

**EFFECT OF WORKFORCE DIVERSITY ON EMPLOYEE ENGAGEMENT AT
KENYA SCHOOL OF GOVERNMENT**

BY

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DECLARATION.

I hereby declare that this dissertation is my original work that has not been submitted before to any other academic institution for any form of certification.

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DEDICATION.

I wish to express my sincere commitment and gratitude to my employer, the Kenya School of Government, which is a highly significant organization in the public sector. This commitment is wide-ranging, covering not just the School but also the larger Public Service Sector.

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ABSTRACT

The relationship between workforce diversity and employee engagement has been a topic of much academic discussion. Workforce diversity can influence employee engagement, which pertains to a distinct set of behaviors shown by individuals in the workplace. The current research hypothesized that workforce diversity, as assessed by factors such as education, age, experience, gender, and ethnicity, influences employee engagement in several aspects, including physical, cognitive, and emotional dimensions. As a result, the research objective was to assess workforce diversity's influence on employee engagement within KSG. The study was based on social identification theory. A mixed research design that entailed qualitative and quantitative methodologies were applied. Stratified sampling techniques were used where study population was categorized based on the KSG Directorates. Data was collected using structured questionnaires. The study findings indicated that the gender composition at KSG had a balanced distribution. A wide range of age clusters were determined to be part of KSG employees, with most personnel falling within the 36 to 45 age range. Additionally, the study's findings revealed a wide range of academic backgrounds. Conversely, it is essential to note that there existed notable disparities in ethnic representation, as a single ethnic group accounted for around one-third of the total workforce. However, the regression analysis yielded significant findings suggesting a positive relationship between ethnic diversity and levels of employee engagement. The significance of having individuals from diverse ethnic backgrounds in the workplace was discovered to be essential in cultivating an environment that promotes employee engagement. Importantly, the study offers the following recommendations to enhance workforce diversity and employee engagement; prioritizing ethnic diversity, given that about one-third of its workforce comprises individuals from a single ethnic group; fostering educational diversity through considering a wide array of educational backgrounds; implementing staff training and development initiatives that specifically target the improvement of educational diversity among its staff; formation of Knowledge Sharing Groups that should actively foster a culture of learning; and formulation of a comprehensive diversity and inclusion plan that specifically targets the aspect of ethnic diversity. The study proposes further research on the "Effects of Leadership Styles on Employee Engagement." This will contribute to comprehending how various leadership styles impact employee engagement. Furthermore, the research proposes a further study on the "Impact of Staff Motivation on Employee Engagement". This study will help to explore the relationship between staff incentives and employee engagement.

CHAPTER ONE.

INTRODUCTION.

1.1 Background of the Study.

Extensive academic debate has examined the correlation between workforce diversity and employee engagement. However, there is a lack of unanimity about how diversity impacts employee engagement (Chuang, 2021). The evolving nature of the labour force is a topic of concern for many companies, especially regarding employee engagement, including factors such as their level of involvement and excitement toward the organization's goals and initiatives (Bhadury, 2010). Matin et al. (2010) found that prior research supports the idea that a diverse workforce positively affects employee behaviours in the workplace. A diverse workforce's presence can impact employee engagement, a noteworthy behavioral consequence inside the organizational setting. Thus, a deeper investigation is required to establish the statistical significance of the link between workforce diversity and employee engagement in this study.

Research in the field of literature indicates that the presence of diversity within an organization positively impacts employees' sense of value, leading to increased levels of engagement (Chatman & Spataro, 2005). Diversity encompasses recognizing and appreciating various employee characteristics, including but not limited to colour, gender, ethnicity, age, handicap, religion, and sexual orientation. These factors can influence employee participation in many ways (Kelli et al., 2015). The presence of diversity in both the population and the workplace is an inevitable reality that managers cannot afford to disregard within the context of organizational life. Organizations consistently endeavor to acquire and retain top-tier human resources. Upon entering an organization, individuals possess distinct traits that shape their perception of the world based on these various attributes. The management of public sector enterprises faces unique obstacles in engaging with diverse attributes, which necessitates further investigation.

According to Childs (2005), worker diversity is a prevalent occurrence in the corporate environment, and it is imperative for organizations aspiring to achieve success to have an

inclusive mindset and demonstrate a solid dedication to integrating workplace diversity into their regular business operations. Promoting diversity in employment can facilitate adherence to anti-discrimination regulations, foster a workplace characterized by greater diversity, and cultivate an appreciation for many perspectives. In recent years, organizations have witnessed increasing diversity in their workforce, including several dimensions such as gender, age, race, and educational attainment (Robbins, 2009).

This study is based on the social identification theory proposed by Tajfel and Turner in 1970 and the two-factor theory established by Herzberg in the 1950s. According to social identification theory (SIT), the self-concept and conduct of employees are shaped by their affiliation with social groups inside the business, which occurs through a categorization process. The Social Identity Theory (SIT) offers a theoretical framework for comprehending the impact of employee diversity on team dynamics within an organizational context. On the contrary, the two-factor theory posits that individuals and teams can be motivated to engage in work while also experiencing satisfaction or dissatisfaction based on the presence or absence of specific factors contributing to their overall well-being. Research has indicated that firms characterized by diverse workforces tend to exhibit higher levels of employee engagement (Bright et al., 2019). Including these theories in this study is essential as they elucidate the correlation between workforce diversity and employee engagement within organizational contexts.

This research analyzes workforce diversity's influence on employee engagement in the context of the Kenya School of Government (KSG), a public service training school in Kenya. The government institution in question offers a variety of training and development programs specifically designed to meet the requirements of public officials. These programs place a significant focus on promoting diversity and multiculturalism. According to the Office of the Auditor General (2020), the institution effectively garners the participation of individuals from various government departments, ministries, and organizations throughout Kenya. KSG's multiethnic and diversified workforce makes for an ideal testing ground for hypotheses on the positive effects of diversity on productivity in the workplace.

1.1.1 Workforce Diversity.

Workforce diversity encompasses a broad spectrum of distinct individual characteristics and shared attributes among personnel of an entity. These disparities involve a multitude of characteristics, which may consist, but are not restricted to, age, gender, ethnicity, color, religion, sexual orientation, educational background, skills, experience, and talents (Muthee, 2021). Diversity inside an organization is a complex phenomenon that comprises more than just observable distinctions. It also includes various viewpoints, attitudes, and ideas that employees contribute to the workplace, influenced by their distinct life experiences and origins.

In the contemporary era of globalization and interconnectivity, workforce diversity is progressively acknowledged as a pivotal factor in the achievement and expansion of organizations. Many organizations recognize the advantages of having a diverse workforce, as it has been shown to contribute to enhanced creativity, innovation, and problem-solving skills (Anyango & Florah, 2019). Diverse teams provide various viewpoints, enhancing idea generation and improved decision-making procedures.

Moreover, a varied staff inside a firm indicates its alignment with the broader societal and consumer demographics it caters to. According to Mwangi (2021), this technology allows organizations to establish connections with a diverse consumer base, better understand their preferences, and customize their offerings to meet their specific requirements. This is under the concepts of inclusion and social responsibility, reflecting the organization's commitment to valuing and honoring people regardless of their unique characteristics.

