foundation of Uganda, 2010).

Kauzya (n.d) observed that representation ensures that there is diversity in the process of public policy-making, and an increased chance that development opportunities, programmes and projects will in turn target a diversity of recipients. Kauzya further observes, diversity in the public sector means that there is a wider pool of knowledge, opinions and working culture to draw upon all of which are likely to improve output but seem not exploited. The failure to empirically understand its relationship with performance of public sector organisations becomes a matter of academic concern.

1.2   Problem Statement

Performance of public sector organisations has of recent received great attention from different stakeholders in both developed and developing countries (OECD, 2007). On this basis, Ammons (2013) recently proposed several measures to assess the performance of public sector organisations and that such should include efficiency, effectiveness and service quality. With the emergence of NPM doctrines during the 1980s, public sector performance were to be measured based on business models as the paradigm essentially advocated the application of business-like practices in the affairs of the public. Uganda's public sector is not an exception.

While Uganda is regarded to have the best policy regimes which would ideally contribute to improved performance, there has been continued criticism of public organizations for being slow, corrupt, inaccessible and rigid and therefore unresponsive to the needs of the people. Government itself according to the national public policy transformation policy paper (2011) acknowledged that Uganda's public sector performance was hampered by weaknesses in the public service as a system,

the public servants themselves as well as the citizens who are the public service recipients.

Through the researcher's interaction with the public sector organization there was a revelation and it vividly came clear that performance seemed to be affected by the workforce diversity. The question that comes to the fore is: Is there a relationship between workforce diversity and public sector organization performance?

This question implies that the performance of public sector organization seems to be influenced by workforce diversity; it is however not clear in which way and at what levels. This study will investigate this question.

1.3   General Objective of the study

The general objective of this study is to analyse the relationship between workforce diversity and performance of Public sector organizations in Uganda.

1.3.1   Specific Objectives of the Study

1. To establish the effect of internal workforce diversity dimension on performance of Public organizations in Uganda.
2. To examine the relationship between external workforce diversity dimension and performance of Public Organizations in Uganda.
3. To determine the levels of influence of organisational workforce diversity dimension on performance of Public Organizations in Uganda.

1.4   Research Questions

1. How does internal workforce diversity dimension affect the performance of Public organizations in Uganda?

2. What is the relationship between external workforce diversity dimension and performance of Public Organizations in Uganda?

3. At what levels does organisational workforce diversity dimension influence the performance of Public Organization in Uganda?

1.6   Conceptual Framework

Workforce diversity(IV)   **Public sector Performance (DV)**

Internal workforce dimensions
- Age
- Gender
- Ethnic heritage

External workforce dimensions
- Income
- Religion
- Educational Background
- Work Experience
- Marital Status

- Service quality
- efficiency
- effectiveness

Organisational workforce dimensions
- Work Content
- Work Location
- Type of Employment
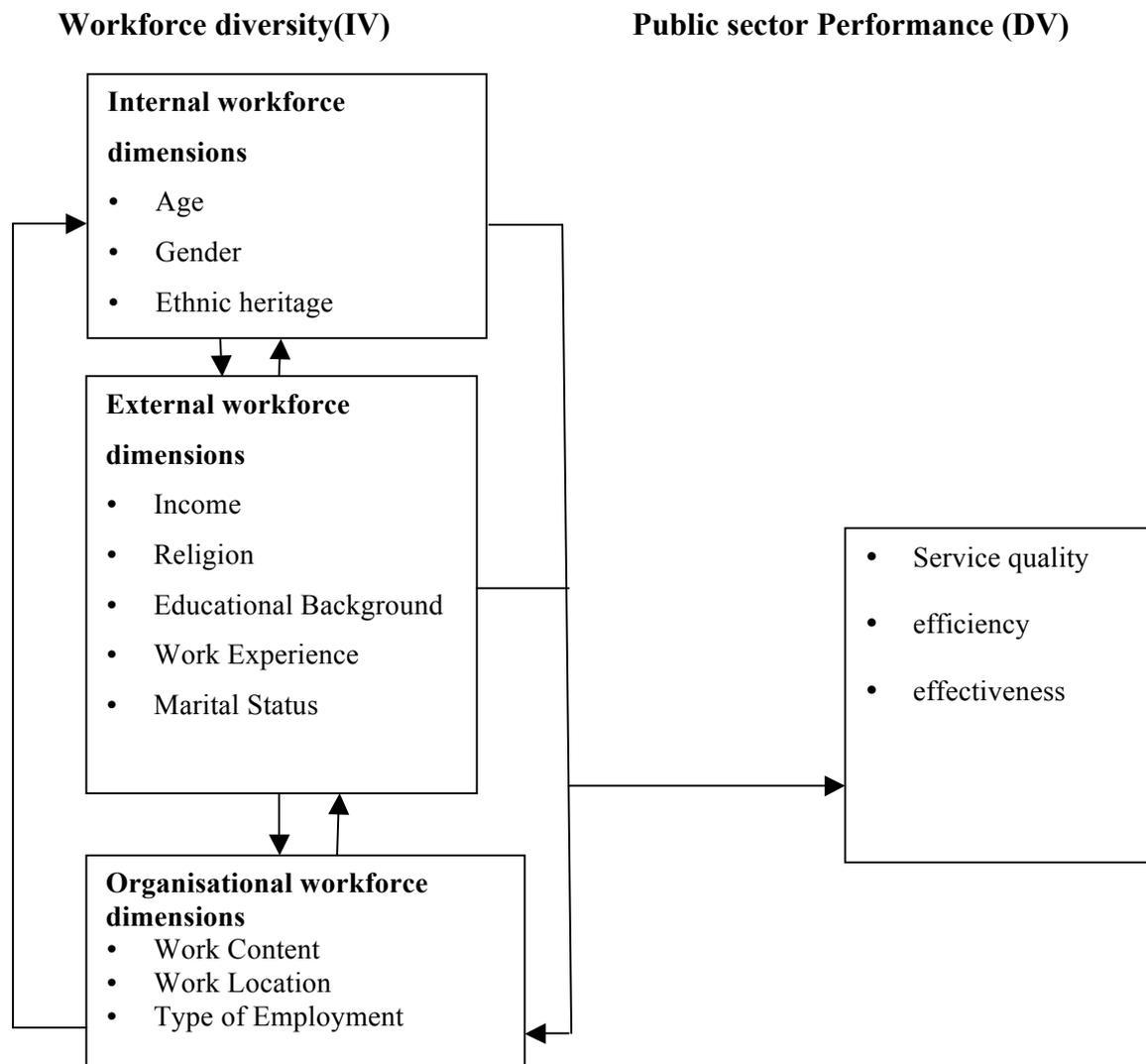
Adapted from Gardenswartz & Rowe's (1994) Four layers of Diversity model

The present conceptual framework presents the relationship between workforce diversity and performance of public organizations using the SIT. Given Kreitner & Kinichi (2004) observation of diversity at workplace, there are mainly three dimensions of workplace diversity – internal dimension, which primarily deals with individual differences and/or similarities on the basis of gender, ethnic heritage and sexual orientation; external dimension, which concerns with individual differences and/or similarities on the basis of income, religion, educational background, work

experience and marital status; and, organizational dimension perceived in terms of work content, work location and type of employment.

It is believed that most of the issues concerning discriminatory attitude of some employees, individual identity and the lack of cooperation amongst workers are a mainly function of workers themselves in the same diverse organization and in most cases are extended beyond management limits control (Kreitner & Kinichi 2004). This has been seen in many organizations of public stature as killing workforce morale and compromising entire organizational performance (Kreitner & Kinichi 2004). The present conceptual framework presents the relationship between diversity at workplace and performance of public organizations using the SIT developed by Henri Tajfel & John Turner in the 1970s and 1980s.

