PERCEIVED EFFECTS OF WORKFORCE DIVERSITY ON LEADERSHIP

EFFECTIVENESS IN PUBLIC SECTOR: A CASE OF KENYA SCHOOL

OF GOVERNMENT, NAIROBI, KENYA

BY

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DECLARATION

Declaration by the candidate

This research project is my original work and has not been presented for a Degree in any other University. No part of this research project may be reproduced without the prior permission of the Author and Moi University.

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DEDICATION

This research project is dedicated to my beloved family for their encouragement and understanding during this research project.

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ABSTRACT

Leadership in the public sector is essential to the effectiveness of their performance (Mora & Ţiclau 2012). The diversity of the labor force is the result of effective leadership (Ogbeide, 2012). The main aim of the study was to establish the effect of work force diversity on leadership effectiveness in public sector in Kenya with specific reference of Kenya School of Government. The specific objectives of the study were to determine the effect of ethnic diversity, gender diversity, age diversity and educational diversity on leadership effectiveness among employees of Kenya School of Government. The study was driven by the theory of social categorization and complexity leadership theory which were used to explain this concept and thus clearly show the relationship between the general objective and the specific variables. The study employed an explanatory research design to hypothesize the relationships between variables. The target population consisted of1945 Kenya School of Government employees. The data was analyzed using both descriptive and inferential statistics, while linear regression was used to test hypotheses of the 320 Employees which were selected from the Kenya School of Government using stratified random sampling which was representative of the study. Simple random sampling technique was used to select sampled respondents from the target population of employees at Kenya School of Government since they were selected from different departments and all were given equal chance of being selected and thus generate a representative sample for the study. The data collection instrument used for data collection was questionnaires which were presented to respondents based on the various objectives of the study in a closed and open ended questioners. The null hypothesis that states that there is no relationship between workforce diversity and leadership effectiveness was rejected. The results indicated that ethnic diversity ($\beta_1 = 0.375$, $p < 0.05$), gender($\beta_2 = 0.230$, $p < 0.05$), age diversity ($\beta_3 = 0.241$, $p < 0.05$), and educational diversity ($\beta_4 = 0.158$, $p < 0.01$), all had positive and significant effect on leadership effectiveness. Similarly, the overall R^2 is 0.722 (72.2%).Explaining a strong relationship between diversity of the workforce and effectiveness of leadership. The study concluded that high proportion of workforce diversity was crucial for leadership effectiveness. Finally, the study recommends that Kenya School of Government should come up with workforce diversity aspects to provide new insights into the usefulness effects of workforce diversity on leadership effectiveness in the public sector.

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LIST OF ABBREVIATIONS AND ACRONYMS

AD	Age diversity
ED	Ethnic diversity
ED	Educational diversity
GD	Gender diversity
KSG	Kenya School of Government
LE	Leadership effectiveness
WD	Workforce diversity

OPERATIONAL DEFINITION OF TERMS

Diversity refers to the existence of a workforce in which individuals come from different socio-cultural and religious backgrounds (Raza, Ishtiaqi, Butt & Newaz, 2013).

Workforce is described as the entire population employed within an organization (Hornby 2005).

Workforce diversity is generally defined as recognizing, understanding, accepting, valuing and celebrating differences in age, class, and ethnicity among people, and gender, physical & mental ability (Weiliang *et al,* 2011).

Ethnic Diversity refers to the heterogeneity in the mother religion, languages, cultures and races that exists among employees in a firm (Hoogendoorn & van Praag, 2012).

Gender diversity implies psychological disparities and experience that socially or culturally attached to being a male or a female within the organization (Ali, *et al.,* 2011).

Age Diversity refers to generational differences among individuals or employees in a corporation and the values and perspectives attached to each (BackesGellner & Veen, 2009).

Leadership effectiveness is ability of a leader to mobilize and influence followers (Cicero, *et al* 2010)

Educational Diversity is broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many identities as possible.(Ali, *et al.,* 2011).

CHAPTER ONE

1.0 Overview

This chapter presents the background of the study, statement of the problem, research questions, research objectives, significance of the study, and finally the scope of the study.

1.1 Background of the Study

Leadership in the public sector is essential to the effectiveness of their performance (Mora & Ţiclau 2012). The diversity of the labor force is the result of effective leadership (Ogbeide, 2012). Successful diversity management of the workforce is critical to global business performance (Okoro, 2012).Cross-cultural leaders must be able to effectively navigate culturally diverse environments in the search for leadership efficiency in today's globalized world; (Rockstuhl *et al.,* 2011).

Global leaders should be mindful of the diversity they face in leadership activities, and respect it (Lovvorn &Chen, 2011). The problem in Africa and Kenya is lack of effective leadership. Governance in Kenya has continued to exhibit the character of its historical colonial system rooted in self-interest due to undiversified workforce. There is a need to rethink the philosophy of leadership and its effectiveness in Kenyan public sector system. Considering that different situations/organizations/levels require different types of leadership for effectiveness (Van Mart, 2014). The study sought to explore how workforce diversity approach can be a viable option for effective public sector leadership in Kenya since Carter & Green (2013) notes that workforce diversity values that reinforce leadership styles/actions are critical to leadership effectiveness.

To attract a wider talent pool of employees, organizations need to embrace an organizational culture of diversity in the workforce. Labor diversity is a global phenomenon at work and on the marketplace. So understanding the impact of diversity on the effectiveness of leadership is important (Sungjoo, 2010). The world's increasing globalization needs a lot of interaction among people from various backgrounds than ever before. This is so because, individuals no longer live and work in narrow surroundings; as they are currently a part of a worldwide economy competing in nearly all part of the world (Patel, 2016). Advances in technology and the advent of a worldwide economy have brought the people of the world existing in the same place, nearer to each other. Griffin & Moorhead (2014) pointed out that having a diverse workforce requires managers to identify and manage the varied attribute that exist among the employees in the organization.

Diversity of the workforce refers to those major differences and similarities that occur within an organization between workers (Griffin & Moorhead, 2014). Nwinami (2014) said it represents the uniqueness that includes; the personality, age, gender, ethnicity/race of an individual, faith, marital status, income, work experience and all those views that assume and uphold the core values of an organization. To be successful, it is imperative that organizational leaders understand just how the social work environments have an effect on the employees' beliefs about work hence, to achieve and maintain competitive advantage over competitors, managers must be able to draw from the most valuable resources i.e. the competencies of its workers. Based on the increasing diversity of the environment and the workforce, managers need to expand their viewpoints and use creative approaches to achieve success (Griffin & Moorhead, 2014).