Effectively managing workforce diversity is a multifaceted challenge. Creating an inclusive workplace culture necessitates deliberate endeavors to cultivate an environment where all workers have a sense of acceptance, esteem, and appreciation for their own identities and contributions within the business (Muthee, 2021). This requires the implementation of equitable and impartial hiring procedures, the provision of equal chances for professional advancement and skill development, the promotion of diversity

in positions of leadership, and the provision of diversity and inclusion training programs for workers to better their knowledge and comprehension.

The issue of workforce diversity encompasses acknowledging and reducing prejudices and preconceptions that may impede practical cooperation and teamwork (Anyango & Florah, 2019). Organizations should strive to foster an inclusive atmosphere that evaluates people based on their merits, competencies, and contributions rather than making judgments rooted in preexisting biases related to their demographic attributes.

In essence, workforce diversity extends beyond the fulfillment of numerical targets or adherence to legal requirements. It entails accepting and using the diverse array of human distinctions to propel organizational achievements, stimulate creativity, and establish a society characterized by fairness and unity (Mwangi, 2021). Organizations that allocate resources towards fostering and valuing workforce diversity have the potential to attain significant advantages and make beneficial contributions to the well-being of their workers and the broader community.

1.1.2 Employee Engagement.

The concept of employee engagement has elicited diverse interpretations within the academic community, leading to a lack of agreement over the specific elements that characterize engaged employees (Shuch & Wollard, 2010). The concept of employee engagement or disengagement was initially suggested by Khan (1990), who proposed that engaged employees exhibit stronger emotional connections and attachments to their work. Additionally, Khan proposed that engagement requires three essential conditions: the meaningfulness of work, work security, and the availability of work. The meaningfulness of work refers to the perception that the work holds value and is worthwhile. Work security entails feeling that the work environment is characterized by trust and support. Lastly, the availability of work involves having the emotional and physical resources necessary to engage in the work.

Engagement is typically defined by the presence of enthusiasm, dedication, and absorption. Employee engagement is a construct that is closely associated with work

satisfaction, although it surpasses and extends beyond it. According to Castellano (2015), there is a correlation between enthusiasm and commitment in relation to work and organizational success. According to Marcey and Scheineider (2008), employees who are fully engaged demonstrate a willingness to beyond the minimum work expectations by exerting discretionary efforts, so contributing to the overall success of the firm. Ferrer (2010) proposed a theoretical framework that encompasses three distinct characteristics of involvement, namely emotional, cognitive, and results. This concept posits that the emotional and cognitive components collaborate to generate outcomes related to individual engagement. These three dimensions are considered to be identical to the dimensions proposed by Marcey and Scheineder (2008). There are three distinct categories that encompass the concept of employee engagement.

1.1.3 The Kenya School of Government.

The Kenya School of Government (KSG) is a prominent governmental school in Kenya that is committed to delivering comprehensive training and development courses/programs specifically tailored for the public sector. KSG was officially established through the enactment of Act No.9 of 2012 by the Parliament. This Act served as a means of succession for three pre-existing institutions, namely the Kenya Institute of Administration (KIA), the Kenya Development and Learning Center (KDLC), and the Government Training Institutes (GTIs) located in Baringo, Embu, Mombasa, Matuga, and Nairobi (Office of the Auditor General, 2020). As a public institution, the presence of a varied workforce within KSG renders it an appropriate setting to carry out a study involving workforce diversity and employee engagement.

KSG is a key initiative within the framework of Kenya Vision 2030 with a primary objective of improving quality service delivery and performance while promoting transformation leadership in government services in Kenya (Kenya Vision 2030). KSG's core services include research, training, policy advisory, consultancy, outreach, conferencing, and accommodation (Kenya School of Government). This allows the institution to reinforce public governance by promoting public service ethics, values, and transformational leadership.

1.2 Research Problem.

The study conceptualizes that workforce diversity through variables such as education, Age, experience, gender and ethnicity influence employee engagement in various forms like physical, cognitive and emotional aspects. In Miller and Katz (2002) book about “Inclusion Breakthrough: Unleashing the real power of Diversity”, it is observed that a diverse workforce brings various skills and knowledge that help to enhance creativity, innovation and problem-solving hence, contributing to employee engagement. It is unclear how much workforce diversity influences employee engagement, despite the fact that this link has been studied extensively (Inegbedion et al., 2020; Prasad & Mills, 1997; Turi et al., 2022).

With respect to KSG and as pointed out by the Office of Auditor General (2020) report, the institution attracts diverse workforce. Nonetheless, in the recent past KSG has not fully met its performance contracting obligations that it commits to on an annual basis. In addition, the audit of the human resources of the organization in 2022 determined that there were higher percentage of the aging workforce as compared to the younger category. As a result, KSG is an ideal location to study the link between a diverse workforce and high levels of employee satisfaction because of its relatively large sample size.

A study done by Li and others (2021) on “Leveraging age diversity for Employee Engagement” established that age diversity positively affects organizations through social and human capital. Similarly, Burke (2015) in a study titled “Managing an aging and multi-generational workforce: Challenges and opportunities” determined that different generation brings unique experiences and skills, implying that leveraging these differences can enhance an organization's competitiveness and performance. However, Mande and Awiti (2019) in their article titled “Leveraging Workforce Diversity to improve Employee Performance in Kenya” note that despite the existence of diversity policies, the Kenyan public service still struggles with effective service delivery, whose part of the blame is apportioned to ineffective diversity management that results to poor staff engagement. In addition, the 2022 Public Service Commission (PSC) report on the

status of conformity with the values and principles outlined in Article 10 and Article 232 of the Constitution of Kenya notes that diversity was not effectively reflected in the public service at the time of the report's publication. Hence, the study aimed at assessing the effects of workforce diversity on employee engagement at KSG. This helped to address gaps as to how workforce diversity affect employee engagement at KSG since there was no agreeable position. This was attained by answering the question, ‘what is the effect of workforce diversity on employee engagement at KSG?’.

1.3 Objective of the study.

To assess the effect of workforce diversity on employee engagement at KSG.

1.4 Value of the Study.

The study has significant implications for practice because it demonstrate how workforce diversity can be managed and leveraged effectively to improve employee engagement. The study provides insights and recommendations for KSG and other public organizations on fostering inclusive and productive work environments through diversity-related practices. This study contributes to advancing knowledge on diversity management and employee engagement in the public sector.

The study results also have implications for policymakers. The findings provide evidence-based guidance for public sector policymakers on designing and implementing necessary diversity management policies that foster inclusion, equity, and support for employees from diverse backgrounds. The findings also highlight the benefits of workforce diversity for employee engagement, in areas such as creativity, innovation, and problem-solving.

These results add to the body of knowledge on diversity management in the public sector by examining the connection between a diverse workforce and engaged public servants. The findings help identify challenges and opportunities that organization, such as KSG, faces in managing its diverse workforce, which can influence future studies and comparison. The study provides empirical evidence on how diversity management practices affect employee engagement, satisfaction, and productivity in the public sector.

CHAPTER TWO.

LITERATURE REVIEW.

2.1 Introduction.

This chapter provides a comprehensive assessment of the previous research pertaining to the relationship between the two study variables: workforce diversity and employee engagement. In this case, the complexities of the association between diversity in the working environment and employee engagement are explored using the Social Identification Theory and the Two Factor Theory.