From the conceptual framework above, the independent variable is work force diversity which includes the internal dimensions, external dimensions and organizational dimensions. On the other hand, the dependent variable is organizational performance which is based on service quality, efficiency and effectiveness. From literature, internal dimension involves sex, gender and ethnic heritage, external dimension involves income religion, educational background, work experience and marital status and lastly organisational dimensions that involve work content, work location and type of employment. .

Dependent Variable

Organizational performance is the prime variable of interest in this study. It is perceived as a constituency of service quality, efficiency and effectiveness (Shell (2010). Shell (2010) further explains organizational performance as the extent to which an organization achieves its goals and objectives. Other researchers refer organizational performance as the results measured against the plan (Kreitner & Kinichi's (2004). In the context of the present study, organizational performance is perceived as the extent to which public organizations fulfil their mandate and the promises made by government of the Republic of Uganda to the public with specific concern to improved service quality, efficiency and effectiveness. The study will seek to relate these performance indicators with existing workplace diversities on the basis of the different aspects of internal, external and organizational dimensions. The framework also considers previous researchers' observations that differences and similarities among workers in the same diverse organization dampens the quality of goods and services provided, efficiency and effectiveness in the work done and, thus the general performance of the organization. Therefore, based the above conceptual framework, this study presumes that proper management of workplace diversity on the basis of internal, external and organization dimensional aspects is paramount in harmonizing any such differences and similarities among workers and in turn can enhance public organizations' performance in terms of service quality, efficiency and effectiveness.

Independent Variable

Three dimensions of workplace diversity have been identified by the present study as influencing the performance of public organizations in Uganda. These include;

internal dimension, external dimension and organizational dimensions. The study seeks to examine internal dimension of diversity in terms of employees' differences and/or similarities based on age, gender and ethnic heritage; external dimension in terms of employees' differences and/or similarities based on their income, religion, educational background, work experience and marital status; and, organizational dimension in terms employees' differences and/or similarities based on their work content, work location and type of employment.

With reference to above conceptual framework, the perceived differences and/or similarities explained in the three dimensions of diversity compromise or influence the quality of goods and services provided by public organizations, efficiency and effectiveness of not only employees but the overall performance of public organizations in Uganda. Dressler (2006) asserts that it is unethical to discriminate any person on any ground be it age, sex, profession, tribe, race, culture, national origin, ethnic background or else and observes that this has negatively affected efficiency and effectiveness of not only individual employees but also groups and overall performance of both private and public organizations across the world .

1.7 Significance of the Study

Findings of the research will add to the knowledge and understanding of the subject of workforce diversity management and its influence on organizational performance. This study should be significant in the sense that it will:

1. Support and enrich SIT theory and development of a model of workforce diversity in public organizations in Uganda.

2. Generate greater awareness among public organizations on the importance of having a proper and practical workforce diversity framework as a vehicle to organizational performance.

3. Assist managers and supervisors to operate from an informed position when dealing with workforce diversity in relation to organisational performance.

4. Assist policymakers, consultants and advisors in the area of workforce diversity and its influence on performance of public organisations.

5. Contribute to the literature of workforce diversity in Uganda that could be of great use to scholars.

1.8   Justification of the Study

The idea to explore and study workforce diversity and organisation performance in Uganda was triggered by the recent globalisation which requires more modern workforce which has variety in its composition than it has been previously. Globalization has also led to a lot of activity across borders of countries leading to a mobile workforce, which has intensified the diversity related interventions.

Organisations in Uganda and particularly public organisations have also been affected by this change which is evident in the ministry of public service and public service of course, represents a particular type of employment relationship that, by its very nature, is different from private employment. Nevertheless, from the point of view of organizational theory, a national public bureaucracy, its conditions of employment, and its employees, are all equally subject to the tremendous pressures shaping the fate of any complex organization today? It is in this context that the challenge of workforce diversity in improving performance of public organizations becomes an

urgent and important agenda. It is also important to note that stakeholders and development partners in developing countries are increasingly expecting professional and efficient accountability standards for the resources committed to development initiatives in Uganda.

There is therefore a need for public organisations to embrace workforce diversity strategically to take care of not only the results of organisational performance but the processes of achieving the performance too.

1.9   Scope of the Study

1.9.1   Geographical Scope

The study will be carried out at the Ministry of Health (MOH) and Ministry of Lands (MOL) both of which are Government Ministries. The choice of these two organizations is based on researcher's preconceived hypothesis that the MOH has been one of the best performing organizations whilst the MOL is one of the ministries that have raised public concerns in regard to their unsatisfying performance. Further, the two ministries have not only been chosen also on grounds that they have their head offices in Kampala but also on the fact that both play the stewardship role of regulating, monitoring, promotion and ensuring effective delivery of various services in Uganda.

1.9.2   Content Scope

The scope of the study will be confined to how internal, external and organisational dimensions of diversity influence the performance of public organizations. In the context of this study, internal dimensions of diversity will be measured in terms of

age, gender, and ethnic orientation; external dimensions will be studied as income, educational background, marital status, work experience and religion and, organizational dimensions will consider aspects of work content, work location and type of employment among others. On the other hand, performance of public organizations will be measured in terms of service quality, efficiency and effectiveness.

1.9.3 Time Scope

The study will consider the period from 2010-2014. This period is considered to be long enough for this study to understand the performance of the different ministries in line with selected performance indicators. Furthermore, it's within this particular period that the five year national development plan the Governments pre-eminent planning document is being followed by different ministries.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents the review of literature. It covers the theoretical review and objectively presents the review of literature on the dimensions of workplace diversity as it relates to performance.

2.2   Theoretical Review

This study will be informed by the Social Identity Theory (SIT) formulated by Henri Tajfel & John Turner in the 1970s and 1980s. To clearly understand the link between workplace diversity and performance of public organizations, the study will consider both the group contact or engagement and similarity models. The SIT theory is best known for predicting certain inter-group behaviour on the basis of perceived group status differences, legitimacy and stability of those status differences and, the perceived abilities to move from one group to another. In the context of this study, SIT will guide the researcher to understand how employees' perceived differences on the basis of various aspects of internal dimension (ethnic heritage, gender and sexual orientation); external dimension (income, religion, educational background, work experience and marital status) and; organizational dimension of diversity (work content, work location and type of employment).

Some of the previous researchers have tried to study how workplace diversity as a construct of perceived differences among employees on the basis of sex, tribe,

profession, age, political affiliation, and culture and/or nationality identity influences organizational performance in terms of service quality, work efficiency and effectiveness (Abrams & Hogg 1990; Foldy 2001; Buunk & Gibbons 2007). The SIT has several important components that are relevant to this research and, which can appropriately explain the link between workplace diversity and performance of public organizations in Uganda. The parameters of this theory provide a reflection into individual persons' cognisance of each other's social identity and individual and behaviour at workplace. The theory is also predicts the influences individual identity within an organization and its social structures.

The application of SIT in explaining the relationship between workplace diversity and the performance public organizations is paramount because it helps in explaining how basic employees' social identity differences or similarities can either enhance or dampen the quality of services provided by these diverse public organizations, efficiency and effectiveness of the employees in such diverse organizations. It therefore presents one of the most highly recommended psychological and management researches that can enhances our understanding of people in public organizational context. Some of the previous researches have advocated for the utilization of SIT to clarify and extend our understanding of how people use their organizations as a basis for self-definition and thus, interest in the application of SIT to understand organizational phenomena has flourished (Ashforth & Mael 1989). In fact, the insights of SIT is emphasized by many organizational researchers as being core in analyzing the psychology and behaviour of the individual in the organization and how this relates to his/her efficiency and effectiveness at work (Haslam, 2004; Haslam et al., 2003). The SIT is therefore paramount in explaining why people place on group membership for understanding both themselves and the world around them.