Organizations hire employees from diverse countries, cultures, values and styles. While employees expect returns from the organization, their effective performance is significant

for its success. Considering the effect of diversity on employee performance is therefore relevant. Diversity of the workforce could bring significant challenges and opportunities for an effective management to the organization. So recognizing the influence of diversity on the efficacy of leadership is relevant (Sungjoo, 2010).The Kenya Government School (KSG) draws its staff from diverse backgrounds as an organization. Therefore, it faces pertinent issues such as demographic changes, increasing number of women joining its workforce, organizational restructuring, and the implementation Legislation on equal opportunities which requires organizations to review their management practices and develop new and innovative people management approaches.

Therefore, this project looked at the role that diversity of the workforce plays in leadership efficiency in the Kenyan public sector system, and especially in the government school in Kenya. The Kenya School of Government (KSG) was established by the KSG Act (No. 9 of 2012). The School is successor to Mombasa, Matuga, Embu & Baringo, the former Kenya Administrative Institute (KIA), Kenya Development and Learning Center (KDLC), and Government Training Institutes (GTIs).

KSG is a state-owned company formed to provide training, research, consulting and advisory services to public sector management.KSG was chosen since it is an incubator for leadership and contributes to the transformation of the public service into functioning effectively, innovatively, and in a results-oriented and accountable manner. This Strategic Plan (2012/2013 – 2016/2017) will guide the school, detailing the key strategic path, the implementation strategies and the related monitoring and assessment mechanisms. The vision of the school is "Excellence in the Capacity to Expand Public Service". The goal is "to contribute to the transformation of the public service through the inculcation of national values and the growth of core competencies and skills. In fulfillment of its Mission and

Vision, the School is committed to the highest ethical ideals; consumer service, professionalism; innovation and creativity; and teamwork.

1.2 Statement of the Problem

Leaders are central to organizational achievement (Cabrera *et al.,* 2016) consequently, it is vital that they be effective. The primary role of public sector is to provide effective leadership and to enhance the capability of public service leadership and management by transforming the culture and attitude of public service employees.

The Kenya School of Government was established for this noble purpose especially with the mandate to transform the Public Service through human resource capacity Leadership Growth. As Leaders are therefore essential to organizational achievement (Cabrera *et al.,* 2016), it is crucial that they be successful. Badamasiuy & Bello (2013) supports this stance by stating that the ineffectiveness of leadership has allowed corruption and maladministration to flourish a vice faced by Kenyan public sector system for decades.

Leadership of the public sector is essential to the effectiveness of their performance (Mora & Țiclau 2012). Adanri (2016) is of the view that the underdevelopment in Kenya is as a result of public sector inefficiency due to leadership ineffectiveness. This leadership failure is manifest in the quality of service rendered, and in the prevalence of corrupt practices that occur in the various government ministries and also from unfavorable attitude to work displayed by the employees in the civil service.

Adanri (2016) asserts that public service has been greatly neglected, precipitating deterioration as a result of corruption and lack of effective leadership skills. Successful diversity management of the workforce is critical to global business performance (Okoro, 2012).Cross-cultural leaders need to be able to navigate culturally diverse environments

effectively in search of leadership effectiveness in today's globalized environment (Rockstuhl *et al.,* 2011). World leaders should be mindful of, and respect, the diversity they face in leadership activities (Lovvorn & Chen, 2011).Yet in Africa and Kenya, the issue is lack of effective leadership. Governance in Kenya has continued to exhibit the character of its self-interest-rooted, historical colonial structure. For this to change and governance to flourish and be considered good governance, it is of absolute necessity that leadership be visionary and transformative (Cetin, 2012).

A lack of clarity however prevails as to what is required to be an effective leader (Rosete & Ciarrochi 2005). This condition is compounded by the fact that the efficacy of leadership is not widely recognized (Mesterova *et al.,* 2015). This study therefore, attempted to fill this gap. Since service delivery and public sector productivity are abysmal in Kenya due to ineffective leadership of public sector organizations (Ayittey, 2010). They assert that the lack of effective leadership in the public sector has led to a failed public institution plagued with mismanagement of resources and inadequate service delivery. This study therefore investigated the role that workforce diversity plays in leadership effectiveness in Kenyan public sector system since this phenomenon is significantly challenging international leadership practices in diverse workplaces across public systems and fill this gap.

This study therefore investigated the role that workforce diversity plays in leadership effectiveness in Kenyan public sector system since this phenomenon is significantly challenging international leadership practices in diverse workplaces across public systems and fill this gap.

1.3 Research objectives

1.3.1 General objectives of the study.

The general objective of the study was to determine the effect of workforce diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya.

1.3.2 Specific objectives of the study

1) To establish the effect of ethnic diversity on leadership effectiveness

2) To determine the effect of gender diversity on leadership effectiveness

3) To investigate on the effect of age diversity on leadership effectiveness among employees

4) To assess the effect of education diversity on leadership effectiveness among employees

1.4Research hypothesis

Ho_1:   Ethnic diversity has no significant effect on leadership effectiveness

Ho_2:   Gender diversity has no significant effect on leadership effectiveness

Ho_3:   Age diversity has no significant effect on leadership effectiveness

Ho_4:   Education diversity has no significant effect on leadership effectiveness

1.5Significance of the Study

Theoretically, the study contributes and extends earlier research on leadership effectiveness in Kenya School of Government in Nairobi, Kenya.

In empirical and literature terms, the study would help the organisation management understand the importance of workforce diversity for effective leadership and the need to foster leadership effectiveness by establishing and maintaining a sustainable culture.

The findings of this study would also be significant to decision makers, researchers and policy makers in understanding the important role played by workforce diversity in improving leadership effectiveness in order to cultivate, nurture and facilitate their formation.

The findings would also serve as a benchmark for the organisation that has not effectively addressed strategic leadership especially in the organisation, by providing a significant contribution.

1.6 Scope of the Study

This study focused on assessing the perceived effects of workforce diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. This is because, through KSG, the Government understands the need for a skilled, well-qualified and motivated public service workforce. Human resources must at all times have their maximum capacity established through sufficient preparation and capacity-building. This, in turn, would give the public service the support it requires to provide better services to its clients and provide a stimulating atmosphere for the activity of other sectors of the economy. KSG's task is to provide the Kenyan citizenry with learning and development

initiatives that would inculcate public service principles and ethics in the devolved government to achieve results. The sample unit was 320 workers out of 1945(HR database 2019). The ultimate aim of the analysis was to study the diversity of the workforce and its effects on the effectiveness of leadership. The study was carried out for a period of 3 months from January-March 2020.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews literature relevant to the research project. The chapter introduces the theoretical review, empirical review, research gaps and finally conceptual framework.