2.2 Theoretical Framework.

This study is based on social identification theory as the anchoring and supported by Herzberg's two factor theory

2.2.1 Social Identification Theory.

The concept of social-identity theory encompasses the examination of group affiliation and the subsequent actions shown by individuals within these groups (Hogg et al., 1995). According to the notion of social identity, an individual's self-identification is contingent upon the significance and pertinence attributed to their participation in a particular group (Turner & Oakes, 1986). According to Tajfel and Turner (1979), the idea posits that people' motivation to establish a good identity and gain respect has an impact on the social comparisons they engage in.

Discrimination and justice, access and legitimacy, and integration and learning are the three tiers of workplace diversity identified by Ely (1996). The integration-and-learning concept places emphasis on the promotion of healthy inter-group connections, as well as fostering a sense of worth and respect from other groups. Existing literature demonstrates that the presence of workplace diversity yields more favorable results within a business. The significance of social identity has garnered criticism due to its potential to foster preconceptions, biases, and discriminatory behaviors within the workforce (Dietz and

Petersen, 2006). Notwithstanding the critique, the theory retains its significance within this study as it posits that employee engagement is heightened through interactions with individuals who possess congruent perspectives, ideas, or various dimensions of life, including religion, education, and personality traits, originating from diverse backgrounds (Bright et al., 2019).

2.2.2 Herzberg's Two Factor Theory.

The two-factor theory by Herzberg in 1959 predicts that employee motivation enhances their engagement. The theory Postulates that motivators trigger strong engagement while satisfiers lead to disengagement. Based on the theory predictions, the study argues that employees are more likely to be motivated when workforce diversity is enhanced and that triggers strong employee engagement. Tangible resources influencing employee engagement and competitive edge include experience, training, relationships, intelligence, managers' and employees' insights, and individual attributes (Xiao et al., 2018).

Workforce diversity can improve employee engagement by providing access to a broader spectrum of diverse knowledge, abilities, skills, culture and social connections. Employees bring different perspectives and experiences to the organization, leading to creativity and innovation (Turi et al., 2022). Despite this, the two theory has been was criticized for just listing motivators and dissatisfiers without considering individual characteristics such as diversity that enhance employee engagement (Grant, 2010). Despite such criticism, the two-factor theory is important in explaining the relationship between workforce diversity and employee engagement at Kenya school of government.

2.3 Empirical Discussions on Workforce Diversity and Employee Engagement.

The implementation of effective solutions for managing diversity has the ability to reduce disputes and foster a perception of justice and equality, therefore exerting a beneficial impact on employee engagement. Therefore, it is important for firms aiming to maximize the advantages of a diverse workforce to comprehend the intricate interconnection

between workforce diversity and employee engagement. The key variable for ensuring this include age, education, experience, ethnicity and gender.

The demographic age is a major component of workforce diversity and has significant importance in influencing the level of employee engagement within a business. Individuals of different age groups contribute unique viewpoints, life encounters, and anticipations to the professional environment. Understanding how age influences employee engagement is crucial for firms that want to establish inclusive and captivating work cultures (Mande & Awiti, 2019). The prevalence of age diversity in the workplace has seen a notable increase owing to many variables, including the trend of delayed retirement, the extension of life expectancy, and the existence of diverse career objectives among individuals belonging to various generations.

The contemporary labor force often consists of persons belonging to many generational cohorts, including Baby Boomers, Generation X, Millennials, and Generation Z. According to Muthee (2021), every successive generation exhibits distinct values, work methods, and motives. For example, older workers may place a higher value on work security and commitment to the organization, while younger employees may emphasize prospects for advancement and engage in meaningful work. Acknowledging and using these intergenerational variances may facilitate enhanced communication, cooperation, and, eventually, heightened levels of employee involvement.

Gender diversity is an essential component of workforce diversity and has garnered much interest in understanding its influence on employee engagement. A plethora of empirical investigations have elucidated the correlation between gender diversity and employee engagement, so providing insights into the intricacies and consequences within diverse organizational contexts (Chepkemai et al., 2022). Research has shown that the presence of a workforce that encompasses individuals of all genders has a beneficial impact on the level of engagement exhibited by employees. This is mostly attributed to the fostering of an inclusive environment that ensures adequate representation.

The presence of an equitable gender representation inside firms is associated with workers seeing the workplace as more inclusive and characterized by fairness. According to Ojwala et al. (2022), the perception of inclusion has a positive impact on employee morale and engagement, resulting in higher levels of work satisfaction and organizational commitment. Organizations that proactively advocate for gender diversity have been shown to cultivate a more cohesive and committed staff by using a wider array of viewpoints and life experiences.

Education is an essential factor in promoting workforce diversity, since it has a significant impact on the skills, views, and credentials that people possess and contribute to the workplace. The phenomenon of globalization has led to the broadening of educational opportunities, resulting in a greater inclusivity of persons from many backgrounds in the labor market (Muthee, 2021). The presence of individuals with diverse educational backgrounds, ranging from high school diplomas to PhD degrees, significantly enhances the breadth of perspectives, knowledge, and skills inside a business.

The inclusion of individuals with diverse educational backgrounds contributes to the enrichment of the pool of talent, hence boosting the variety of the workforce inside businesses. The influence of education on employee engagement is substantial as it shapes an individual's perception of empowerment, access to development prospects, and alignment with the objectives of the firm. According to Kathimba and Anyieni (2018), individuals who possess higher levels of education often want to engage in positions that stimulate their talents and provide avenues for ongoing learning and growth.

The role of experience is crucial in comprehending the complex correlation between workforce diversity and employee engagement. The combined professional backgrounds, skill sets, and length of service of employees within a company contribute to the overall reservoir of experience (Odhiambo et al., 2018). The presence of diverse experiences within a workplace may enhance its overall quality by introducing distinct viewpoints, problem-solving methodologies, and inventive concepts.

Employees who have gained experience in different positions, initiatives, or problems tend to hold a significant amount of knowledge that might have a favorable influence on their level of engagement. When firms successfully use the diverse range of experiences within their workforce, it has the potential to create a culture that prioritizes ongoing learning and development, hence improving employee engagement. The successful management of experience within a heterogeneous workforce necessitates the acknowledgment and appreciation of the many degrees and categories of expertise that individuals provide (Mande & Awiti, 2019). Experienced personnel have the capacity to fulfill the function of mentors or role models, fostering the professional development of their peers, particularly those who are relatively new to the organization.

