

Gender Diversity Policies for Enhanced Service Delivery among Chartered Universities in Kenya

Charity Nyambura Maina^{1}, Susan Nzioki¹, Kenneth Mugambi¹*

¹*Kenya Methodist University, Po Box 267-60200, Meru, Kenya*

* *Correspondence email: charitymaina01@gmail.com*

Abstract

Integrating gender diversity policies into organizational structures is vital for sustainable development and climate action. However, there is a notable gap in the implementation of these policies, especially in Kenyan chartered universities. This study evaluated the influence of gender diversity policy implementation on service delivery in Kenyan chartered universities. The hypothesis: there is no statistically significant relationship between gender diversity policy implementation and service delivery among chartered universities in Kenya, was tested. The researcher employed a descriptive survey design, and the target population was 15,545 administrative staff and full-time lecturers. Using stratified and purposive sampling techniques, the population was divided into teaching and non-teaching staff. Random sampling technique was used to select a sample size of 390 respondents, comprising of 120 teaching staff and 269 administrative staff was calculated using Yamane (1967) formula. A pilot study was conducted to test the validity and reliability of the research instruments. The study employed Self-administered questionnaires which were distributed for primary data. Data was analyzed using SPSS version 21. Findings revealed that universities with effective gender diversity policies demonstrated enhanced service delivery, efficiency and effectiveness. Descriptive analysis showed moderate correlation among variables, particularly supporting flexible working hours for nursing mothers, gender-mainstreaming awareness, and prohibition of sanctions related to pregnancy or marital status. Statistical analysis indicated a significant positive correlation ($R = 0.514$) between gender diversity policy implementation and service delivery. The study concluded that gender diversity policy implementation significantly enhances service delivery in Kenyan chartered universities. The study recommends that universities develop practical and comprehensive gender diversity framework, with continuous monitoring and evaluation, implementation, training, and sensitization programs that guarantee commitment to gender diversity initiatives.

Keywords: *Gender diversity, service delivery, chartered universities, sustainable development, climate action, policy implementation.*

IJPP 12(6); 28-39

1.0 Introduction

The integration of gender diversity policies in Kenyan universities is essential for improving service delivery, which is critical for sustainable development and climate action. Workplace diversity encompasses a broad range of characteristics, including gender, age, ethnicity, and disability (Ricucci, 2021). Embracing this diversity goes beyond compliance, leveraging it for organizational effectiveness. Historically, diversity efforts began in the USA and spread to Europe before reaching Africa. These efforts emphasize equal opportunities, and the benefits of a diverse workforce, which can enhance organizational efficiency and effectiveness (Fine et al., 2020).

In developed countries, diversity management emerged following initiatives like the Equal Employment Opportunity (EEO) and Affirmative Action (AA) programs in the USA, aimed at rectifying historical discrimination and preventing future employment prejudice (Furtado et al., 2021). These measures have contributed to a more balanced workforce in terms of race and gender, encouraging the recruitment and retention of diverse employees. In China, inclusion and diversity are becoming increasingly vital due to trends such as individualism, urbanization, and globalization (Yao & Baruch, 2024).

In developing countries, particularly in Africa, the concept of diversity is gaining momentum. Organizations are beginning to recognize the importance of managing diversity to enhance performance and competitiveness. This entails understanding the complexity of workforce differences and leveraging such complexity for

improved organizational outcomes (Tamunomiebi & John-Eke, 2020). However, including the need for policies that foster inclusivity and equity, still exist.

In Kenya, universities are facing significant challenges in service delivery due to financial crises, government funding cuts, low student enrollment, and delayed scholarships (Mobegi & Kara, 2022). These issues have led to employee retrenchments, salary cuts, rising debts, delayed supplier payments, and deferred employee retirement benefits (Rubin & Willoughby, 2021). Effective service delivery is crucial for sustaining competent human capital for long-term national development and prosperity (Dwikat et al., 2023). However, service delivery in Kenyan universities has been compromised by financial instability and managerial inefficiencies, despite various government interventions (Matebese-Notshulwana, 2021). By integrating gender diversity policies, universities can enhance their operational efficiency, meet stakeholder expectations, and contribute to national development goals and climate action initiatives. This study explores how gender diversity policies can improve service delivery in Kenyan universities.