2.1 Concept of leadership effectiveness

Leadership effectiveness represents the ability of a leader 'to mobilize and influence followers' (Cicero, *et al* 2010) and it is important in that it strengthens the workforce' proclivity towards common goals (De Cremer *et al.,* 2004). In this respect, Manamela, *et al.,*(2016) observe that effective leaders are adept at recognizing and positively utilizing both the competencies and limitations of their subordinates in the achievement of organizational objectives. Weaver (2015) likewise affirms the constructive impact that effective leaders have on the results of their subordinates.

Dorfman *et al.,* (2012) comment that leaders acting in accordance with expectations are the most effective, while Bjurstedt (2007) insists that effective leaders are those who favor personal rather than positional power and can also adjust their style as required. Manning (2003) notes that leaders who are effective in cross-cultural leadership have 'relational competence': that is, they are capable of connecting emotionally with diverse individuals and establishing mutually attractive relations. It then appears that successful leaders are those that exemplify interpersonal skills that enable them to create solid relations with an array of individuals by adding value to the latter in accordance with expectations that, in turn, lead to goal achievement.

Effectiveness of leadership can be measured in a number of ways and at various levels (Kang & Jin 2015). Kaiser (2008), *et al.,* by analyzing 10 Meta-analyzes, two primary leadership evaluation styles were identified: individual expectations, and group performance. Individual expectations can be divided between the appearance of leadership (perceived as a leader by, for example, colleagues and perceived efficacy (as a leader) (Kaiser *et al.,* 2008). Group success involves group processes (results obtained in terms of team member morale, level of action and team dynamics) and group successes such as efficiency and financial results (Kaiser *et al.,* 2008).

The performance of leaders shows a stronger association with the experiences of subordinate leadership behavior, as compared to self-reported leadership opinions (Kim & Yukl 1995).Conway (2000) also states that ratings of subordinates may provide an enhanced representation of the suitability of leader behaviors. Effectiveness of leadership has been related to leader intellect (Mesterova *et al* .2015) and is correlated with self-awareness of leaders (Butler, Kwantes & Boglarsky 2014).The leader can prototypically predict this (especially where subordinates are subject to position uncertainty) (Cicero et al. 2010).

Also affected is the essence of the contact ties between the leaders and each of their subordinates (Alabi 2012). Perceptions of successful leadership correlate with transformational and transactional leadership, as well as confidence and ethical leadership (Hassan et al., 2013). An effective foreign leader needs to recognize and conduct leadership appropriately (Ulrich & Smallwood, 2012).

Individuals with different cultural backgrounds can vary in understanding and expectations regarding leadership. The degree to which Western leadership theories apply globally is being challenged, due to the predominantly Western and individualistic leadership viewpoint.

For example, Japanese leadership practice differs from the West in terms of its cultural values and business practices (Takahashi, *et al.,* 2012). Global leaders must demonstrate anticipated maturity in cross-cultural knowledge and practice in order to build a leadership that can continue over time.

It is crucial that they recognize the value of standards of leadership and leadership, and build and maintain successful strategies of leadership for long-term change (Ulrich *et al.,* 2012). A key to solving the secret of working with diverse workers and taking corporate growth and transformation to the next level is successful global leadership.

2.2 Concept of workforce diversity

Diversity is commonly characterized as recognizing, understanding, embracing, valuing and celebrating differences between people about age, class, and ethnicity, as well as gender, physical & mental capacity. Over the past decade the labor force has become highly heterogeneous in developed countries. These countries are spending huge amount for diversifying the workforce. Thus, diversity is increasingly recognized & utilized as an important organizational resource in regards to whether the goal is to be an employer of choice to provide an excellent customer service or to maintain a competitive edge. (Weiliang *et al,* 2011). Diversity inside an organization, according to Dahm(2003), can elicit an array of emotions.

Many scholars see diversity as something that needs to be tackled rather than a method for improving the organizations. Although many researchers agree that the outcomes of organizations that are conscious of diversity add value to their success. Research on teams and small groups' effects shows that diversity may have both positive and negative effects.

Okoro & Washington, 2012, found that domestic & global companies are now built to build goods for their diverse consumers and to make sure their diverse stakeholders benefit. Thus, recognizing the importance of employee diversity in achieving organizational goals is critical. Recent years studies (Weaver, *et al.,* 2001) indicate that the outcomes of work place & organizations are complex.

2.3 Theoretical framework

They are the 'blueprint' or study guides (Grant & Osanloo, 2014). It is a concept focused on an established theory in a field of inquiry linked or mirrored to the study's hypothesis. This research consists of theories relevant to the variables which provide the following understanding of the variables under analysis:

2.3.1 Complexity Leadership Theory

Complexity Leadership posits that several previous leadership models have been structured to match more conventional organizational hierarchical structures. As long as the organizations are hierarchical, so are styles of leadership (Uhl-Bien *et al.,* 2007). However, there has been a growing sense of uncertainty in leadership literature that leadership models developed over the past century do not completely capture the leadership dynamics of or-generations operating in today's knowledge-driven economy (Lichtenstein *et al.,* 2007).

Applying the principles of complexity theory to the leadership research culminated in what was called complexity leadership (Uhl-Bien & Marion 2008). Based on this framework, leadership effectiveness is seen as an interactive system of dynamic, unpredictable agents interacting with each other in complex feedback networks, which can then generate adaptive outcomes such as knowledge dissemination, learning, creativity and further adaptation to change (Uhl-Bien *et al.,* 2007).

According to the complex leadership theory of systems, "leadership effectiveness can be implemented through any interaction within an organization. Leadership is an evolving concept inside complex systems "(Hazy *et al.,* 2007). This theory's contribution is in line with leadership that fits the needs of the situation or challenges in which it operates, Complexity leadership suggests that organizations cannot be designed with simple, rationalized structures that underestimate the complexity of the organization's context of operation and adaptation (Uhl-Bien *et al.,* 2007). In terms of explaining the full dynamics of leadership effectiveness, simply viewing the leader and follower in a simple exchange process won't fly. Complexity Leadership Theory is an effective model of leadership that challenges the point of view that leadership is as hierarchical as the organization in which it exists, and instead suggests that leadership can be executed at any level and interaction.