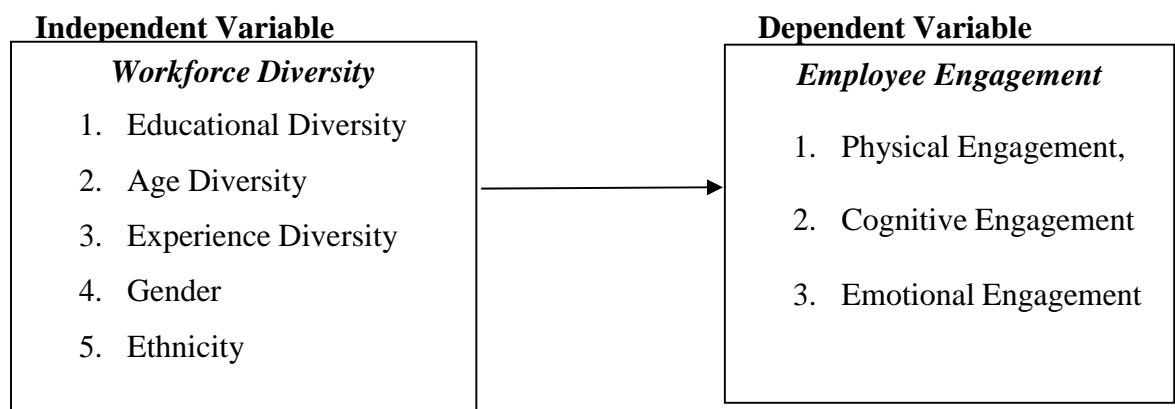
The presence of many ethnicities in a workforce is an essential component of workforce diversity, especially in nations such as Kenya, where a multitude of ethnic groups coexist. Numerous empirical studies have provided evidence indicating that the presence of ethnic diversity may have a substantial influence on the level of employee engagement within an organizational context. The study conducted by Ohunakin et al. (2019) shows that the acceptance and use of ethnic diversity within the workplace contribute to the cultivation of a perception of inclusiveness and a feeling of belonging among the workforce. When people belonging to various ethnic origins experience acknowledgment, esteem, and appreciation for their distinct viewpoints and contributions, their levels of involvement often exhibit an upward trend. The feeling of being included plays a significant role in fostering a healthy work atmosphere, enhancing work satisfaction, and promoting a greater commitment towards achieving organizational objectives.

2.4 Conceptual Framework.

Based on the empirical review, the conceptual framework can be constructed to describe the association between workforce diversity and employee engagement. The framework incorporates five main dimensions of diversity: educational, age, experience, gender and ethnicity diversities. Therefore, it is conceptualized by the study that presence of work diversity in terms of proper balance of educational, age, experience, gender and ethnicity

mix will positively result to employee engagement in terms of their physical, cognitive and emotional engagement. The conceptual framework is illustrated in figure 1 below.

Figure 1: Conceptual Framework.



2.5. Hypothesis

H₀₁: Workforce diversity does not influence employee engagement at Kenya school of government

CHAPTER THREE.

RESEARCH METHODOLOGY.

3.1 Introduction.

This chapter provides an overview of the study methods employed to investigate the effects of education, age, generational, and experience diversity on employee engagement metrics at KSG. This study provides a comprehensive account of the research design, data analysis methodologies, and data gathering methodology that were used.

3.2 Research Design.

The study applied a mixed research design, allowing for the utilization of both qualitative and quantitative approaches. Kothari (2004) posits that using mixed research methodologies is most suitable for investigating a social problem that may be assessed using quantitative and qualitative measures. The research study gathered qualitative data from various documentary sources, such as journal articles, periodicals, books, and reports, which focused on workforce diversity and employee engagement. In contrast, quantitative data collection was facilitated by distributing research questionnaires to the respondents involved in the study.

3.3 Study Population.

According to Abbasi, Billsberry, and Todres (2023), the study population refers to the whole collection of persons, objects, or events that the researcher intends to examine, from which a sample is then selected. The research focused on the staff cohort of the Kenya School of Government as the target demographic. Therefore, the overall sample size for the research consisted of 224 employees. The research primarily focused on the personnel of KSG situated in the central headquarters in Lower Kabete only. The target population was shown in Table 3.1, which was derived from the eight (8) KSG Directorates.

Table 3.1: Target Population

S/No.	Directorate	Total Population
1.	Finance & Administration	154
2.	Margaret Kenyatta	2
3.	Learning & Development	31
4.	Academic Affairs	11
5.	Linkages & Collaborations	9
6.	Security Management	4
7.	e-Learning	11
8.	Devolution studies	2
	Total	224

Source: KSG Staff List September, 2023

3.4 Sample Size and Sampling Techniques.

The sample representation was 144 employees as calculated from Krejcie and Morgan sampling table. This study applied stratified sampling techniques where KSG employees were stratified into their respective Directorates. Thereafter, they were further stratified into management levels of: top level; middle level; and operational level categories. Given the demographic representation of the directorates, all top level, middle level management were purposefully sampled given their fewer numbers. In addition, all operational employees of all directorates were also purposefully sampled apart from those under Finance and Administration Directorate. Finally, 35 percent of the operational staff under Finance and Administration directorate were randomly sampled. Using simple random selection, which ensures that every member of the population is eligible to be picked and so reduces biases (Saunders et al., 2009), I selected respondents from the stratum with the highest population. Table 3.2 below represents the study sample.

Table 3.2: Study Sample

S/ No	Directorate	Management Levels	Total Population	Sample Size
1.	Finance & Administration	TOP LEVEL MANAGEMENT	2	2
		MIDDLE LEVEL MANAGEMENT	29	29
		OPERATIONAL STAFF	123	43
2.	Margaret Kenyatta	TOP LEVEL MANAGEMENT	1	1
		MIDDLE LEVEL MANAGEMENT	1	1
		OPERATIONAL STAFF	0	0
3.	Learning & Development	TOP LEVEL MANAGEMENT	2	2
		MIDDLE LEVEL MANAGEMENT	16	16
		OPERATIONAL STAFF	13	13
4.	Academic Affairs	TOP LEVEL MANAGEMENT	2	2
		MIDDLE LEVEL MANAGEMENT	4	4
		OPERATIONAL STAFF	5	5
5.	Linkages & Collaborations	TOP LEVEL MANAGEMENT	1	1
		MIDDLE LEVEL MANAGEMENT	2	2
		OPERATIONAL STAFF	6	6
6.	Security Management	TOP LEVEL MANAGEMENT	1	1
		MIDDLE LEVEL MANAGEMENT	1	1
		OPERATIONAL STAFF	2	2
7.	e-Learning	TOP LEVEL MANAGEMENT	2	2
		MIDDLE LEVEL MANAGEMENT	3	3
		OPERATIONAL STAFF	6	6
8.	Devolution studies	TOP LEVEL MANAGEMENT	1	1
		MIDDLE LEVEL MANAGEMENT	1	1
		OPERATIONAL STAFF	0	0
Total			224	144

Source: Author, 2023

3.5 Data Collection.

Data collection, according to Saunder, Lews and Thornhill (2009), involves the systematic and analytical collection and measurement of data related to the variables under study. There are numerous data collection procedures, including qualitative, quantitative and mixed methods. This study applied mixed methods where data was collected using structured questionnaires and review of documentary sources.

Notably, data on workforce diversity was collected through secondary sources such as journal articles, books, magazines and other peer reviewed documentary sources, while data on employee engagement was collected by structured questionnaires that used a five-point Likert scale.

3.6 Data Analysis.

The collected data was analysed to draw conclusions, draw conclusions, and make recommendations for the study. Topics and subthemes linked to workforce diversity were examined as part of the secondary data analysis. Statistical Package for the Social Sciences (SPSS) was used instead for the study of employee engagement data. In addition, a regression analysis was run to establish a link between the variables in question. Using regression analysis, we took a quantitative approach to understanding how demographic differences in the workplace affect various measures of employee satisfaction. The analytical model utilized multiple linear regression to assess these relationships. The model was represented as follows: $Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Where:

Y = employee engagement

X = workforce Diversity

β_0 = Intercept (constant)

ε = Error term (residual)

CHAPTER FOUR.