Statement of the Problem

Integrating gender diversity policies into organizational structures is vital for sustainable development and climate action. Ideally, these policies should lead to improved service delivery, and creation of an environment that supports sustainability and inclusive growth (Fei et al., 2021). However, in reality, there remains a notable gap in understanding how gender diversity policies impact service delivery, especially in Kenyan chartered universities. This gap

is significant because without clear evidence of the benefits, institutions may lack the impetus to fully implement and support gender diversity initiatives (Valduga et al., 2023). Consequently, the potential positive impact of gender diversity policies on service delivery, sustainability, and climate action remain underexplored and underutilized. This research explores the relationship between gender diversity policy implementation, and service delivery in Kenyan chartered universities.

Objective

To evaluate the influence of gender diversity policy implementation on service delivery in Kenyan chartered universities.

Hypothesis

There is no statistically significant relationship between gender diversity policy implementation and service delivery in chartered universities in Kenya.

Literature review

Theoretical framework

The concepts of organizational theories have been implemented over the years. Essentially, organizational theories explore how various demographics collaborate within a workplace setting. They outline the advantages and challenges that organizations might encounter while embracing a more diverse staff. The theories underpinning the study included, Social Identity theory and Resource -Based View theory. The social identity theory asserts that employees will always associate with people with whom they have something in common, may it be language, religion, tribe, ethnic grouping, education background or culture. They are

comfortable interacting with the in-group and are loyal to the group more than those they have nothing in common referred to as out-group. Resource-Based View theory posits that an organization can have an advantage over its competitors if it has resources that are valuable, non-substitutable, and inimitable. The Resource Based View (RBV) emphasizes the importance of capabilities and resources by formulating long-term competitive advantage plans that take into account the companies' internal resources.



“The paper provides compelling evidence that gender diversity policy implementation significantly enhances service delivery within Kenyan chartered universities”

Empirical Review

The empirical review delves into various studies examining the intricate relationship between gender diversity policies and service delivery, particularly within educational and organizational contexts. Tripp and Munson (2022) emphasize the importance of gender diversity, focusing on the range of emotional nuances and cultural experiences associated with different genders within an organization. Moreover, the Policy on diversity set by the PSC underscores the centrality of gender balance in appointive positions, reflecting a crucial step towards fostering inclusivity and equity in the workplace (Rosser et al., 2024).

Cerna et al. (2021) examine effective management of gender diversity in public secondary schools, emphasizing policies such as equal rewards and representation, which contribute to fostering an inclusive and supportive environment for all employees. Bashir et al. (2021) investigate the impact of workforce diversity on employee performance, highlighting the significance of gender, age, and educational diversity in enhancing organizational effectiveness.

Further, Strauss (2021) shed light on the discrepancies between gender diversity policies and actual representation in Kenya's public universities, underscoring the need for more targeted initiatives to bridge this gap. Other notable studies explore the influence of gender diversity on organizational aspirations (Devine and Ash, 2022), workforce heterogeneity (Yadav and Lenka, 2020) and public sector service quality (Santos et al., 2020), collectively underscoring the multifaceted impact of gender diversity policies on organizational dynamics, service delivery, and societal progress.

2.0 Materials and Methods

This study sought to examine the influence of gender diversity policy implementation on service delivery in chartered universities in Kenya. A descriptive survey design was adopted. Stratified sampling was used to select both administrative and teaching staff respondents who answered to self-administered questionnaires. Data was analyzed using descriptive analysis and results displayed in tables and graphs. The study targeted a population 15,545. The sample size was 389 respondents, comprising 120 teaching staff, and 269 administrative staff, calculated using

Yamane (1967) formula. Data was analyzed using SPSS version 21. A pilot study was conducted to test for validity and reliability of the research instrument. The pilot conducted revealed that the tools for data collection were fit.

3.0 Results and Discussions

The study employed self-administered questionnaires which contained similar questions for both the lecturer and the administrative staff. The study findings revealed a statistically positive relationship between gender policy implementation and service delivery in Kenyan chartered universities. The study also demonstrated that universities with well-implemented gender diversity policies influenced service delivery efficiency and effectiveness. Descriptive analysis indicated a moderate level of agreement among respondents regarding the implementation of gender policies, with particular emphasis on supporting flexible working hours for nursing mothers, and prohibiting sanctions related to pregnancy or marital status. Furthermore, statistical analysis uncovered a significant positive correlation between gender diversity policy implementation and service delivery, explaining a substantial portion of the variability observed. Importantly, the incorporation of corporate culture as a moderating variable further enhanced the explanatory power of the model, underscoring the complex interplay between organizational culture, gender diversity, and service delivery outcomes.