2.2   Internal Diversity Dimensions and Public sector Performance

As countries' populations become increasingly diverse, public organizations workforce are inevitably becoming diverse on the basis of age, gender, and ethnicity. This is increasingly causing fundamental changes in the quality of services offered, efficiency and effectiveness in these organizations, thus significantly influencing their overall performance. Internal dimensions of workplace diversity concerns differences and similarities in people's gender, ethnic and sexual orientations (Osaze & Anao 2000). A combination of these dimensions determines employee's behavior at work, attitude towards each and generally how they perform their duties in their workgroups. According to Kreittner (2001), internal dimensions of diversity are characteristics that have a strong influence on people's perceptions, expectations and attitudes towards other people. This study will be informed by these previous findings and help in understanding how workers' differences and/or similarities in age, gender and ethnic heritage influence their behavior and relationship with each other's at work, in their work groups and, how such affect their individual, workgroup and overall organizational efficiency, effectiveness and quality of services delivered to their clients and general public. To Kreitner, these dimensions include such things as gender, sexual orientation, ethnic orientation, physical ability and race among others. The current study focuses on gender, age and ethnic orientations and how these three characteristics affect overall performance of public organizations in Uganda in terms of service quality, efficiency and effectiveness.

According to Ashton (2010), internal dimensions of diversity are the primary personal characteristics that exhibit the main differences between various individuals such as age, gender, sexual orientation, ethnic background and so forth. Ashton argues that

such differences pose the most impact on initial encounters and can be easily noticed and serve as filters through which people view the world. Unyimadu (2006), any level of quality of goods or services produced or offered, efficiency and effectiveness in multicultural organizations is a function of diverse skills and creativity resulting from increasing interaction amongst people of difference gender from different ethnic backgrounds. In this regard, this literature will help the study understand how workers' personal characteristics affect their service quality, efficiency and effectiveness as individuals, workgroup and organization over all.

The above notwithstanding, Robin, (2002) asserts that internal diversity management is a big challenge to many organizations as they seem to know no organizational boundary and has no limitations. According to Ashton (2010), cultural diversity, gender differences and sexual orientation can be a problem to an organization but could also be a very good solution to quality issues, efficiency and effectiveness in both extensively diverse public and private organizations. Ashton argues that even though such characteristics are seen as dangerous since they come with their disadvantages, they are constructive because there are also a number of benefits indicated in the overall organizational performance (Ashton 2010).

Ashton's arguments tend to ignore the challenges of extracting the very essence of diversity and tactically managing it for the improvement of the people and the organizational performance. Public organizations are multicultural, right from the top management to the very lower support staff come from different ethnic backgrounds, with different cultures though may be of similar gender but with varying age. This alone can prove a challenge to the organization. In addition to this, While Ashton (2010) and Robin, (2002) did not explain in their arguments how best can these

primary dimensions be managed to achieve improved service quality, efficiency and effectiveness in public organizations. The present study seeks to examine the relationship between age, gender, ethnic heritage with quality of goods and service offered by public organizations, efficiency and effectiveness in Uganda's context. Ashton's argument, though in public sector perspective, they are based on diversity issues in the developed world.

Kreitner, (2001) argues that diversity stands for the various differences in individuals as well as similarities that exist among them. This section is about internal dimensions of diversity in public organizations, which concerns age, employees' gender, ethnic heritage and, it seeks to understand how worker's differences and similarities on the basis of these primary dimensions influence service quality, efficiency and effectiveness in public organizations in Uganda.

Critically, Unyimadu contention assumes workplace diversity in private corporate organizations where its diversity management is related to sales volume, profits and competitive advantage. The present study seeks to analyze diversity management in the context of public organization where performance is considered in terms of service quality, effectiveness and efficiency. Other previous studies have also shown that workforce diversity promotes creativity, innovative problem solving and productivity that occur through sharing of diverse ideas and perspectives (Schultz et al., 2003; Kanter 2006).

2.3   External Diversity Dimensions and Public sector Performance

External dimensions of diversity are personal traits that we have a certain amount of control or influence over. They include are factors such as income, personal and

recreational habits, religion, education, work experience, appearance, marital status, and geographic location (Kreitner, 2001).

External dimension of workplace diversity constitute aspects of our lives, over which we have some control and can change with time. These usually form the basis for decisions on careers and work styles. According to Ashton (2010), external dimensions of diversity are the secondary characteristics that exhibit differences and similarities among people. These include things like religion, education, geographical location, income, work experience and marital status among others. Ashton argues that these are the qualities that are not noticeable in the first encounter and can even change throughout different encounters. Such qualities are only noticed after some interactions occur between individuals (Ashton 2010).

According to Kreitner, (2001) such external dimensions of diversity can significantly enhance the overall performance in public organizations. Using the example of Israel and South Africa, Kreitner explains that these countries have very diverse populations that contain many cultural, social religious groups, with varying income levels and education backgrounds, different races from different national backgrounds (Kreitner 2001). According to Kreitner, the integration of all these diversities has made these countries what they are today. The South African population for example consists of many immigrants bringing with them the diverse ethno-cultural practices of their countries of origin. This challenged the state to convert these differences into a national asset (Kreitner 2001; Hirsh, 1993).

Empirical research has shown that cultural diversity is significantly negative in its relationship to both employee productivity and organizational performance (Ehimare & Oghene 2011). They argue that cultural diversity would however, benefit group or

team performance due to a more diverse pool of skills and knowledge that leads to complementary and mutual learning. For example, due to complementarities and learning opportunities, culturally diverse teams are associated with more creativity and innovation (Ehimare & Oghene 2011).

However, Lee et al., (2011b) argue that the cost associated with more diverse workforce with different religions, varying income levels coupled with different education backgrounds is directly implied in the difficulty amongst employees to effectively communicate and coordinate at work. Joshi & Jackson (2003) however, observe that people from different education backgrounds and religions but in the same income bracket tend to think alike, act the same way, love working together in the same work groups or station. This therefore contracts Lee and fellow's (2011) argument implying that external dimensions are positively related with organizational performance.

Joshi and Jackson (2003) assert that a diverse team working in relatively homogenous organization tend to experience performance deficits relative to the more homogeneous team. According to Joshi & Jackson (2003), such differences and/or similarities amongst workers in public organizations on the basis of income, marital status, educational background and work experience among others can be used as a proxy for diversity management to improve on efficiency and effectiveness. Dahlin (2005) however, argues that a lower level of diversity can positively enhance performance because of its relationship with innovation, but, high degree of diversity might lead to negative consequences on organizational performance since it can create conflict and cliques due to social categorization. Dahlin (2005) also asserts that a moderate level of diversity on the basis of income and educational background

amongst employees can have a positive impact on overall organizational performance in terms of innovation or creativity for improved quality, productivity, sales and market share. This however leaves the indicators of the present study – service quality, efficiency and effectiveness as they relate to organizational dimensions of workplace diversity. And above all, the present study in predominantly in the context of a public organization where aspects of sale and market share do not apply anyway.