DATA ANALYSIS, RESULTS AND DISCUSSION.

4.1 Introduction.

The chapter present and interprets analyzed data of findings from the questionnaires administered to respondents and reviewed information from documentary sources such as journal articles, reports and books. In addition, regression analysis and descriptive statistics are also used in this part to assess the results.

4.2. Response Rate.

The research questionnaires were distributed to a sample of 144 respondents. In contrast, among the whole of individuals included in this particular sample, a total of 120 participants submitted their questionnaires, resulting in a response rate of 83.3%. Table 4.1 shows the response rate.

Table 4.1: Response Rate

Return Rate of Questionnaires	Frequency	Return Rate Percentage
Returned Questionnaires	120	83.33
Questionnaires Not Returned	24	16.67
Total	144	100.00

Source: Research Data, 2023

According to Nachmias and Nachmias (2004), a return rate of 70% was considered sufficient for data collection since it produces results that are representative of the research. The study's response rate was deemed satisfactory as it resulted in the retrieval of 83.33% of the research questionnaires.

4.3. Demographic Information.

The study's demographic representation was comprehended by identifying demographic information about gender, age, education qualifications, employment experience with KSG, and ethnicity.

4.3.1 Gender Representation

The study determined that there were 48.33 percent of male while female were 51.67 percent of the respondents as illustrated in Table 4.2 below. The Kenyan constitution stipulates that a third rule of any gender must exist in government entities, and as such, KSG complied with this condition and the study also did. The study concluded that while there were more women than men at KSG, there was a fair gender representation to guide research on the workforce diversity and employee engagement, a case study of KSG.

Table 4.2: Gender Distribution

Gender Distribution		
Gender	Frequency	Percentage
Male	58	48.33
Female	62	51.67
Total	120	100.00

Source: Research Data, 2023

4.3.2 Respondents Age Distribution.

The research also focused on determining the age distribution of the participants to examine the impact of age on the correlation between workforce diversity and employee engagement, using a case study of KSG. The participants were allocated based on their age range, as shown in Table 4.3. Individuals aged 25 years and younger were not included in the sample. Among the remaining participants, 24.17 percent fell within the age range of 26 to 35 years, 38.33 percent were aged 36 to 45 years, 25.83 percent were aged 46 to 55 years, 10.00 percent were aged 56 to 65 years, and 1.67 percent were above the age of 65. The findings suggest that a significant proportion of the KSG workers fell

into the age range of 36 to 45 years compared to other age groups. The study's findings reveal a good representation of age diversity inside the company, as individuals between the ages of 26 and 65 are almost evenly represented.

Table 4.3: Age Distribution of Respondents

<i>Age Distribution of Respondents</i>		
Age Brackets in Years	Frequency	Percentage
25 years and below	0	0.00
26—35	29	24.17
36—45	46	38.33
46---55	31	25.83
56—65	12	10.00
Over 65	2	1.67
Total	120	100

Source: Research Data, 2023

4.3.3 Respondents Education Distribution.

Furthermore, the research intended to ascertain the educational credentials of the participants. The significance of this research lies in its examination of education as a crucial factor in workforce diversity, which is expected to impact employee engagement. Consequently, the outcomes corresponded to the data shown in Table 4.4 below. According to the data presented in the table, it was observed that 4.17 percent of the staff at KSG possessed Doctorate qualifications, while 23.33 percent held Master qualifications. Additionally, 23.17 percent of the staff had Bachelor qualifications, 15.83 percent possessed Diploma qualifications, 30.83 percent held Certificate qualifications, and 1.67 percent had O-Level qualifications. Consequently, it was deduced that most KSG personnel had craft skills and certificate credentials. The findings revealed that a considerable proportion (51.67%) of individuals have educational degrees at a degree or above. This suggests that most of the workforce has greater educational attainment from universities. Furthermore, a significant discovery of this study is the presence of educational variety, whereby all tiers of education were well represented.

Table 4.4: Respondents Qualifications

<i>Respondents Education Qualifications</i>		
Education Level	Frequency	Percentage
PhD	5	4.17
Masters	28	23.33
Bachelors	29	24.17
Diplomas	19	15.83
Certificate	37	30.83
Secondary Education	2	1.67
Primary Education	0	0.00
Total	120	100

Source: Research Data, 2023

4.3.4 Respondents Experience Distribution.

The investigation attempted to ascertain the length of time that the KSG had employed employees. This aspect was significant as it facilitated the investigation in assessing the duration of respondents' affiliation with KSG, ensuring the information's reliability. Furthermore, it is significant as it contributed to establishing workforce diversity inside the KSG organization and its impact on employee engagement. When the inquiry on the duration of employment with the organization was presented to the research participants, the results are shown in Table 4.5. Hence, the most significant proportion, accounting for 29.17%, of the staff members had a tenure of five (5) years or less at KSG. Additionally, 13.33% of the staff had worked for a duration ranging from six (6) to ten years, while 28.33% had a tenure between 11 and 15 years. Furthermore, 16.67% of the staff had worked at KSG for a period spanning from 16 to 20 years. In contrast, a mere 4.17 percent of individuals had accumulated work experience ranging from 21 to 25 years. Similarly, a smaller proportion of 2.50 percent had worked for 26 to 30 years with KSG. Conversely, a more significant percentage of 5.83 percent had amassed over 30 years of work experience. The findings suggest that a considerable proportion of the staff members at KSG have accumulated sufficient tenure to provide dependable insights about workforce diversity and its impact on employee engagement within the firm.

Table 4.5: Duration in Years of Experience with KSG

<i>Years of Work With KSG</i>		
Duration of Work	Frequency	Percentage
Below 5 years	35	29.17
6-10 years	16	13.33
11-15 years	34	28.33
16-20 years	20	16.67
21-25 years	5	4.17
26- 30 years	3	2.50
Above 30 years	7	5.83
Total	120	100

Source: Research Data, 2023

4.3.5 Respondents Ethnicity Distribution.

The study's primary objective was to identify the ethnic make-up of KSG's workforce, which is an important question. This was an important variable for the research because it helped determine the ethnic diversity of KSG's workforce and how that diversity influences employee engagement within the company. This was a relevant variable for the study because it helped determine the ethnic diversity of KSG's workforce. As a consequence of this, the findings of the survey, which asked respondents to identify their ethnicity, are presented in Table 4.6 below. As illustrated in the table, it was established that employees with Kikuyu ethnicity made up of 33.3 percentage of the workforce, Luhyas were 12.5 percent, Kambas made up 10.8 percent, while Kisiis were 9.2 percent. On the other hand, Merus, Kalenjins, and Luo were 7.5 percent each of the workforce. Additionally, Tesos and Embus were 2.5 percent each of the population. Borana and Kenya Somali were 1.7 percent each of the population. Lastly, Tharakas, Taitas, Swahilis and Masais were 0.8 percent each of workforce. As a result, the study inferred that there were imbalances in the ethnicity representation within KSG workforce.