Results on Gender Policy

A 5-level Likert scale coded 1 to 5; where 1 represented "Strongly Disagree" (SD), 2 denoted "Disagree" (D), 3 indicated "Neutral" (N), 4 stood for "Agree" (A) and

5 represented "Strongly Agree" (SA) was used to rate respondents' agreement with the various constructs of gender policy. Some of the statements tested included: "the institution protects women during pregnancy and supports nursing mothers through flexible working hours, existence of gender-mainstreaming awareness, institution prohibits imposition of sanctions

or dismissal on the grounds of pregnancy, maternity/paternity leave or marital status for employee, institution conducts affirmative action measures in support of gender inclusivity and that the recruitment and selection process that ensures the principle of 2/3 gender rule is achieved". The outcomes of the descriptive statistics are summarized in Table 1.

Table 1
Gender policy

	Strongly agree	Agree	neutral	Disagree	strongly disagree	Mean	Std. Dev.
Institution protects women during pregnancy and supports nursing mothers through flexible working hours.	27.6	42.0	22.7	5.2	2.5	3.87	1.00
There exists gender-mainstreaming awareness.	31.3	39.6	19.6	6.7	2.8	3.90	1.01
Institution prohibits imposition of sanctions or dismissal on the grounds of pregnancy, maternity/paternity leave or marital status for employees.	30.1	46.0	21.2	2.8	0.0	4.03	.79
Institution conducts affirmative action measures in support of gender inclusivity.	34.4	39.6	20.2	5.5	0.3	4.02	.89
Recruitment and selection process that ensures the principle of 2/3 gender rule is achieved.	20.2	36.2	23.9	11.7	8.0	3.49	1.17

As indicated in Table 1, the majority of respondents moderately agreed that chartered universities in Kenya had implemented gender policies in their institutions. Specifically, institutional protection for women during pregnancy and

support for nursing mothers through flexible working hours had a mean of 3.871, and a standard deviation of 0.959, with 27.6% 'strongly agreed' and 42% 'agreed'; whereas 22.7% were neutral and 5.2% and 2.5% disagreed and strongly disagreed

respectively. This indicated that the data was close to the mean, and that the protection of women during pregnancy motivated employees, thereby enhancing service delivery. Regarding the existence of gender mainstreaming awareness, the mean was 3.899 with a standard deviation of 1.010. Additionally, on the imposition of sanctions or dismissal on the grounds of pregnancy or maternity/paternity leave had a mean of 4.03 and standard deviation of 0.79; meaning that the data was close to the mean. A majority of respondents (30.1% strongly agreed and 46% agreed. This was taken in a positive way because the employees felt valuable and this made them more engaged and enhanced their commitment to the organization, improving service delivery.

The study also revealed that the universities implemented affirmative action measures in support of gender inclusivity, with a mean of 4.022 and a standard deviation of 0.892; as 34.4% strongly agreed and 39.6% agreed, 20.2% were neutral, 5.5% disagreed, and 03% strongly disagreed. This encouraged qualified candidates from diverse background to apply for job opportunities advertised in these universities since they were not discriminated against. The study results

established that the human resource departments ensured 2/3 gender rule was implemented during recruitment and selection processes. This was in line with the constitution of Kenya which asserts that not more than 2/3 of appointive positions should be from one gender. Majority of the respondents agreed (36.2%), strongly agreed (20.2%), (Neutral 23. %), Disagreed (11.7%) and strongly disagreed (8.0%), with a mean of 3.491 and a standard deviation of 1.171. These results are consistent with findings by Gomez (2019) which established that gender diversity has a significant positive impact on employees' performance.

Results on Service Delivery

The study sought to establish the influence of gender diversity policy implementation on service delivery among Chartered Universities in Kenya. Service delivery was the dependent variable. The different sentiments on service delivery were posed to the respondents who were expected to respond using a 5-level Likert coded 1 to 5; where 1 represented "Strongly Disagree" (SD), 2 denoted "Disagree" (D), 3 indicated "Neutral " (N), 4 stood for "Agree" (A), and 5 represented "Strongly Agree" (SA). The outcomes of the descriptive statistics are summarized in Table 2.