There are many reasons why public organizations embrace diversity. Cadrain (2008) argues that encouraging diversity in a public organization is a positive motivational tool that can attract and retain the best employees as well as increase the level of organizational competitiveness. The performance in terms of goal and objective achievement of any organization relies on the ability of management to effectively manage a diverse workforce that bring innovative ideas, perspectives views to their workplace. As a result, what would have been looked as the challenges of workplace diversity, can easily be turned into a strategic organizational asset if an organization is able to capitalize diverse talents embedded within people of diverse cultural backgrounds.

Cadrain (2008) with observed that the mixture of talents of diverse workforce such as education background, income disparities, marital status and work experience, an organization can respond to opportunities more rapidly and creatively. Public organizations can succeed with moderate levels of external dimensions of diversity if the initiatives that create, manage and value the diverse workforce have the full support of the government. In the context of this study, once an initiative that is geared towards effective management of external dimensions of diversity gain the full support of the government of Uganda, public organizations will definitely succeed in

offering improved quality goods and services, improving on their efficiency and effectiveness.

The present study aims to examine the relationship between external workforce diversity dimensions with performance of public organizations in Uganda. This section alone reviews literature external dimensions of diversity and organizational performance. It seeks to understand the relationship between the two aspects in the context of public organizations.

2.4   Organizational Diversity Dimensions and Public sector Performance

Organizational dimensions of workplace diversity are relevant or significant to the organization itself. They include factors such as management status, unit or division, work field, seniority, union affiliation and management status (Kreitner 2001). In the context of the present study, such dimensions as units or divisions helps us to understand how management of employees in different divisions, departments at different levels and with different or similar duties and job descriptions can enhance or dampen their performance and the performance the overall organizations.

Kreitner (2001) argues that public organizations need to value diversity so as to benefit interested stakeholders and customers they serve. This is what he called adopting a higher level of "diversity awareness" from affirmative action. Valuing diversity according to Kreitner emphasizes the awareness, recognition, understanding and appreciation of human differences. By valuing diversity, employees feel valued and accepted, and are recognized as a valuable resource that contributes directly to an organization's overall success (Kreitner, 2001). According to Grobler (2003) for an organization to value diversity it must first understand the differences between

valuing diversity and employment equity. The fundamental difference is that employment equity is enforced by legislation. Public organization value diversity due to the desires to improve on quality of goods and services they offer to the public, efficiency and effectiveness by using the talents of a diverse workforce.

Alesina and La Ferrara (2005) argue that the highest level of "diversity awareness" is the discipline of diversity management that deliberates and focuses on creating organizational changes that enable all employees to perform up to their maximum potential irrespective of level of seniority, unit or department, work field and location among others. Effectiveness management of these organizational dimensions of diversity by way of valuing diversity can turn organizational diversity into an asset to be used for improving service quality, efficiency and effectiveness.

Okoro and Washingtong (2012) explains that public organizations are designed and established in a diverse manner in terms of units, departments, location, and levels of seniority, work content and field of specialty mainly to offer the desired public service and goods effectively, efficiently and with acceptable quality. This therefore implies that diversity is a plan to achieve certain performance levels in public organizations.

Achieving improved service quality, efficiency and effectiveness through the management of workers' differences and similarities on the basis of seniority, work location, unit or department, work experience, tenure and type of employment has become an important managerial issue in public organizations both in developed and developing countries. It is therefore obvious that management discipline needs effective leadership in order for it to be successfully implemented.

Kreitner (2001) asserts that managing organizational diversity is imperative and a strategic priority for improving overall performance of an organization. Therefore if it is not utilized as a tool it might become employees' inefficiency, ineffectiveness and poor service quality hence, overall organization's downfall or collapse.

2.5   Synthesis of the Literature and Gaps

Workforces' diversity is regarded as an important tool for creativity, innovation and a basis for various performance improvements in organizations. Going forward, the literature on workforce diversity has been reviewed in the preceding sections has mostly emphasized on workforce diversity in a generalized perspective yet, the present study seeks to study workforce diversity in public organizational setting. Gaps in the literature were also seen in the effect of diversity management. The effect of workforce diversity on such aspects of ethnicity, culture, education background, units or department was most emphasized and little concern was given to income, marital status and work content. Even in such cases where these aspects of diversity dimensions were considered, it was such limited in the public organization context.

The literature did not also consider workforce diversity in terms of public organizational contexts as they relate to diversity-related pressures, expectations, requirements and incentives; perceived practices and organizational outcomes and several other issues. This study considers that workforce diversity can lead to more committed, better satisfied, better performing employees, potentially improved quality of goods and services offered of an overall organizations in the public sector.

Poor performances in public organizations therefore are eminent if employees' diversities are not effectively noted because this compromises with their satisfaction,

commitment, motivation, efficiency and effectiveness. The review of literature has showed that many authors (Aubrey 2006; 2004; 1989; 1981, Taylor and Francis Group 2009) and researchers (Barr 2000; Knippenberg 2004; Jonathan et al., 2008) have focused on workforce diversity but little attention was given to it effect on service quality in public organizations in developing countries. The present study therefore seeks to address this gap by examining the relationship between workforce diversity and service quality in Uganda. Generally, this study, seeks to examine the relationship between workforce diversity and service quality, efficiency and effectiveness in public organizations in Uganda.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter will present the methods that will be used during the research study and the basic contents in this chapter will   include; research design, area of the study, target population, sample, size, techniques and sample selection, data collection methods and   research instruments, data collection procedure, data processing and analysis, validity and reliability methods of data analysis, measurement of workforce diversity and public sector organization performance and anticipated limitations the researcher may face during the study process and their delimitations .

3.1   Research Design

A cross sectional design will be used in this study.   A triangulation between quantitative and qualitative approaches will also be used. The approaches will enable to collect and analyse both quantitative and qualitative data chosen so as to test the relationship between independent variable (Workforce Diversity) and the dependent variable (Public Sector Organization Performance).

3.2 Study Population

This study targets a total population of 460 respondents from Ministry of Health and Education comprising of; Commissioners 24, Directors 24, Heads of Departments 28, Heads of programs 42, Heads of sections 42, Support Staff 300. This is because all

these categories of respondents are believed to be knowledgeable about work force diversity management and organizational performance within the Ministries.

3.3   Sample size

Sekaran (2003) asserts that a sample is a subgroup or subset of population from which researchers should be able to draw conclusions that would be general to the population of interest. Robson Collin (1999) observed that it is not feasible to gather detailed information about all the persons involved for all the time they are involved. Therefore, it requires sampling with some principled decisions about who, where and when to be studied.

Therefore the sample size will be selected using Krejcie& Morgan 1970 (Amin, 2005). Selection of Support Staff will be done using convenience sampling since it is the best way of getting them when it comes to the Ministries. Purposive will be used to select Directors and commissioners; Simple random sampling will be used to select Heads of Departments, Heads of Programs and Heads of Sections. A total target population in the Ministry of Health and Education of 460, the research sample will sample only 303 respondents, in order the researcher to come up with this sample size, she will randomly sample the respondents, use convenience sampling and purposive techniques.

Table 3.1: Sample Size

Category	Population (Target)	Sample size	Sampling Techniques
Directors	24	19	Purposive and random Sampling
Commissioners	24	19	Purposive and random Sampling
Heads of Departments	28	24	Purposive and Random Sampling
Heads of Programs	42	36	Purposive and Random Sampling
Heads of Sections	42	36	Purposive and Random Sampling
Support Staff	300	169	Purposive and random sampling
Total	**460**	**303**	

Source: Ministries data using Krejcie& Morgan (1970)

3.4   Sampling Techniques and Procedure

3.4.1 Sampling method and procedure

According to Mugenda and Mugenda (2003), sampling is a process of selecting a
number of individuals for a study in such a way that the individuals selected represent
the large group from which they were selected. The purpose of sampling is to secure a
representative group which will enable the researcher gain the necessary data that the
study seeks to find.