Table 4.6: Ethnic Representation

Ethnic Representation		
Ethnicity	Frequency	Percentage
Masai	1	0.8
Swahili-Shirazi	1	0.8
Taita	1	0.8
Tharaka	1	0.8
Boran	2	1.7
Somoli-So-State	2	1.7
Embu	3	2.5
Teso	3	2.5
Kalenjin	9	7.5
Luo	9	7.5
Meru	9	7.5
Kisii	11	9.2
Kamba	13	10.8
Luhya	15	12.5
Kikuyu	40	33.3
Total	120	100.0

Source: Research Data, 2023

4.4 Employee Engagement.

Notably, the research aimed to ascertain the extent of employee involvement in relation to the degree of workforce diversity at the Kenya School of Government. Consequently, the research questionnaire included many statements that were presented to the participants, who were then asked to score the amount of agreement on a scale ranging from five (5), indicating a very great extent, to one (1), indicating a very small extent. The findings are shown in Table 4.7, as seen below.

Table 4.7: Employee Engagement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Physical Engagement					
Enjoy Being at Work	120	1	5	3.88	.992
See workplace as my own Business	120	1	5	3.67	.999
I don't intend to change Work	120	1	5	2.98	1.237
Cognitive Engagement					
I actively seek out Ideas	120	2	5	4.38	.801
I'm Confident in expressing Ideas	120	1	5	3.52	1.061
I'm Competently Engaged	120	1	5	3.88	.945
Emotional Engagement					
I'm Excited about the work I do	120	1	5	3.73	1.145
I praise my Org. to Outsiders	120	1	5	3.94	.973
I don't take negative comments about my Org	120	1	5	4.12	.992
Valid N (listwise)	120				

Source: Research Data, 2023

4.4.1. Physical Engagement.

As can be seen in Table 4.7, it was determined that workers receive a significant degree of satisfaction from their work environment, as represented by a mean score of 3.88. This was shown to be the case by the fact that the workers expressed this level of satisfaction. In addition, the purpose of the research was to establish how much of a role worker ownership plays as a factor in employee engagement. Therefore, when participants were asked, "To what extent do you perceive your workplace as your own business?" the

average response was 3.67, indicating a significant level of agreement with this statement among most respondents.

Additionally, the research aimed to ascertain if employees of KSG would be inclined to depart from the firm if presented with the opportunity. Therefore, when the survey respondents were questioned about their intention to change works, the average response was 2.98, indicating moderate agreement with this statement. Consequently, the research deduced that some of the staff members at KSG were reluctant to depart from the company, while another segment expressed a willingness to do so. In general, the workers at KSG demonstrated a high level of physical engagement, particularly in their enjoyment of their work and feeling of ownership. Nevertheless, the investigation revealed that a subset of individuals had a propensity to voluntarily depart from their current employment and pursue other career opportunities when presented with such prospects.

4.4.2. Cognitive Engagement.

The primary objective of this research was to investigate the level of cognitive engagement within the context of employee engagement at KSG. Consequently, a series of inquiries were presented to the participants of the research with the intention of determining their degree of cognitive involvement. In relation to this matter, when the phrase "I actively seek out ideas from different points of view" was presented to the participants of the research, the resulting mean score of 4.38 indicated a significant level of agreement with this statement. Hence, the research concluded that a significant portion of the workforce at KSG shown a willingness to actively pursue novel concepts, hence serving as a catalyst for fostering employee engagement.

Furthermore, the research aimed to assess the degree of confidence shown by KSG personnel while articulating their perspectives during meetings. This aspect had significance as it allowed the assessment of whether personnel were able to freely express their thoughts and experience a sense of inclusion in the decision-making process, which serves as a driving force for employee engagement. Therefore, when participants were

asked to rate their level of confidence in expressing their opinions in staff meetings using the phrase "I am confident in expressing my views in staff meetings," a mean score of 3.52 was achieved. This response might be seen as mostly agreeing with the statement. Consequently, the research determined that the personnel have the freedom to express their perspectives.

As part of cognitive engagement, the study also sought to determine if workforce at KSG were competently engaged. Hence, when "I am competently engaged in my work" statement was asked to the study respondents, 3.88 mean was the output. This was equivalent to agreement to large extent to this statement. Therefore, it was concluded by the study that staff at KSG felt that they were engaged in their work. Overall, employees at KSG were cognitively engaged in terms of actively seeking out ideas from different viewpoints, expressing their views in staff meetings and being competently engaged in their work.

4.4.3 Emotional Engagement.

The objective of this research was to assess the extent of emotional involvement within the context of employee engagement at KSG. Hence, when participants were queried with the statement "I am enthusiastic about the tasks I perform within this institution," a mean score of 3.73 was derived. This finding suggests that a significant proportion of the participants expressed a high level of agreement with the aforementioned statement.

As part of emotional engagement, the study sought to determine if KSG staff were proud about their organization as an indicator of their engagement. As such, when "I do praise my organization to outsiders' whole heartedly" statement was posed to the respondents, a mean of 3.94 was obtained. This was equivalent to agreement to this statement to a large extent. Hence, it was inferred that majority of the workforce were proud of their organization.

Lastly, the study sought to establish if KSG workforce were emotionally attached to their organization. Accordingly, when "I do not take negative comments about my organization lightly" statement was posed to the respondents, a mean of 4.12 was

obtained. This was equivalent to agreement to this statement to a large extent. The result implied that the majority of staff at KSG were proud enough of their organization to defend the image of the organization against negativities. Overall, employees at KSG were emotionally engaged in terms of being excited about their work, praising KSG to others whole heartedly and not taking negative comments.

4.5 Effect of Workforce Diversity on Employee Engagement.

The major purpose of this study was to examine how employee engagement is affected by a diverse workforce in the setting of KSG. Employee engagement was used as the dependent variable in a regression analysis that also looked at gender, age, education, work experience, and ethnicity as independent variables to gauge the impact of diversity in the workplace.

4.5.1. Summary Model.

In order to comprehend the impact, a regression analysis was conducted, as shown in Table 4.8. The model summary provides an indication of the extent to which the independent variable explains the variability seen in the dependent variable.

Table 4.8: Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.620 ^a	.474	.429	.7753	1.923
a. Predictors: (Constant), Ethnicity, Work Experience, Education, Age, Gender					
b. Dependent Variable: Employee Engagement					

Source: Research Data, 2023

This data provides an overview of the extent to which the predictors explain the variability seen in the dependent variable. The independent factors in this study are ethnicity, work experience, education, age, and gender. These characteristics are used as individual predictors to positively forecast the dependent variable, which is employee

engagement. The R Square, also known as the coefficient of determination, is 0.474. This suggests that the variation in the dependent variable may be anticipated by considering the independent components. In this particular case, the predictors, namely workforce diversity, explain about 47.4% of the observed variance.

4.5.2. Analysis of Variance.

An analysis of variance (ANOVA) was conducted to determine the statistical significance of the independent variables (namely, Workforce Diversity) in explaining the variations seen in the dependent variables. The ANOVA table, as shown in Table 4.9, provides information on the statistical significance of the model.

Table 4.9: ANOVA (Analysis of Variance)

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.006	5	16.201	31.333	.002 ^a
	Residual	68.919	114	.605		
	Total	69.925	119			
a. Predictors: (Constant), Ethnicity, Work Experience, Education, Age, Gender						
b. Dependent Variable: Employee Engagement						

Source: Research Data, 2023

The results of the analysis shows low p-value (0.002) that points to the statistical significance of the regression model. This indicates a significant impact of at least one predictor on the dependent variable (Employee Engagement). The model's importance is further supported by the F-statistic of 31.333. When the F-statistic increases, the total effect becomes more significant. In light of the ANOVA table, the results give statistical evidence that the regression model is useful for understanding the observed variability in the dependant variable. The little p-value indicates that the model has a statistically meaningful association. Furthermore, it is clear that at least one of the variables is significantly influencing the observed variance in employee engagement. These variables

include workforce diversity, which includes gender, age, education, work experience, and ethnicity.