Table 2

Service Delivery

Statements	Strongly Agreed	Agreed	neutral	Disagree	Strongly disagreed	Mean	Std. Dev.
Key performance indicators	59.5	32.8	5.5	1.2	..9	4.49	.74
Infrastructure	42.3	36.8	13.5	6.1	1.2	4.13	.95

employee engagement	33.1	36.2	18.7	11.0	.9	3.90	1.02
Responsive to customer needs	35.0	36.8	19.0	8.3	.9	4.00	.98
Service charter	55.5	32.5	11.0	.3	.6	4.42	.75

The results in Table 2 indicate that chartered universities had performance indicators in regard to the number of students who graduated every, the students enrolled, and the rate of retention of both the students and the employees. This construct had a mean of 4.49 and a standard deviation of 0.74 with majority of the respondents strongly agreed 59.5%, agreed 32.8%, 1.2% disagreed and 0.9 strongly disagreed, whereas 5.5% were neutral. On the infrastructure, majority of the respondents agreed that their institution had proper infrastructure in terms of buildings, lecture rooms, and laboratories which are crucial elements for learning. On employee engagement, a mean of 3.90 and standard deviation of 1.02 with strongly agreed represented by 33.1%, agreed by 36.2%, 18.7% were neutral, was realized. Those that disagreed accounted for 11.0%, while 0.9% strongly disagreed. This was as a result of a conducive work environment, adequate remuneration and career progression in most of the universities. Regarding institutions having a policy on employee engagement to enhance efficient and effective service delivery, research findings indicated a mean of 3.90 and a standard deviation of 1.017 as a majority of respondents, 36.2% agreed, 33.1% strong agreed, 18.7% were neutral, 11% disagreed, and about 1% strongly disagreed.

In addition, respondents moderately agreed that their universities were responsive to the customers’ needs concerning quality service delivery at a mean of 3.87 and standard deviation of 0.978, research findings show that. 35% strongly agreed, 36.8% agreed, 19% remained neutral, 8.3% disagreed while round 1% strongly disagreed. On the availability of a clear service delivery charter that ensures prompt service delivery, 55.5% of respondents strongly agreed, 32.5% agreed, 11% were neutral, while 1% generally disagreed. The service charter ensured speedy service delivery and efficiency. The findings of the study reveal that gender diversity policy implementation has a statistically positive relationship with service delivery among chartered universities in Kenya.

Relationship between Gender Policy and Service Delivery

The objective of the study was to evaluate the effect of gender diversity policy implementation on service delivery among Kenyan chartered universities. The hypothesis tested was: H03: Gender diversity policy implementation has no statistically significant effect on service delivery.

Table 3

Gender Diversity Policy Regression Results

Model Summary^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.514 ^a	.264	.262	.59069		
a. Predictors: (Constant), Gender policy						
b. Dependent Variable: Service Delivery						
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	40.617	1	40.617	116.408	.000 ^b
1	Residual	113.049	324	.349		
	Total	153.666	325			
a. Dependent Variable: Service delivery						
b. Predictors: (Constant), Gender policy						
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.205	.186		11.856	.000
	Gender policy	.514	.048	.514	10.789	.000
a. Dependent Variable: Service						

Table 3 shows a moderate positive relationship between gender policy implementation and service delivery, with a correlation coefficient of 0.514 (51.4%). The R² value of 0.264 indicates that 26.4% of the variability in service delivery was due to gender policy implementation. ANOVA results (F = 116.408, $\alpha = 0.000 < p = 0.05$) confirm the model's fit in forecasting this relationship.

The regression results show that for each unit increase in gender policy, there was a 0.514 unit rise in service delivery, with a significant t-statistic ($\alpha = 0.000 < p = 0.05$). Thus, the study rejects H03 and concludes that gender diversity policy implementation significantly affects service delivery among Kenyan chartered universities. These findings align with studies by Garnero and

Rycx (2014), Ferrary and Déo (2019), Awaworyi (2019), Perryman et al. (2016) and Setati et al. (2019) which found a positive relationship between gender diversity and organizational performance. However, they contrast with Noland (2016) who found no impact, and Köllen, T. (2021).who found a negative impact.

4.0 Conclusion

In conclusion, the study provides compelling evidence that gender diversity policy implementation significantly enhances service delivery within Kenyan chartered universities. By fostering inclusive and supportive environments, these policies contribute not only to organizational effectiveness, but also to

broader societal goals such as sustainable development and climate action. The findings underscore the importance of proactive and strategic approaches to gender diversity management, emphasizing the need for comprehensive frameworks, continuous monitoring, and targeted interventions to ensure meaningful progress.