Therefore the study will use stratified sampling method in which each stratum will be purposively determined and elements randomly selected from each.in this exercise the researcher will ensure that each stratum is appropriately represented in a sample.

3.5   Data Collection sources, methods and instruments

3.5.1 Data sources

Data will be obtained from both primary and secondary sources. Primary data will be obtained using open and closed questionnaires that will be given to respondents and interviews that will be conducted with Directors, Commissioners, Heads of Departments, Heads of Programs, Heads of Sections and Support Staff. Secondary data will be obtained by use of a documentary review checklist.

3.5.2 Data Collection methods

 Data collection methods are an integral part of research design which involves selection of both primary and secondary data   collections methods. The study will use questionnaire survey'(Self-administered questionnaire) interview method (interview guide/schedule). Questionnaires will be used to collect data from support staff while interviews will be used to collect data from commissioners, directors and heads of departments, heads of programs and heads of sections and

3.5.3 Data Collection instruments

Questionnaire: This will be used to collect primary data from the respondents and will be by self-administered questionnaires. Therefore administering of questionnaire will be a method while questionnaires will be instruments to be employed.   The method of survey using questionnaire will be deemed appropriate since part of the questionnaire will provide respondents a choice of picking their answers from a given

set of alternatives while the other part of the questionnaire will allow them to qualify their responses (Amin, 2005). Questionnaires will be advantageous since they can reach to thousands of people all at once. Self-administered questionnaires will be advantageous because it will be answered anonymously; this means that sensitive and personal questions will be more likely to be answered.

Interview Guide: This will be used to collect primary data from Directors, Commissioners, Heads of Departments, Heads of Programs, Heads of Sections and Support Staff. It will involve the use of a semi-structured interview schedule/guide as an instrument while interviewing was a method. The method of interview using interview guide will be deemed appropriate since the mentioned categories of respondents has vital information yet may fail to get enough time to fill in questionnaires (Sekaran, 2003).

3.6 Validity and reliability

3.6.1 Validity

Validity: Validity refers to how accurately the instruments capture data that gives meaningful inferences (Mugenda & Mugenda, 2003). Instrument validity will be ascertained in the following ways; discussing the questionnaire with the colleagues, there after adjustments will be done before submission to the supervisor who will assess the face validity. The instruments will then pre-tested, after which the content validity will be measured (Key, 1997). This will help to assess the appropriateness of sentence construction, comprehensiveness of instruments and language clarity. Comments will be received on the acceptability of the instrument in terms of; length and the privacy of respondents. These comments will be helpful in designing the final instrument that will be used to generate data. To measure the validity of variables and

measures the relationship between workforce diversity management and performance of public sector organizations in Uganda, a validity test will be carried out using Content Validity Index (CVI) prior to the administration of the research instruments.

3.6.2 Reliability

Reliability: Gall (1996), defines reliability as the degree of consistency of the measuring instrument. This agrees with Mugenda and Mugenda (2003) who stated that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The social sciences research accepts variables scoring a coefficient above 0.70. Reliability will be ensured through test-retest procedure of both the questionnaire and the interview guide. The supervisors also will review the questionnaire and the interview guide to ensure that they are capable of capturing the required data. The questionnaires will be pilot tested on 20 respondents and the result subjected to Cronbach alpha method, which is a test of internal consistency according to Amin (2005). The Cronbach's Alpha reliability Coefficient (α) will be calculated by running a statistical test using Statistical Package for Social Scientists (SPSS) computer program which uses the formula stated below.

Cronbach's α is defined as

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K} \sigma^2 Y_i}{\sigma^2 X}\right)$$

Where; K is the number of components (K – items or testlets)

$\sigma^2 X$ is the variance of the observed total test scores

$\sigma^2 Y_i$ is the variance component i for the current sample of persons.

The coefficient ranges between α = 0.00 for no reliability, α = 1.00 for perfect reliability. The closer alpha gets to 1.0 the better. According to Amin (2005), all the measurements in the instrument that show adequate levels of internal consistency of Cronbach's alpha of 0.7 and above are acceptable as reliable.

3.7   Data processing and analysis

3.7.1   Data quality

Quantitative data will be processed by use of Software package for social scientists (SPSS) where it will be edited, coded, entered, and then presented in comprehensive tables showing the responses of each category of variables and tables will be used to present findings.

Qualitative data will be collected from the field, organised, edited for spelling mistakes and cross checked to establish the different issues arising from undertaking the research study. Coding of data will be   undertake manually and entered into computer using the Statistical Package for Social Scientists (SPSS) in order to classify respondents' views into meaningful information.

3.7.2   Data analysis

Quantitative data analysis will involve the use of both descriptive and inferential statistics in the Statistical Package for Social Scientists (SPSS).Descriptive statistics will entail determination of measures of central tendency such as mean and measures of dispersion such as standard deviation and percentages. Inferential statistics will include both regression and correlation analysis.

Qualitative data analysis will be based on quantification of qualitative data analysis method, and, will be based on how the findings related to the research questions. After data collection, information of same category will be assembled together and their similarity with the quantitative data created, after which will be reported in writing. Qualitative data will be interpreted by composing explanations or descriptions from the information. The qualitative data will be illustrated and substantiated by quotation or descriptions.

3.8 Measurement of Variables

The researcher will use the five point Likert type scale anchored on (1) strongly disagree- (5) strongly agree. This will be used to measure the independent variable and the dependent variable using a questionnaire. The choice of this scale of measurement is that each point on the scale carries a numerical score which is used to measure the respondent's attitude and it is the most frequently used summated scale in the study of social attitude. According to Mugenda (2003) and Amin (2005), the Likert scale is able to measure perceptions, attitudes, values and behaviors of individuals towards a given phenomenon.

Table 3.2: Interpretation of Mean range on the Likert Scale

Response	Scale	Interpretation
Strongly disagree	1	Very Low
Disagree	2	Low
Not sure	3	Moderate
Agree	4	High
Strongly agree	5	Very High

3.9 Ethical Considerations

The researcher will respect anonymity of the respondents by ensuring confidentiality of the respondents and the data provided. This will be done through assurance that the information they will provide will be purely for academic purposes and that their identity will not be disclosed to anyone. This will be highlighted in the introductory part of the questionnaire. All the sources of literature have been acknowledged through citations and referencing. Lastly, objectivity will be considered during report writing to avoid personal bias.

3.10 Limitations of the study and Delimitations

Some officials in the ministry may resist to give confidential information, which would be sufficient to the study. However, the researcher will convince them that research is intended to help them improve on their performance and will inform them that, the data collected from respondents and management basically will be for academics and research purposes only.

Limited Time Scope: There will be too much pressure as a result of limited time for the researcher. However, the researcher will devote most of the time on the research. Financial constraint since research requires money for printing and transport among others. However, the researcher will minimize the costs as lowest as possible.

Failure to interpret Questions: Some respondents may fail to interpret some of the questions in the questionnaire. However, the researcher will conduct a pilot study and will use a research assistant who will help the respondents to interpret for them some questions.

Unwillingness to Respond. The researcher may encounter the problem of poor response by the respondents. This may delay the exercise. However, through physical contacts by the researcher, research assistant and the respondents, it will motivate the respondents.