4.5.3. Coefficient of Regression Analysis.

The regression results provide a meaningful representation of each independent variable's impact on workforce diversity on the dependent variable of employee engagement. The coefficients analysis, as shown in Table 4.10, demonstrates a statistically significant and positive association between the independent and dependent variables.

Table 4.10: Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.732	.477		.627	.600
	Gender	.161	.145	.140	1.419	.076
	Age	.240	.172	.252	2.560	.077
	Education	.443	.155	.173	3.787	.003
	Work Experience	.326	.144	.157	4.603	.008
	Ethnicity	.103	.223	.111	.114	.009

a. Dependent Variable: Employee Engagement

Source: Research Data, 2023

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

$$\text{Therefore, } Y = 0.732 + .443X_1 + .326 X_2 + .103X_3$$

The study revealed that the p-values (Sig.) for gender and age were 0.076 and 0.077, respectively. These values, which above the significance level of 0.05, show that there is insufficient evidence to support the notion that gender and age have a significant influence on employee engagement. In contrast, the variables of education, work

experience, and ethnicity exhibited p-values (Sig.) of 0.003, 0.008, and 0.009, respectively, which were below the significance threshold of 0.05. This indicates that these variables are likely to have an impact on employee engagement. Therefore, to summarize, the variables of education, work experience, and ethnicity shown statistically significant predictive power in relation to employee engagement, however gender and age did not achieve levels of significance in the present research.

4.6. Discussion of Findings

This research aimed to explore the impact of workforce diversity, specifically in terms of gender, age, education, experience, and ethnicity, on employee engagement indicators within the Kenya School of Government (KSG). The study's results revealed a notable impact on employee engagement in KSG due to workforce diversity, particularly in relation to ethnicity, work experience, and educational level. Hence, the research deduced a positive correlation between many dimensions of employee diversity, such as ethnicity, work experience, educational levels, and employee engagement at KSG.

The analysis of this research provides evidence that education plays a crucial role in fostering worker diversity. This is due to its substantial influence on individuals' abilities, perspectives, and qualifications, all of which contribute to the overall dynamics of the workplace. Globalization has contributed to expanding educational prospects increasing the inclusion of individuals from diverse backgrounds in the workforce (Muthee, 2021). The research proves that including people with varying educational backgrounds, from high school diplomas to Ph.D. degrees, dramatically enriches the range of viewpoints, knowledge, and abilities inside an organization.

Individuals who have acquired experience in diverse roles, projects, or challenges are likely to possess a substantial quantity of information that might positively impact their level of engagement. To effectively manage experience among a diverse workforce, it is essential to recognize and value the many levels and types of knowledge that people provide (Mande & Awiti, 2019). Professionals with extensive experience can serve as

mentors or role models, facilitating the professional growth of their colleagues, especially those who are comparatively inexperienced within the company.

The inclusion of many ethnicities within a workforce is a crucial element of workforce diversity, particularly in countries like Kenya, where several ethnic groups cohabit. A considerable body of empirical research has yielded data suggesting that ethnic diversity may significantly impact employee engagement within an organizational setting. According to Ohunakin et al. (2019), their research demonstrates that the incorporation and use of ethnic diversity in the professional setting play a significant role in fostering a sense of inclusivity and belonging among employees.

CHAPTER FIVE.

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Summary of Findings.

This study examined the impact of workforce diversity, including gender, age, education, experience, and ethnicity, on employee engagement measures within the specific setting of the Kenya School of Government (KSG). This research suggests that employee involvement in KSG is significantly influenced by workforce diversity, particularly in terms of education, work experience, and ethnicity. The research findings indicated a significant correlation between the various dimensions of diversity and the levels of employee engagement inside the organization known as KSG.

The investigation findings indicate that the gender composition at KSG exhibited a balanced distribution in relation to gender diversity, with males comprising 48.33 percent and females comprising 51.67 percent. The Kenyan government effectively adhered to the constitutional requirement of providing a minimum representation of one-third for each gender in government institutions, leading to a roughly equal mix of male and female staff. The equilibrium had a positive influence on the gender-based labour participation levels of people. Nevertheless, the regression study conducted at KSG revealed that gender diversity did not significantly impact employee engagement.

The survey found that the age variety among KSG workers was significant, with a considerable part of individuals falling between the 36 to 45 years age range, accounting for 38.33 percent. Conversely, a demographic subset of those aged 26 to 35 constituted 24.17 percent, while those aged 46 to 55 accounted for 25.83 percent. The study's findings revealed a noteworthy observation of age diversity inside the organization. Specifically, individuals between the ages of 26 and 65 were virtually equally represented, suggesting a fair distribution of age variety at KSG. In contrast, the regression analysis results indicated that age diversity did not have a statistically significant impact on employee engagement within the context of KSG.

The significance of educational qualifications in relation to employee engagement has been identified as a crucial aspect of diversity. The study's results revealed that a notable percentage (30.83 percent) of KSG employees had certificate qualifications. Additionally, 24.17 percent held bachelor's degrees, while 23.33 percent had attained master's degrees, representing the subsequent most prevalent educational achievements. Furthermore, it is worth noting that 4.17 percent of individuals had a Doctor of Philosophy (PhD) degree, while 1.67 percent held an Ordinary Level (O-Level) qualification. This significant discovery demonstrated the presence of educational variety, with comprehensive representation across all levels of schooling. The regression analysis results revealed a statistically significant relationship between the variety of educational levels and employee engagement.

The research acknowledged the substantial importance of work experience in fostering workforce diversity. The study's findings indicated that a significant part, namely 29.17 percent, of workers at KSG had a work experience of five years or less. It is worth mentioning that a significant proportion of individuals, namely 13.33 percent, had accumulated work experience ranging from six to ten years. Additionally, 28.33 percent had worked for a duration spanning eleven to fifteen years, while 16.67 percent had acquired work experience within the range of sixteen to twenty years. In contrast, a proportion of 4.17 percent of individuals had accumulated work experience ranging from 21 to 25 years. Additionally, 2.50 percent of participants reported working for 26 to 30 years with KSG, while 5.83 percent indicated having more than 30 years of experience. Consequently, a significant fraction had a higher level of experiential knowledge. The impact of workers with varying degrees of experience on the total diversity of the workforce was seen, and this factor also influenced employee engagement, as shown by the regression analysis findings. The research results revealed a statistically significant beneficial relationship between work experience and employee engagement.

The research further examined ethnic diversity, and the results revealed that KSG demonstrated a certain level of fair allocation of personnel from various ethnic origins. However, there were noticeable disparities in ethnic representation, as a single ethnic group accounted for one-third (33.3 percent) of the workforce. However, it was shown

that a correlation exists between ethnic diversity and employee engagement. The impact of people from diverse ethnic origins on employee engagement was considerable.