Leadership is a function that continually develops within complex social systems, also known as Complex Adaptive Systems. This function evolves as unpredictable agents interact. Constructive behaviors need to be constantly observed, recognized, evaluated and personified throughout all cross-functional levels in order to achieve optimum performance of agents within an organization.

2.3.2 Social Categorization Theory

This theory was developed by Henri Tajfel, who also developed social identity theory; this categorization of people is part of an unconscious, three-step process in which our brains engage to assess the following before deciding how to proceed: categorization, which determines what group the person belongs to. He argued that diversity of the workforce by social categorization may be advantageous to the company by providing the basis for innovation and increasing access to external linkages. Social categorization can be characterized as the process of defining the community to which an individual belongs

within an organization (Van Ginkel, & Homan, 2013). There are, however, implications that are linked to the employee diversity involvement of the company, because the workers frequently interpret conflict and organize their interaction through social identity.

Social identification provides a person with the means to identify him in a group, depending on the variation of one's attitude compared with that of others. The theory offers a good view of the implications and workable strategies that will support the organization and the workers in terms of diversity (Bell, 2012).Social categorization, which according to Turner (1987) defines the categorization of individuals based on salient attributes such as gender, ethnicity or age, leading to stereotyping based on these distinctions. This theory refers to both the primary and secondary dimensions of diversity which affect us at home, in the workplace and in society. While a layer of complexity is added to the individual identity and dimension, the complex relation affects all aspects of self-image, beliefs, prospects and expectations.

Together the primary and secondary facets of diversity provide significance and meaning to Our lives by contributing to an integrated, synergistic whole of the diverse individual Primary dimension: race, gender, age and ethnicity. Secondary dimension: religion, culture, sexual orientation, thinking style, geographical orientation, family status, lifestyle, economic condition, political orientation, work experience, education Tertiary dimensions: beliefs, thoughts, desires, attitudes, feelings, values, group norms (Kandola & Fullerton, 2002). The wheel center reflects the inner dimensions, which are typically most stable or visible. The outside of the wheel reflects measurements gained and modified over a lifetime. All of these dimensional combinations shape our values, opinions, attitudes, perceptions and aspirations and make us all special as individuals. For this research the theory centered on proponents of the primary dimensions that inform the contribution of the study variables as discussed:

Age Diversity

Age diversity is the capacity of an organizational setting to embrace all various forms of ages. Companies must adapt to a population that is ageing in different ways. The diverse workforce of today represents generational disparities and various viewpoints on the connection between age and skill or professional value. Although age discrimination complaints are not as common as gender and racial discrimination complaints, managers do need to foster recognition and appreciation of age gaps within the workforce.

Because of false perceptions and misconceptions that they are costly, more vulnerable to health issues, unable to adjust to changes in the work place and modern technologies, low performance relative to their younger workers, and low return on investment in training (McGregor and Gray, 2002; Taylor, 2003). For instance, wage disparities because older employees are typically higher-paid due to the time on the job market, a general compensation change needed to be made.

The younger workers had to change their salaries to suit their roles in the job. For their roles some of the older managers had top-heavy salaries. Some older employees were given early retirement, while others have taken a pay cut to ensure the company's sustainability. Age diversity firms do not use the skills of old employees efficiently, because of false perceptions and prejudices that they are costly, more vulnerable to health problems, Unable to adjust to changes in the workplace and emerging technologies, low performance relative to their younger workers, and low return on investment in training (Taylor, 2003).

Barton's (2004) research on basic production technologies found that teams with greater diversity in age were substantially less efficient. This result is consistent with Leonard and Levine's (2003) findings that retail stores with higher age diversity appear to be less profitable among its employees.

Gender Diversity

Workplace gender diversity is equal treatment and recognition of males as well as females within an organization. Diversity brings value to the bottom line of a business owing to the diverse views and experiences of different people. Gender diversity is when the proportion of men and women in an organization is more equal. More businesses realize the value of employing a diverse workforce.

Wood (1987) found a mixed gender group performed better than the same group. Richard *et al.,*(2004) found an inverted U-shaped relationship between the heterogeneity and efficiency of the gender management community, with moderately heterogeneous management groups that show better homogeneous management groups than gender. Gender diversity has had a positive impact on the services sector and a negative impact on the manufacturing sector. Therefore, services companies may benefit more from gender diversity than manufacturing firms.

High gender diversity would also have a greater positive impact on results in the services sector than in the manufacturing industry. Organizations have a preference for contracting male workers compared to girls, since they should have greater efficiency and skills for handling their work. Overall, groups of companies with more gender-based diversity at the managerial and non-managerial levels were more cooperative and competitive.

Gender Diversity Wood (1987) found the mixed gender population was doing better than the same gender category. McMillan-Capehart (2003) and Frink *et al.,*(2003) explained the positive influence of gender diversity with organizational success from a resource-based perspective. Studies investigating the impact of gender disparity on group performance outcomes found negative effects when male dominated the sample and no effects when female dominated the sample (Pelled, 1997).

Gupta (2013) found that moderate levels of gender diversity improve competitive advantage while a higher level of gender diversity reduces efficiency in the organizations. Richard *et al* (2004) found an inverted U-shaped relationship between heterogeneity and efficiency of the gender management community, with moderately heterogeneous management groups showing better results than homogeneous management groups of the gender.

Similarly, the findings of Frink *et al.,* (2003) Study demonstrated an inverted U-shaped relationship between an organization's gender composition and its performance. Gender diversity has had a positive impact on the services sector and a negative impact on the manufacturing sector. Therefore, services companies may benefit more from gender diversity than manufacturing firms. High gender diversity would also have a greater positive impact on results in the services sector than in the manufacturing industry.

Ethnic Diversity

An ethnic group "has been identified as a group that sees itself or is seen by others as a separate community by virtue of certain characteristics that will help to differentiate the group from the community around. Ethnicity is perceived to be common features such as culture, language, religion, and traditions that contribute to an individual's or community's identity. Ethnicity has been described as being present in the belief of members of a social group that they are culturally distinctive and distinct from outside.

Their desire to find symbolic signs of that distinction (food habits, religion, dress styles, language) and to emphasize their significance.Their ability to arrange ties with outsiders so that a kind of "gang boundary" can be maintained and replicated. It also demonstrates how someone could identify themselves as being different from their birth identity by an ethnicity if they live in a different area for a considerable time and decide to adopt their new community 's culture, symbols and ties. Interculturalism fosters interaction, collaboration,

and exchange among people of different cultures, ethnicities, or religions in order to develop understanding, respect, and equality of consequence for all.