4.0   Proposed budget for the study

Item	Quantity	Unit cost	Amount
Research Report Writing/Typing	1	-	90,000
Data Collection–Subsistence for the researcher			
- Breakfast	5 days	2,500	12,500
- Lunch	5 days	4,000	20,000
Data processing:			
- Making Drafts	4	10,000	40,000
- Internet		50 per min	100,000
- Printing	4	15,000	60,000
- Transport to see the supervisor	4 days	3,500	14,000
Stationary:			
- Flash Disk	1	50,000	50,000
- Rulers	2	600	1,200
- Ream of paper	1	8,500	8,500
- Photocopying	3	20 pages 50	3,000
- Pens	6	400	2,400
- File	2	500	1,000
- Binding	3	10,000	30,000
Data Processing Analysis and Report			100,000
Other/Miscellaneous			100,000
Grand Total			**632,600**

References:

Abrams, D., & Hogg, M.A. (Eds.). (1990). *Social identity theory, constructive and critical advances*. New York: Harvester Wheatsheaf.

Ader, H. J., Mellenbergh, G. J., & Hand, D. J., (2008). Advising on research methods: a consultant's companion. Huizen: Johannes van Kessel Publishing.

Amin, M. E. (2005). *Social Science Research: Conception, Methodology and Analysis.* Makerere   University Printing Press. Kampala

Andrews, R., & Boyne, G. A. (2009). Size, structure and administrative overheads: An empirical analysis of English local authorities. *Urban Studies, 46*(4), 739-759.

Andrews, R., & Entwistle, T. (2010). Does Cross-Sectoral Partnership Deliver? An Empirical Exploration of Public Service Effectiveness, Efficiency, and Equity. *Journal of Public Administration Research & Theory, 20*(3), 679-701. http://dx.doi.org/10.1093/jopart/mup045

Ashforth, B.E., & Mael, F. (1989). Social identity theory and the organisation. *Academy of Management Review*, 14(1), 20-39.

Ashton (2010). The dimensions of diversity. 18 May 2010. Ashton Fourie: Blog. http://ashtonfourie.com/blog1/2010/05/18/the-dimensions-of-diversity/ (Accessed on 5 November 2012)

Barr, Stephen (2000). "Reinventing Government Is an Idea Whose Time Has Come— Again." The Washington Post 22 Oct. 2000. LexisNexis. Web. 16 Apr. 2012.

Buunk, A.P., & Gibbons, F.X. (2007). Social comparison: The end of a theory and the emergence of a field. *Organizational Behavior & Human Decision Processes*, 102(1), 3-21.

Cox, Taylor, Jr. (1993). Cultural Diversity in Organizations. Berrett-Koehler Publishers

Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Prentice Hall.

Dahlin, K., Weingart, L., Hinds, P., (2005). Team diversity and information use. *The Academy of Management Journal* 48 (6), 1107–1123.

Daniels Aubery C. (2006). Performance Management: Changing Behavior that Drives Organizational Effectivess, Performance Management Publication, (4th Ed.)

Daniel Aubrey C. (1981). Performance Management: Changing Behavior That Drive Organizational Effectiveness, 1st ed.

Dressler, G. (2006). *A Framework for Human Resource Management,* Upper Saddle River, New Jersey: Prentice-Hall.

Edwards, J.R., Cabe, D.M., Eilliamson, I.O., Lambert, L.S., & Shipp, A.J. (2006). The phenomenology of fit: Linking the person and environment to the subjective experience of person-environment fit. *Journal of Applied Psychology*, 91(4), 802-827.

Ellemers, N., Doosje, B., & Spears, R. (2004). Sources of respect: The effects of being liked by in-groups and out groups. *European Journal of Social Psychology*, 34, 155–172.

Ely, R.T., and Thomas, D.A. (2001). Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Process and Outcomes. *Administrative Science Quarterly,* 5:229-273.

Executive Order 9981, "Establishing the President's Committee on Equality of Treatment and Opportunity in the Armed Services," July 26, 1948.

Foldy, E. (2001). *Inside out and outside in: Conducting research on identity*. Paper presented at the Sixty-first Annual Meeting of the Academy of Management, Washington DC

Geary A. Rummler & Alan P. Brache (1995). *Improving Performance: How to Manage the White Space in the Organization Chart*. Jossey-Bass; 2nd edition. 1995.

Gorard S., (2013). Research Design: Robust approaches for the social sciences, London: SAGE, 218 pages

Haslam, S. A. (2004). *Psychology in Organizations: The Social Identity Approach*. London: Sage.

Jackson, E.S., Joshi, A., & Erhardt, L.N. (2003). Recent research on team and organizational diversity: A SWOT analysis and implications. *Journal of Management*, 29(6), 801-830.

Jamieson, David and O'Mara, Julie, 1991. Managing Workforce 2000. San Francisco: Jossey-Bass.

Janssen, M.; Steyaert, C. (2003) *Theories of Diversity within Organization Studies: Debates and Future Trajectories*, FEEM working paper No. 14

Jayne, M. E. A. & Dipboye, R. L. (2004). Leveraging Diversity to Improve Business Performance Research Findings and Recommendations for Organizations. Human Resource Management, Winter 2004, 43(4), 409–424.

Jonathan D. Breul, John M. Kamensky (2008). Federal Government Reform: Lessons from Clinton's "Reinventing Government" and Bush's "Management Agenda" Initiatives, Public Administration Review Vol. 68, No. 6 (Nov. - Dec., 2008), pp. 1009-1026 Published by: Blackwell Publishing on behalf of the American Society for Public Administration Stable.

Joshi, A., & E. Jackson, S. (2003). Managing workforce diversity to enhance coorperation in organization. International Handbook of Organizational Teamwork and Cooperative Working.

Judiciary Committee Report, Additional Views on H.R. 7152 (1963).

Kanter, R.M. (2006). Confidence: How winning and loosing streaks begins and ends. New York: Crown Random House

Kinicki, (2008). *Organizational Behavior: Core Concepts*, New York, McGraw-Hill Irwin.

Knippenberg D. V., de Dreu C. K. W., Homan A. C. *(2004). Work group diversity and group performance: An integrative model and research agenda. Journal of Applied Psychology, 89, 1008-1022*

Kreitner, R & Kinicki, A, 2001, *Organizational Behaviour: 5th Edition*, New York: McGraw-Hill.

Kreitner R, Kinicki A (2007). *Organizational Behavior*(ed), N.Y., McGraw-Hill Irwin.

Kyohairwe ,S. (2012). From Kampala City Council To Kampala Capital City Authority: Re- Examining The Significance Of Agencification On Service Delivery. The *Ugandan Journal Of Management and Public Policy Studies*, (UJMPPS), Issue 1, Volume 3, May 2012

Lee, Y. (2011b). Report: Firm must do more to retain keep women staff [Electronic version]. *The Star.* Retrieved May 29, 2011, from http://www.thestar.com.my/news/story.asp?sec=nation&file=/2011/3/8/nat ion/8210968

Lievens, F., Decaesteker, C., Coetsier, P, & Geirnaert, J. (2001). Organisational attractiveness for prospective applicants: A person-organisation fit perspective. *Applied Psychology: An International Review*, 50(1), 30-51.

Myers, M. D. (2009). Qualitative Research in Business & Management, London: SAGE

Michaéla C.S.; Deanne, N.D.H.; Paul, L.K.; Janique, A.W. (2003). *Diversity and Team Outcomes: The Moderating Effects of Outcome Interdependence and Group Longevity and the Mediating Effect of Reflexivity*, Journal of Organizational Behavior, Vol. 24 (6), pp. 779-802

Mor Barak, M. (2005). *Managing Diversity: Towards a Globally Inclusive Workplace*, Thousand Oaks, California CA: Sage

Morrison, A.M. (2002). *The New Leaders: Guidelines on Leadership Diversity in America,* San Francisco: Jossey-Bass

Moe, Ronald C. (1994). "The 'Reinventing Government' Exercise: Misinterpreting the Problem, Misjudging the Consequences" Public Administration Review. Web. 17 Apr. 2012.