5.0 Recommendations

Building on these findings, several practical recommendations can be proposed to further enhance the impact of gender diversity policies within Kenyan chartered universities. These recommendations include the development of comprehensive gender diversity frameworks tailored to the specific needs and challenges of the institutions; continuous monitoring and evaluation of policy implementation to identify areas for improvement; the implementation of targeted training and sensitization programs to promote awareness and understanding of gender diversity issues; and the cultivation of

strong leadership commitment to champion gender diversity initiatives and drive meaningful change.

Implications

This study significantly contributes to knowledge on the ramifications of gender diversity on service delivery within Kenyan higher education institutions. Through an in-depth exploration of the interaction between gender diversity policies, organizational culture, and service delivery outcomes, the research provides a nuanced comprehension of the underlying mechanisms shaping these dynamics.

By examining the interplay between gender diversity policies, organizational culture, and service delivery outcomes, the study offers a nuanced understanding of the mechanisms underlying these relationships. It highlights the critical role of gender diversity policies in achieving broader environmental and societal outcomes, emphasizing their significance in the pursuit of sustainable development and climate action agendas.

References

- Awaworyi, C., Madhoo, Y. N., & Nath, S. (2022). *Ethnic diversity and firm performance: Evidence from India*. Australia South Asia Research Centre. https://acde.crawford.anu.edu.au/sites/default/files/publication/acde_crawford_anu_edu_au/2022-11/asarc_working_paper_20221.pdf
- Bashir, M., Hameed, A., Bari, M. W., & Ullah, R. (2021). The Impact of Age-Diverse Workforce on Organization Performance: Mediating Role of Job Crafting. *SAGE Open*, 11(1), 215824402199905. <https://doi.org/10.1177/2158244021999058>
- Cerna, L., Mezzanotte, C., Rutigliano, A., Brussino, O., Santiago, P., Borgonovi, F., & Guthrie, C. (2021). *Promoting inclusive*

- education for diverse societies: A conceptual framework.* OECD. <https://doi.org/10.1787/94ab68c6-en>
- Devine, P. G., & Ash, T. L. (2022). Diversity Training Goals, Limitations, and Promise: A Review of the Multidisciplinary Literature. *Annual Review of Psychology*, 73(1), 403–429. <https://doi.org/10.1146/annurev-psych-060221-122215>
- Dwikat, S. Y., Arshad, D., & Mohd Shariff, M. N. (2023). Effect of Competent Human Capital, Strategic Flexibility and Turbulent Environment on Sustainable Performance of SMEs in Manufacturing Industries in Palestine. *Sustainability*, 15(6), 4781-4810. <https://doi.org/10.3390/su15064781>
- Fei, W., Opoku, A., Agyekum, K., Oppon, J. A., Ahmed, V., Chen, C., & Lok, K. L. (2021). The Critical Role of the Construction Industry in Achieving the Sustainable Development Goals (SDGs): Delivering Projects for the Common Good. *Sustainability*, 13(16), 9112- 9132. <https://doi.org/10.3390/su13169112>
- Ferrary, M., & Déo, S. (2019). Gender diversity and firm performance: What organization layer matters? *Academy of Management*, 1-42. <https://hal.science/hal03280536/document>
- Fine, C., Sojo, V., & Lawford-Smith, H. (2020). Why Does Workplace Gender Diversity Matter? Justice, Organizational Benefits, and Policy. *Social Issues and Policy Review*, 14(1), 36–72. <https://doi.org/10.1111/sipr.12064>
- Furtado, J. V., Moreira, A. C., & Mota, J. (2021). Gender Affirmative Action and Management: A Systematic Literature Review on How Diversity and Inclusion Management Affect Gender Equity in Organizations. *Behavioral Sciences*, 11(2), 21-40. <https://doi.org/10.3390/bs11020021>
- Garnero, A., Kampelmann, S., & Rycx, F. (2014). The heterogeneous effects of workforce diversity on productivity, wages, and profits. *Industrial Relations: A Journal of Economy and Society*, 53(3), 430-477. <https://onlinelibrary.wiley.com/doi/full/10.1111/irel.12064>
- Gomez, L. E., & Bernet, P. (2019). Diversity improves performance and outcomes. *Journal of the National Medical Association*, 111(4), 383-392. <https://doi.org/10.1016/j.jnma.2019.01.007>
- Köllen, T. (2021). Diversity management: A critical review and agenda for the future. *Journal of Management Inquiry*, 30(3), 259-272. <https://doi.org/10.1177/1056492620963213>
- Matebese-Notshulwana, K. (2021). Weak procurement practices and the challenges of service delivery in South Africa. *Public Procurement, Corruption and the Crisis of*