Ethnicity is an integral part of culture whereby low performance compared to homogeneous teams shown by an ethnically diverse team (Jackson et al., 2003). Jones (2005) and Jehn *et al*. (1999) found groups to be less cohesive than teams; multiculturalism and diversity can affect group performance less positively than team performance. The organizational context dramatically affects the impact of diversity on outcomes.

Ethnically diverse teams contribute to more creativity and innovation, due to the complementarities and learning opportunities (Lee and Nathan, 2011). A moderate level of ethnic diversity has no effect on the teams' business efficiency, namely sales, profit and market share, while a high level of ethnic diversity has enhanced business output (Sander and Mirjam, 2012). Gupta (2013) and Van and Bunderson 's multidisciplinary team success in the oil and gas industry recorded similar positive repercussions of ethnic diversity on revenue, efficiency, market share and innovation (2005). Ely (2004) has not noted any link between ethnic diversity and sales revenue, customer satisfaction, and sales productivity.
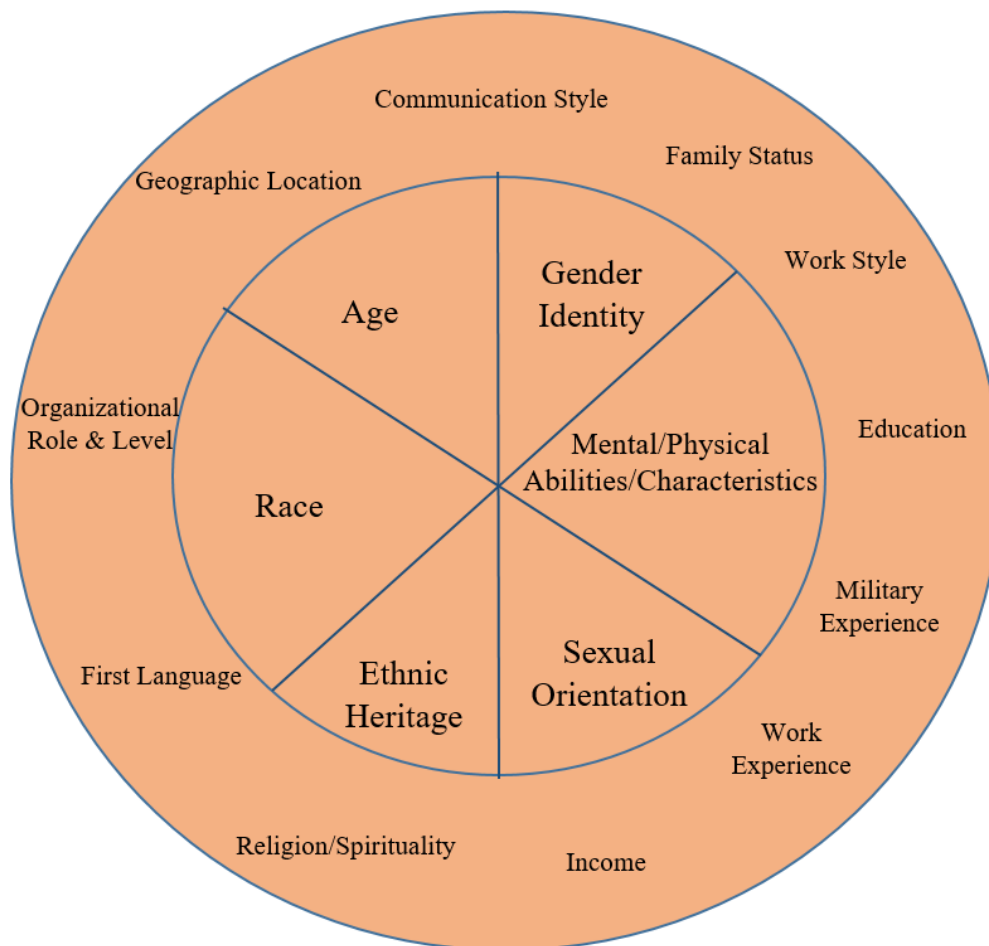
Figure 2.1: Turner (1987)

2.4 Relationship between workforce diversity and leadership effectiveness

2.4.1 Ethnic diversity and leadership effectiveness

Hoogendoorn and van Praag (2012) noted that ethnic diversity is one of the most important and prominent dimensions of heterogeneity throughout the workforce. They describe ethnic diversity as the variation in (mother) or primary languages, races, beliefs, and cultures calculated in terms of country of birth, of an individual's parents. Darwin (2014) concluded that ethnic diversity has a positive impact on organizational success as it provides a pool of skill sets and learning opportunities that the business can exploit for positive performance outcomes. Ethnic diversity helps or permits the firm to align tasks and assignments with

which it is most qualified with individuals from various racial or cultural backgrounds (Rasul & Rogger, 2015).

Ethnic diversity also has a direct effect on organization's success, according to Gupta (2013). Ostergaard *et al.,* (2011) who found that ethnic diversity enhances the company's creativity and innovativeness by increasing the company's perspectives and viewpoints, thereby effectively leading. Some studies have shown that a more ethnically diverse workforce displays more innovation, innovativeness than a more ethnically homogenous workforce does (Darwin & Palanisamy, 2015). This is an essential ingredient for successful leadership.

Owing to the learning opportunities, experiences, and complementarities provided to the company by ethnic diversity. Ethnic diversity is correlated with a range of information sets, criteria, skills and expertise that work not only to enhance organizational decision-making, but also to solve problems (Darwin & Palanisamy, 2015). Ostergaard, *et al.,* (2011) further argued that ethnic diversity is related to team and organizational creativity. Hoogendoorn and van Praag (2012), ethnic diversity correlates with collection of knowledge sets, skills and competencies that affect team composition and success in modern organizations.

Because of the creation of more productive teams, ethnic diversity has been found to boost the organizational efficiency. According to Delarue, *et al.* (2008), ethnically diverse teams are able to improve both team and organizational efficiency by promoting self-leadership, confidence, employee engagement, and individual workers' willingness to work harder. Lee and Nathan (2011) have found a positive correlation between team ethnic diversity and an increase in team innovation and innovativeness. Hoogendoorn and van Praag, (2012)

suggest that ethnically diverse teams are related to more innovation and creativity for successful leadership, due to learning opportunities and complementarities.