Mugenda, M. and Mugenda, G. (1999). Research Methods: Quantitative and Qualitative Approaches. Nairobi: ACTS Press.

Nielsen, Poul A. (2013). Performance Management, Managerial Authority, and Public Service Performance. Journal of Public Administration Research and Theory. Published electronically on June 2. Doi:10.1093/jopart/muto25.

Osaze, B.E., and Anao, A.R. (2000). *Managerial Finance.* Benin City: Uniben Press.

Pike, T. (2012). *An exploration of how shared corporate service operate and perform in English local government.* Cardiff University.

Rausch P. A. Sheta, A. Ayesh (2013). *Business Intelligence and Performance Management: Theory, Systems, and Industrial Applications*, (Eds.), Springer Verlag U.K.

Richard W. Judy and Carol D'Amico (1997). Workforce 2020 – Work and Workers in the Twenty-First Century, Hudson Institute (1997).

Richard W. Judy and Carol D'Amico (1987). Workforce 2000 – Work and Workers for the 21st Century, Hudson Institute.

Schultz, H., Bagraim, J., Potgieter, T., Viegde, C. & Werner, A. (2003). Organisational behavior. Pretoria: Van Schaik.

Shaw, M. (1991). Achieving equality of treatment and opportunity in the workplace. In: Harrison, R. (ed). Human resource management: issues and strategies. *Wokingham: Addison-Wesley*, 189–21.

Tajfel, H., & Turner, J. C. (1979). An intergrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations* (pp. 33–47). Monterey, CA: Brooks/Cole.

Taylor & Francis Group (2009). *Journal of Organizational Behavior Management*, Routledge. Published quarterly. 2009.

Tilly, C. (1998). Durable Inequality. Berkeley, CA: University of California Press Unyimadu, S.O. (2006). *Business Policy and Strategy.* Benin City: Harmony Publishers.

APPENDIX I: INTERVIEW GUIDE FOR SENIOR OFFICIALS

Dear respondent,

My name is Shiba Asiimwe, a PhD student of Mbarara University of Science and Technology. As part of the requirements for the award of this Degree, I am carrying out a research aimed at examining the relationship between workforce diversity and performance of public sector organizations using the ministry as a case study.

 I therefore kindly seek your view in regard to the subject under study. I assure you that any information provided will be purely used for academic purposes specifically in writing an academic research report for the award of the said Degree. The findings of this study will be handled with utmost confidentiality. I will be so grateful if relevant information is given.

Thank you very much.

1. Does the ministry have a diverse workforce?

2. What is the composition of this workforce diversity?

3. Do you think employees perform better while working with similar others?

4. Do you think workforce diversity has brought new ideas, different knowledge, developed new skills and approaches to work?

5. If yes in what way?

6. Do you think workforce diversity has improved service quality, efficiency and effectiveness in the ministry?

7. In your own view, has this workforce diversity been of any benefit to the ministry's performance?

8. If yes, in what ways has it been of benefit?

9. In your own view, has this workforce diversity been of any challenge to the ministry's performance?

10. If yes in what way have you solved this challenge?

11. If not solved in what way can it be solved?

12. Apart from workforce diversity is there anything else that has affected ministry's performance?

13. If yes, what else has affected   the ministry's performance?

APPENDIX II: RESEARCH QUESTIONNAIRE FOR SUPPORT STAFF

Dear respondent,

My name is Shiba Asiimwe, a Ph.D student of Mbarara University of Science and Technology. As part of the requirements for the award of this Degree, I am carrying out a research aimed at examining the relationship between workforce diversity and performance of public organizations using the ministry as a case study.

I therefore kindly seek your view in regard to the subject under study. I assure you that any information provided will be purely used for academic purposes specifically in writing an academic research report for the award of the said Degree. The findings of this study will be handled with utmost confidentiality. I will be so grateful if relevant information is given.

Thank you very much.

SECTION A GENERAL INFORMATION

1. Kindly indicate your gender   Male ☐   Female ☐

2. Kindly indicate your age group

    (1) 18-29 years ☐   (2) 30-39 years ☐

    (3) 40-49 years ☐   (4) 50-60 years ☐

3. Please indicate your level of education

    (1) Secondary ☐ (2) Certificate ☐ (3) Diploma ☐ (4) Bachelor's ☐ Degree

    (5) Postgraduate (Diploma) ☐ (6) Master's Degree ☐ (7) PhD ☐

4. Please indicate your job position

………………………………………………………………………………………………

5. Kindly indicate the period of service with the Ministry.

☐   ☐   ☐

(1) Less than 1 year   (2) 1-5 years   (3) 6-10 years

(4) 11-15 years ☐   (5) Over 15 years ☐

SECTION B: WORKFORCE DIVERSITY

Kindly give your view about workforce diversity by indicating you level of agreement with the following perceived statements in relation to management diversity at your workplace. NOTE: that 5=Strongly Agree; 4=Agree; 3=Undecided; 2=Disagree; 1=Strongly Disagree (Please tick appropriately)

	VARIABLE	5	4	3	2	1
A	**Internal Dimensions of Workplace diversity**					
1	The ministry recruits employees of different age					
2	The ministry recruits employees of different gender					
3	The ministry recruits employees of different ethnic heritage					
4	The ministry segregates against grounds of age					
5	The ministry segregates against grounds of gender					
6	The ministry segregates against grounds of different ethnic heritage					
7	The ministry encourages employees to work with employees of different age					
8	The ministry encourages employees to work with employees of different gender					
9	The ministry encourages employees to work with employees of different ethnic heritage					
10	I perform better while working with others of different age					
11	I perform better while working with others of different gender.					
12	I perform better while working with others of different ethnic heritage.					

13	I have had challenges working with people of different age					
14	I have had challenges working with people of different gender					
15	I have had challenges working with people of different ethnic heritage					
	External Dimensions of Workforce Diversity	5	4	3	2	1
16	The ministry has a workforce of diverse income levels					
17	The ministry promotes the implementation of a workforce of diverse income level					
17	The ministry has a workforce of diverse religious affiliation					
18	The ministry promotes the implementation of a religiously diverse workforce					
	The ministry has a workforce of diverse work experiences					
20	The ministry promotes the implementation of a workforce of diverse work experience					
21	The ministry has a workforce of diverse educational backgrounds					
22	The ministry promotes the implementation of a workforce of diverse educational background					
23	The ministry has a workforce of diverse marital status					
2 4	I have had challenges working with people of income levels different from me					
2 5	I have had challenges working with people different from me religions					
2 6	I have had challenges working with people of different from different education backgrounds					
2	I have had challenges working with people of different with different					

7	work experience					
28	I have had challenges working with people of different of different marital status					
29	I have found it very good to work with people of different income levels					
30	I have found it very good to work with people from different religions					
31	I have found it very good to work with people from different education backgrounds					
32	I have found it very good to work with people of different work experiences					
33	I have found it very good to work with people of different marital status					
	Organizational dimensions of Workforce Diversity	5	4	3	2	1
34	Different employees at the ministry have varying work content					
35	The ministry has employees in different locations					
36	At the ministry every employee is recruited differently for a specific type of work.					
37	Every employee at the ministry knows his/her duration of employment					
38	There are employees who do not accept to work due to work content or scope of work.					
39	There are employee who do not accept to work in a certain location					
40	There are employees who do not accept to work with a fellow employee on a certain type of work					