- Governance in Africa*, 93-111.
https://doi.org/10.1007/978-3-030-63857-3_6
- Mobegi, F. O., & Kara, A. M. (2022). Methods of Financing University Education and Their Implications on Access, Quality and Completion Rates: An Experience Shared from Undergraduate Education Students, Maasai Mara University, Kenya. *European Journal of Education and Pedagogy*, 3(3), 280–287.
<https://doi.org/10.24018/ejedu.2022.3.3.325>
- Noland, M., Moran, T., & Kotschwar, B. R. (2016). *Is gender diversity profitable? Evidence from a global survey* (Peterson Institute for International Economics Working Paper No. 16-3). Peterson Institute for International Economics.
- Perryman, A. A., Fernando, G. D., & Tripathy, A. (2016). Do gender differences persist? An examination of gender diversity on firm performance, risk, and executive compensation. *Journal of Business Research*, 69(2), 579-586.
<https://doi.org/10.1016/j.jbusres.2015.05.007>
- Riccucci, N. M. (2021). *Managing Diversity in Public Sector Workforces* (2nd Ed.). Routledge.
<https://doi.org/10.4324/9781003176534>
- Rosser, H., Ryan, I., & Myers, B. (2024). Unmasking the politics of policy-driven change (or not) for gender diversity. *Gender, Work & Organization*, 31(1), 133–151.
<https://doi.org/10.1111/gwao.13060>
- Rubin, M. M., & Willoughby, K. (2021). State budget balancing strategies: COVID-19 and the Great Recession. *Public Budgeting & Finance*, 41(3), 22–41.
<https://doi.org/10.1111/pbaf.12299>
- Santos, G., Marques, C. S., Justino, E., & Mendes, L. (2020). Understanding social responsibility's influence on service quality and student satisfaction in higher education. *Journal of Cleaner Production*, 256, 120597.
<https://doi.org/10.1016/j.jclepro.2020.120597>
- Setati, S. T., Zhuwao, S., Ngirande, H., & Ndlovu, W. (2019). Gender diversity, ethnic diversity and employee performance in a South African higher education institution. *SA Journal of Human Resource Management*, 17(1), 1-8.
<https://journals.co.za/doi/abs/10.4102/sajhrm.v17i0.1061>
- Strauss, M. A. (2021). *The security implications for failing to implement gender equality standards: A case study of the Kenyan national government* [Thesis, North-West University]. South Africa.
<https://repository.nwu.ac.za/handle/10394/40150>
- Tamunomiebi, M. D., & John-Eke, E. C. (2020). Workplace Diversity: Emerging Issues in Contemporary Reviews. *International Journal of Academic Research in Business and Social Sciences*, 10(2), 255-265.
<https://doi.org/10.6007/IJARBS/v10-i2/6926>
- Tripp, A., & Munson, B. (2022). Perceiving gender while perceiving language: Integrating psycholinguistics and

- gender theory. *WIREs Cognitive Science*, 13(2), e1583. <https://doi.org/10.1002/wcs.1583>
- Valduga, I. B., Lima, M. A. D., Castro, B. C. G., Fuchs, P. G., Amorim, W. S. de., & Guerra, J. B. S. O. de A. (2023). A Balanced Scorecard Proposal for Gender Equality and Sustainable Development. *Sustainability*, 15(19), 1438- 1464. <https://doi.org/10.3390/su151914384>
- Yadav, S., & Lenka, U. (2020). Workforce diversity: From a literature review to future research agenda. *Journal of Indian Business Research*, 12(4), 577–603. <https://doi.org/10.1108/JIBR-08-2019-0243>
- Yao, C., & Baruch, Y. (2024). Understanding Careers in China: The Relevance of Evolving Work-Life Values and Culture. In *Work-Life Research in the Asia-Pacific: Implications for Justice, Equity, Diversity, and Inclusion* (pp. 183-207). Cham: Springer Nature Switzerland. https://link.springer.com/chapter/10.1007/978-3-031-52795-1_8