2.4.2 Gender diversity and leadership effectiveness

Debates are rife on the impact of gender diversity in the top-level management and organizational leadership on the general performance of the organization. Chin (2013) notes that a study found that businesses with high levels of gender diversity in their top-leadership had substantial abnormal returns. Van Knippenberg *et al.,* (2014) found that while most top leadership and management in most firms are dominated by men, an inclusion of women in such teams make them not only become diverse but also improves the quality of the leadership and top-level management.

Gender diversity in senior management teams has increased, probably due three important reasons. According to the Research Institute (2012) these are; the changing proportion of women board-level positions, increase in government intervention and change in debates on the issue of gender as an issue of equality and fairness to one of superior performance. Van Knippenberg, *et al.,* (2014) postulates that gender diversity improves the quality of organizational leadership and management by stating that gender diversity enhances managerial information processing and decision making of the managerial team resulting in effective strategy formulation and decision-making key processes. Nakagwa (2015) found that gender diversity in addition to other kinds of diversities in the workforce provided more innovative and higher-quality solutions, due to a combination of gender-based perspective presented by both males and females in the managerial teams. Gender diversity accrues a spectrum of insights into the vital strategic leadership and managerial decision enhancing the quality and potential effectiveness of such decisions for the firm.

Dezo and Ross (2012) postulates that heterogeneous groups (in terms of gender) provide different perspectives and bring different views and experiences that inform leadership and managerial roles and lead to high quality decisions at different levels of leaderships.. The authors go further to postulate that a mere presence of a woman, having congruent information on the issue at hand may stimulate a broader and a deeper deliberation of alternative in the top management team (TMT).

Organizational leadership may also benefit in terms of leadership styles. Research has determined that women and men exhibit disparities in their managerial behavioral propensities (Van Knippenberg, *et al.,* 2014). Dezo and Ross (2012) for instance says that women lean towards a more interactive leadership accentuating inclusion, participation and power sharing while men tend towards a less interactive leadership style, one focused on goal attainment with little participation. It follows then that moderate to high gender diversity may have a positive result in the leadership style that the organization adopts which can be a hybrid between the managerial behavioral and leadership propensities of males and the females.

A more gender diverse workforce brings to the firms a spectrum of perspectives, skills and knowledge that an organization can tap into and base its strategic goals up (Ali, *et al.,* 2013). Such a spectrum of perspectives is indispensable when it comes to decision making, and the resultant quality and informed decision accord the firm a competitive advantage when it comes to market analysis and determining a working business strategy. Zaidi, *et al,* (2010) has argued that there is a positive link between gender and such aspects of competitive advantage as market share, profitability and corporate image.

2.4.3Age diversity and leadership effectiveness

Age diversity has been found to be a vital and strategic capacity that adds value to the company, particularly in the face of competition (Darwin, 2014).One way that age diversity brings value to the company and increases the overall performance and effectiveness of a company is by facilitating creativity and innovativeness. Creativity refers to creating new ideas that are both useful and necessary when creativity is actively implementing new concepts, procedures and processes within a working team (Rietzchel & Zacher, 2015).

Rietzchel and Zacher (2015), however, contend that, despite an increase in empirical studies on ages and function, studies focusing on the relationship between age and creativity, or innovation and effectiveness of leadership are minimal. Nonetheless, some of the studies conducted on the subject have found a positive relationship between age diversity and innovation, creative ideas and leadership effectiveness, organizational procedures and processes (Rietzchel & Zacher, 2015).

Other studies have been associating age diversity with more innovative task results. Simons and Rowland (2011) found that age diversity creates diverse experiences, skills, and competencies that promote leadership creativity and innovation. Gupta (2013) argues that values that people of different age groups share complement each other, thus growing age heterogeneous workforce's innovativeness and productivity compared with a more homogeneous work force.

Zaidi, *et al.,* (2010) said age diversity is an indispensable strength in modern companies. He further notes that older workers, owing to their wisdom and experience, carry a critical collection of experiences and instincts that aid in decision-making and effective leadership. Darwin (2014) sees young workers as equally critical to the decision-making process in

modern enterprise as they are well educated about the knowledge and technical aspects of modern industry. Therefore, it can be argued that a generational combination of older and younger workers is a critical source of notable and innovative decisions and problem-solving efficacy in leadership.

Zaidi, *et al.,*(2010) argues that age heterogeneity in a workforce increases the level of innovation in the ideas by which the organization's top management is capable of identifying and implementing new strategies in anticipation of or in response to leadership problems, and that quality decisions can therefore be made by age-heterogeneous community teamwork. Mutunga and Gachunga (2013) while commenting on succession planning on firms, contend that workforce age diversity in a firm facilitates the upward (reverse mentoring) and downward (mentoring) exchange of information and ideas across the generational groups which in turn promotes effective leadership diversity.

Darwin and Palanisamy (2015) note the various viewpoints, skills and experiences that people of different age groups bring to the production of the product or service can contribute to a major change in the quality of the product or service that the company eventually makes. Parrotta *et al.,* (2011) studied the effect of age diversity in companies was analyzed, and it was found that such a diverse workforce has advantages in the development of quality goods and services. Darwin (2014), notes that several previous studies have provided empirical evidence that increased employee age diversity has a positive impact on intra-organizational contact contributing to successful leadership.

2.4.4 Educational diversity and leadership effectiveness

Tracy and David (2011) found that employers generally refuse workers whose training, experience, or qualifications were considered insufficient. On the other hand, this has meant

that the history in education is important to employees. Employees are unable to find jobs and perform well without sufficient experience in education. In addition to that, Daniel (2009) also found that different levels and styles of education may expect different rates of mobility.

For example, the jobs available to those with work experience but who do not have a qualified tertiary paper can differ from those who possess similar level of education. Mobility can vary across these occupations, contributing to the mobility of individuals with working Organizational leaders in efforts to motivate and enable each person to work effectively with others to achieve organizational goals (Gwendolyn, 2002).

The educational background of a person may be a significant indicator of his or her intelligence, talents, and skill. Furthermore, in education the option of a specific major can reflect one's cognitive strength and personality (Holland, 1997). For example, it might be assumed that an individual educated in computer science has a cognitive disposition that is very different from an individual educated in marketing or advertising (Hambrick and Mason 2002). As with practical experience, discrepancies in educational context seem to be optimistic.