		5	4	3	2	1
41	There are employees who do not accept to work because of the duration of work					
42	There are employees who do not accept to be transferred to another location.					
	Organizational Performance	5	4	3	2	1
43	The quality of goods and services offered by the ministry has improved significantly because of workforce diversity					
44	The standard of services at the ministry has improved because of workforce diversity					
45	The Ministry does what it is mandated to do					
46	Everything done by the ministry is right					
47	Whatever the ministry does, does it rightly					
48	There have been improvements in the way the ministry offers its services to the public					
49	Generally, the ministry is efficiently performing because of workforce diversity					
50	Generally, the ministry is effectively performing because of workforce diversity					

15. Apart from work force diversity, in your own view what else affects public organisation performance?

………………………………………………………………………………………

………………………………………………………………………………………

THANK YOU FOR YOUR TIME

APPENDIX III: KREJCIE AND MORGAN SAMPLING FRAME

Determining the sample size (s) required for a given population (N)

N	S	N	s	N	s	N	s	N	s
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Amin 2005 (Appendix)

APPENDIX IV: WORK PLAN AND TIME FRAME

In order to carry out this study, the researcher will restrict herself to the work plan and time frame below:

No.	ACTIVITY	DURATION
1.	**Research proposal development**	
	Library literature search and reading around and about the topic	Three weeks
	Literature search (Internet and other sources)	One month
	Consultations with lecturers to sharpen the topic	One week
	Writing draft proposal	One month
	Typesetting, proof reading and editing	Two weeks
	Working on the final proposal, printing, binding and submission	One month
	Development of data collection instruments	Two weeks
2.	**Pilot study**	
	Securing materials	Two weeks
	Distribution of questionnaires	One week
	Computation of validity and reliability	One week
	Adjusting items in the instruments accordingly	One week
3.	**Data collection**	
	Securing materials	One week
	Printing out and photocopying instruments	One week
	Distribution of questionnaires	One week
	Holding face to face interviews	One week
	Holding focus group discussions	One week
	Collection of completed questionnaires	One week
4.	**Data analysis**	

	Coding and tallying	One week
	Transcribing data	One week
5.	**Report writing**	
	Writing the draft report	Three weeks
	Typesetting	One week
	Proof reading, editing and correcting draft	One week
	Consultation with supervisor, reviewing and making final copy	One week
	Printing, binding & submission	One week

APPENDIX V: COMMENTS FROM PANELISTS AND HOW THEY HAVE BEEN HANDLED

COMMENTS FROM PANELISTS	HOW THE COMMENTS HAVE BEEN HANDLED

Preliminary issues
  i.   Preliminary issues are adequately addressed
  ii. Title: make it more specific
  iii. Needs to include the term " Selected" Public Sector
	Have included the term selected public sector organizations

Introduction
  i.   Good introductory section, but the problem statement rather too long
  ii. Refine problem statement.
	Have shortened the problem statement and clearly stated the problem

Problem statement
  i.   Problem statement is too long and should be shortened.
  ii. Needs to be improved. Show the gap that the study intends to fill
Edit the problem and clearly articulate it
	The problem has been clearly stated

Objectives
  i.   Some of the objectives are not clear. They should be revised in light of the comments regarding the title since the candidate will not study all the public sector organizations in Uganda.
  ii. Scope: 2 ministries? / Public Sector Organizations in Uganda (Civil Service). Is this representative enough?
  iii. Objective three needs to be refined
	Objectives have been refined to suit the study

Literature review
  i.   The section on literature review is well structured
  ii. Very narrative. Should be critical
	The literature review has been edited and has been made critical.

Methodology	

i. There is need to redo the section where only two ministries have been selected so that the changes reflect what has been suggested for the title earlier. ii. Correlational research design. Data analysis: Data will be analyzed iii. Justify all clearly.	
	The methodology has been redone.
References i. Ensure that all the in text citations are represented in the reference list. ii. Follow APA system consistently throughout iii. incite all the references	All references have been incited.
Instruments i. This section needs to be described in details with justification ii. Ok	Modified the instruments to capture each element in the objectives.
Other comments i. Reduce the document	The document has been decreased to 65 pages.
Overall recommendation i. Can proceed to the next level ii. Can proceed after amendments iii. Should correct and proceed	All corrections have been made

The researcher should choose whether to focus on Workforce Diversity or Workforce Diversity management as the IV. Ether of the choice will call for some changes accordingly	Workforce diversity has been made the focus as the independent variable.
I also suggest that contextualizing the write up should come right from the topic - specify the public organization (or the category mentioned – the ministries), the term public organizations leaves the study focus ambiguous.	the text has been contextualized to selected public ministries.
Other details have been highlighted in the document	The comments highlighted have been worked on.
Otherwise I find the study as detailed and relevant and the structure is as expected	
i. Introduction Chapter The candidate developed the background quite logically and all the sections discussed. However, the contextual issues are mixed with literature and mixes up the reader. The problem statement is too long and also mixed with literature and failing to convict the problem. The variable Workforce is wrongly operationalised and should be addressed.	The literature that was in the contextual background has been edited and transferred to the literature review. The problem statement has been shortened and the variable workforce has also been edited to the right measurements
i. Literature Review Chapter Some good effort was made in this section but still, the literature remains very narrative. There is need to critically review literature in order to expose the existing gaps in the literature, otherwise the candidate won't be able to close those gaps if not appropriately identified.	The literature review has been critically reviewed and existing gaps exposed.

i. Methodology Chapter This is the most critical section (actually the engine of research), yet, mechanically handled. Validity of instrument should be well discussed and formula provided. Analysis of data should be clear, especially quantitative data. Otherwise some good effort.	Methodology has been redone
i. Overall At proposal stage, a proposal should be reader friendly! Brief, clear, articulate and yet informative. Too long proposals tempts the researcher to cut and paste which is not good at PhD. Shorter proposals are easy to review and conducive for the author to go through. Otherwise, good ideas	The proposal has been shortened and the basics captured.
COMMENTS FROM REVIEWER C	
The candidate may have to find a better way of starting the proposal by placing her work in the broader context	The proposal has been placed from the global view to the regional view.
The candidate has to update the literature used in the background. Most of it is old, apart from a few recent references such as Nielsen, 2013	Literature has been updated.
The problem statement can be strengthened by ensuring that the current performance of selected public organizations should come out clearly, and the candidate should also show, based on empirical observations, the gaps or problems that need to be filled/solved as far as performance is concerned.	The problem statement has been edited and the gap has been placed and based according to observation.
Need to harmonize the major objective with the specific objectives. For instance, the main objective calls for relationship and the specific objectives are interested	Specific objectives have been edited to establish the effect, examine the influence and determine levels of influence.

in influence	
The explanatory notes on the conceptual framework look at the DV and the IV. It is helpful that the explanatory notes also consider relating the DV with the IV	The last paragraph in the explanatory notes considers the relationship between the independent variable and dependent variable
The literature review should also explore literature from Uganda, the region and Africa	The literature review has been edited and literature from Uganda, the region and Africa has been captured.
The research design is too normative. There is need to contextualize and provide justification for every methodological choice made	Research design has been redone and justification provided.
The candidate should specify the place of the study, which in this case seems to be the ministry of health. This has a bearing on the unit of analysis, unit of observation and level of analysis.	The place of study has been specified that is ministry of health and ministry of education.

Presented by: **Approved by:**

Name: SHIBA ASIIMWE BEZIIBWE   Supervisor:

Registration no.:2013/PhD/048   Signature:

Signature: Date: 01/6/2015

Date: 01/6/2015