The research examined many attributes of employee engagement, including physical, emotional, and cognitive dimensions. For example, the workers at KSG had a high level of physical engagement, particularly in their enjoyment of their work and feelings of ownership. Nevertheless, the investigation revealed that a subset of individuals had a propensity to voluntarily depart from their current employment and pursue other work opportunities when presented with the chance. Significantly, the workers at KSG demonstrated a high level of cognitive engagement by actively searching out ideas from other perspectives, articulating their own beliefs at staff meetings, and displaying competence in their line of work. Regarding emotional involvement, the workers exhibited enthusiasm towards their work, expressed wholehearted admiration for KSG to others, and showed a lack of receptiveness towards unfavorable opinions about their business.

The regression study yielded noteworthy findings, indicating that certain workforce diversity factors, including education, work experience, and ethnicity, emerged as statistically significant predictors of employee engagement. However, it is essential to note that gender and age did not reach statistical significance in this research.

5.2 Conclusion.

This study examined the complex link between a diverse workforce and high levels of employee engagement at the Kenya School of Government (KSG). This research investigated the impact of several dimensions of diversity, including gender, age, education, work experience, and ethnicity, on employee engagement measures. The study's findings have yielded a valuable understanding of the complexities of proficiently overseeing a heterogeneous staff inside a public institution. These findings underscore the considerable influence that workforce diversity has on employee engagement. The research findings indicate that KSG exhibits a commendable level of worker diversity that falls within the requirements set out in the constitution.

Furthermore, the findings of the research indicate that several elements contribute to employee engagement, which stem from variances in gender, age, education, work experience, and ethnicity. The study results suggested that the inclusion of workers from various age groups significantly impacted their degree of engagement. This underscores the need for organizations to actively promote and enable cooperation among workers from many generations while also considering the unique needs and preferences of employees of different age groups. Additionally, the study emphasized the importance of gender diversity in the context of employee engagement, therefore affirming the benefits of attaining a proportional representation of genders and ensuring equitable opportunities for individuals of all genders. The impact of ethnic diversity on employee work performance has been acknowledged, indicating that embracing a more inclusive and integrated attitude towards diverse origins may lead to increased engagement.

The findings indicate that fostering a workforce characterized by inclusivity and diversity may lead to increased employee engagement, benefiting both individuals and the firm. It is strongly recommended that KSG prioritize examining strategies to enhance employee satisfaction and dedication and promote their capacity to articulate their thoughts. By fostering an environment that promotes inclusion and diversity across several dimensions, such as gender, age, education, work experience, and ethnicity, KSG can leverage the benefits of a highly engaged workforce and nurture a culture that places a premium on creativity and innovation. The study's results are of great importance as they provide valuable insights that can be used by KSG and comparable organizations to successfully leverage workforce diversity to boost employee engagement and ultimately achieve their organizational objectives.

5.3 Recommendations.

Findings from this study provide insight into how different types of diversity in the workplace—including educational background, years of experience in the profession, and ethnicity—affect employee engagement at the Kenya School of Government (KSG). To optimize employee engagement within diverse workforces, the report proposes the following recommendations:

The Kenya School of Government (KSG) should prioritize advancing ethnic diversity, given that about one-third of its workforce comprises individuals from a single ethnic group. The implementation of strategies aimed at fostering equal representation and integration of diverse ethnic origins in the workplace has the potential to enhance employee engagement and cultivate a more inclusive environment significantly.

To foster educational diversity, it is recommended that KSG institute inclusive employment processes that consider a wide array of educational backgrounds. The organization must thoroughly evaluate stringent educational prerequisites that might hinder the consideration of competent individuals who have pursued non-traditional educational trajectories.

KSG needs to implement training and development initiatives that specifically target the improvement of educational diversity among its staff. These programs should accommodate a wide range of learning and educational levels while providing a combination of both casual and formal learning opportunities. Implementing this initiative is expected to contribute to promoting educational diversity, hence exerting a substantial impact on employee engagement.

It is recommended that KSG (Knowledge Sharing Group) should actively foster a culture of learning. This may be achieved by fostering a culture that promotes the active participation of employees in sharing their distinct perspectives and expertise with their peers via collaborative platforms such as seminars, projects, and knowledge-sharing sessions.

The formulation of a comprehensive diversity and inclusion plan that specifically targets the aspect of ethnic diversity. This approach should prioritize implementing strategies to promote fairness in recruiting processes to manage the over-representation of certain ethnic groups effectively.

This initiative focuses on facilitating the development and execution of educational programs aimed at enhancing cultural competence. The focus of these trainings should be oriented towards facilitating workers' appreciation and comprehension of other cultures.

This will foster an inclusive work atmosphere that promotes a sense of comfort among staff members while collaborating with individuals from various ethnic backgrounds.

5.4 Limitations of the Study.

Despite the careful planning and execution of this research, it is crucial to acknowledge its inherent limitations. The Kenya School of Government (KSG) was the primary unit of analysis, which may reduce the transferability of the results to other settings and organisations.

In addition, it is possible that other characteristics that can potentially affect employee engagement were not examined despite the extensive analysis of numerous aspects of workforce diversity, including age, gender, education, and ethnicity.

Furthermore, the use of self-reported data via the use of questionnaires may have introduced response bias and social desirability bias. The methodology used in this research facilitated data collection at a certain point, limiting the thorough understanding of the dynamic nature of employee engagement and the enduring impacts of diversity.

5.5 Suggestions for Further Studies.

The research proposes the need for further research on the "Effects of Leadership Styles on Employee Engagement." This research endeavour will contribute to comprehending how various leadership styles impact employee engagement. Furthermore, the research proposes a study on the "Impact of Staff Motivation on Employee Engagement." This study explores the relationship between staff incentives and employee engagement to further our understanding of this phenomenon.

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APPENDIX 1: QUESTIONNAIRE

I am Phyllis Kerubo, student at the University of Nairobi taking Master of Business Administration studies. I am conducting a research study on the influence of workforce diversity on employee engagement at KSG. The research is purely for academic work. Do NOT write your name or sign on the paper. Be as honest as possible. The questionnaire should take you less than 30 minutes to answer. Thank you.

PART A: DEMOGRAPHIC INFORMATION

1. Kindly provide your Gender:

Male Female

2. Kindly tick your Age bracket:

Below 30 years 30-40 41-50 50-60 Over 60

3. Kindly state your highest education level:

Doctorate ; Master's Degree ; First Degree Certificate/Diploma Secondary education Primary education

4. Kindly state the number of years you have worked in this organization

0 -10 , 11 -20 , 21- 30 , 31 – 40

5. Kindly indicate your Ethnicity

.....

PART B: EMPLOYEE ENGAGEMENT

Kindly choose the statement that describes you well. Tick the box that is relevant to your case

Physical Engagement

No	Measures	Ratings				
		Very large extent [5]	Large extent [4]	Moderate extent [3]	Small extent [2]	Very small extent [1]
	Physical Engagement Statement					
1	I enjoy being at work all the times					
2	I see my workplace as my own business					
3	I don't intend to change works anytime soon					
No	Cognitive Engagement Statement					
1	I do actively seek out ideas from different point of views					
2	I am confident in expressing my views in staff meetings					
3	I am competently engaged in my work					
No	Emotional Engagement Statement					
1	I am excited about the work I do in this organization					
2	I do praise my organization to outsiders whole heartedly					
3	I don't take negative comments about my organization lightly					

END