Effects on team results as they facilitate a broader range of cognitive abilities (Cohen and Bailey, (2001). Cohen and Levinthal (2000) contend that the organization's absorptive ability is likely to increase with variation in systems of information as expressed in various educational majors. Jehn and Bezrukova (2004) found that knowledge diversity, such as education and functional areas, was positively linked to actual success of the working group, although the relationship was mediated by conflict of tasks.

Similarly, Carpenter and Fredrickson (2001) recorded that, among top management teams, foreign experience and diverse educational background were positively linked to the global strategic positions of firms. However, educational history in teams may also have a negative effect on team success and social integration (Cohen and Bailey, 2001). Jackson, May, and Whitney (2005) discovered that variability in the level of education (undergraduate versus graduate) was correlated with intention of turnover. Broad differences in educational background resulted in an increase in task-related discussions among teams working (Jehn, Chatwick, and Thatcher, 2007).

Wiersema and Bird (2003) stated in a study of Japanese top management teams that disparities in university reputation were correlated with the turnover rates of the participants. In a more recent review, Knight *et al.,* (2009) found that educational diversity in top management teams was negatively linked to consensus decision-making. It seems that heterogeneous educational backgrounds appear to increase the degree of dissatisfaction and tension which can contribute to a decline in team social integration. In other words, diversity in educational backgrounds may have both benefits and drawbacks for organizational success for employees.

According to the results of Adler's Research Study (2005) on the impact of different recruitment policies on employee performance, it has been discovered that diversity can boost performance, and recruiting from a broader age and ethnicity gives the organization a greater pool of talent. Adler (2005) also found that increasing diversity extends the variety of viewpoints and ideas accessible to organizations in decision making, and that cultural diversity, educational, individual personality, and professional context can affect the extent and scope of use of knowledge.

Related research such as Carrell's 12-year analysis of diversity policies and initiatives, in her longitudinal study on 'Defining Organizational Diversity Systems and Activities in Organizations. A Longitudinal Study '(spring, 2006) found that 53 percent of respondents did not have a written policy or program that addressed the definition of employee diversity in their organization, whereas only 7 percent of the study respondents suggested that their organizations were considering implementing such a policy or program. The most commonly mentioned activities were recruiting (73 percent) and selection (59 percent) about the organizational practices that were included in the diversity initiative or policy for those organizations that had the diversity programme.

That demonstrates that the implementation of workforce diversity programs still has a long way to go. Carrel's (2006) empirical research analysis on 'Defining Workforce Diversity Policies and Activities in Organizations: A Longitudinal Study' reported the positive effects of diversity of the workforce than the negative effects. The positive effects of diversity of the workforce included organizational culture, creativity; consumer relationships; decision making and achievement of goals while the negative effects included cost of training, factionalism, competitiveness and turnover.

In another Runnymede Trust (2000) empirical research titled 'Race Equality Survey,' it was discovered that managers interpreted their strategy of equal opportunity differently from employee perspectives about what occurred in practice. Creegan *et al.,*(2003) studied the execution of an action plan for race equality, and found a substantial discrepancy between paper and practice.

2.5 Knowledge Gap

There is little existence on the relation between diversity of the workforce and effectiveness of leadership, particularly through workforce diversity constructs at the Kenya School of

Government (KSG), namely ethnicity, gender, age, and education. The perceived impact of diversity of the workforce on leadership effectiveness has received little or inadequate academic attention, particularly at the KSG, from the literature review.

The KSG's highly socialized society presents an unusual potential for a remarkable research on diversity in the workforce. Erasmus (2007) postulates that labor diversity is a forced integration that causes tension and confusion in the workforce because leadership is not qualified in the diversity management discipline and its concepts. As such, in most situations, human resource managers are not well prepared to effectively conduct diversity management, or to recognize factors that lead to effective diversity management and activities that can resolve workplace-related problems related to diversity.

A study by Kundu (2001) in his research on Cross Cultural Diversity Management concluded that organizations with high levels of well-managed diversity are successful in directing organizational cultures with new insights, innovative capabilities and the fresh ideas required to thrive. Despite several studies on diversity of the workforce, however, a gap still exists in evaluating the relationship between aspects of diversity of the workforce specifically in the Kenyan public sector. Research indicates that left unmanaged diversity in the workforce is more likely to harm productivity, increase turnover and create major contact and conflict issues within the company, Roberson *et al.* (2007). The goal of this study was to fill the information gaps found in previous studies by establishing the perceived effects of effectiveness of workforce diversity on leadership at KSG Nairobi, Kenya.

2.6 Conceptual framework

The conceptual framework of this study consisted of the independent variables of ethnicity, gender, age and education and the dependent variable of leadership effectiveness at KSG. The dominant direction of influence is illustrated by the direction of the pointed arrow where the independent variables directly influence the dependent variable of performance. These relationships are represented in Figure 2.2below.

Independent Variable   **Dependent variable**

Workforce Diversity
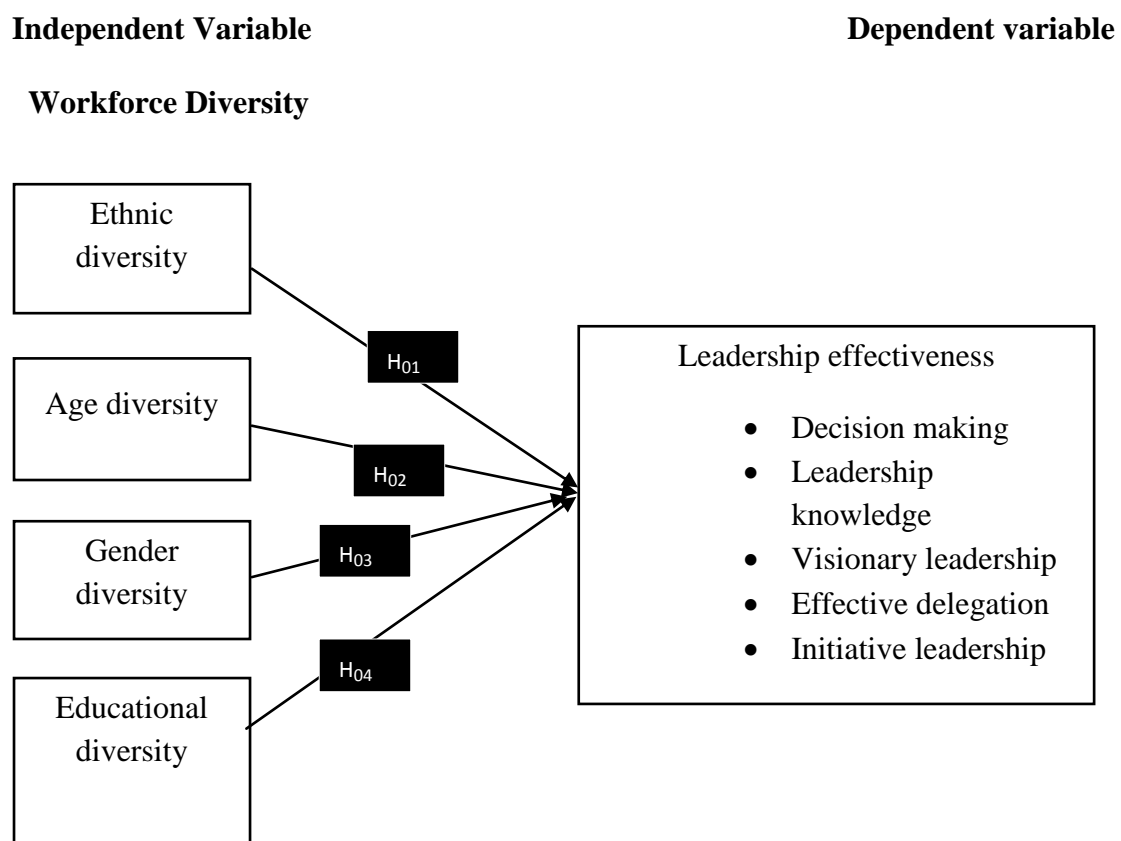
Figure 2. 2: Conceptual Framework

Source: Researcher 2020

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter entails: research design, target population, sample size and sampling procedure, data collection instruments, validity, data analysis techniques, assumptions, ethical issues, limitations and delimitations of the study.

3.1 Research Design

The study employed an explanatory design in order to ascertain and describe the workforce diversity approaches and the level of leadership effectiveness among employees of the Kenya School of Government (KSG). An explanatory study was undertaken to ascertain and explain the characteristics of the variables of interest in a situation according to Cavana, Delahaye, and Sekaran (2005). The purpose of an explanatory study is to provide the researcher with a profile to explain the relevant aspects of the phenomenon of interest from individual, organizational and industry-oriented perspectives.

3.2 Target Population

The total population of this study were 1945 employees of Kenya School of Government (HRM database, 2019). KSG were chosen because it represents the workforce diversity on leadership effectiveness in public sector in Kenya as a public sector organization in Kenya. According to Nation (1997), a population consists of all relevant cases in the experiment. A population is any group of individuals that have one or more common traits of interest to the researcher (Best & Kahn, 2003). The population may be all the individuals of a particular type or a more limited part of that group. Community refers to the whole population of

individuals, incidents or interesting items that the researcher wants to examine (Sekaran, 1992). The KSG was chosen because, leadership of the public sector is essential to the effectiveness of their performance (Mora & Ţiclau 2012). Adanri (2016) is of the view that the underdevelopment in Kenya is as a result of public sector inefficiency due to leadership ineffectiveness.

3.3 Sample Size

The study was carried out on a sample that acts as a complete representative of the target population. A sample of 320 employees of the Kenya School of Government was selected using the formula below because the population size is below 10,000. According to Mugenda and Mugenda (2003) the formula for calculating the sample will be applied. In this study the population is 1945 hence the formula of a population of 10,000 and below will be used.

Thus;

$n = n/(1+ n/N)$

Where; n = the desired sample size (when population is more than 10,000)

N = the estimate of the population size

$n = Z^2 p.q/ d^2$

Where: n - is the desired sample size when the target population is more the 10,000

Z -is the confidence level (95%); that is, Z=1.96

P - The proportion in the target population estimates to have characteristics being measured.

q (1-p) -is the proportion to total population

d- The level of statistical significance set. (0.05 level).

A proportion of 50% is assumed hence;

$n = (1.96)^2 (0.50) (0.50)/ (0.05)^2$

The desired sample size (n) is thus 384

Since n = 384

Substituting with the target population will give;

$384/ (1 + 384/1945) = 320$

This is because the total population is below 10,000.Then systematic sampling will be used to obtain the sample size of 320 purposively from the entire population. This was done by assigning a consecutive number from one (1) to N^{th} number where pre-specified size, is drawn independently. For example, the target population is 1945, in the study it was assigned a consecutive number from one (1) to 1945.

3.4 Sampling Design

In this study, the unit of analysis was the employees of Kenya School of Government in Nairobi, Kenya obtained from the human resource database records of 2019 (HR Database 2019). By preparing a list of all the population members and then each member is marked with a specific number for example, there are nth members, in the Kenya School of Government then they will be numbered from 1 to N). For the study all the employees working in the organization.(As mentioned above there are 1945 employees in the organization, HR Database, 2019). Then the study assigned a sequential number to each employee (1, 2, and 3…n).A sampling frame from which the study draws the simple random sample). The researcher used simple random sampling because it is considered the simplest, most convenient and bias free selection method. It enables every member of the population to have an equal and independent chance of being selected as respondents (Frankel, et al, 2000).

3.5 Sources of Data

3.5.1 Primary Sources of Data

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The primary data are originally collected. Primary sources of data came from the field by using questionnaires conducted by the researcher.

3.5.2 Secondary Sources

Secondary sources of data came from human resources payroll which helped to show the gender, age, education ethnicity which thus enhanced this study with the relevant information for analysis and onward study. In addition some data were also acquired from books, internet, newspapers and other sources of information. Secondary data are easily available and organized therefore analysis and interpretation using secondary data can easily be done. Secondary data may be either published or unpublished data (Kothari, 2008).

3.6Data Collection Instruments

For this study questionnaires were used and it consisted of two sections. The first section requested for general or personal information on the respondents' gender, age, marital status, tenure, and number of years working in the organization. The second section of the questionnaire comprised of the the likert scale (Campion, I988). Respondents were requested to indicate their degree of agreement or disagreement for each item in the questionnaire using five-Point Likert-type scale as given below: 1=Strongly Disagree2=Disagree 3=Not Sure 4=Agree and 5 = Strongly Agree.

3.7 Validity and Reliability of the Research Instruments

According to Patton (2002) Validity refers to proposition or measures to the degree to which they conform to establish knowledge or truth. It is the extent to which an instrument asks the right questions in terms of accuracy and it's the degree to which the results obtained from the analysis of the data actually represent the phenomenon under study. In this research project, validity was achieved by getting access to information that is consistent and relevant to the research. Articles were taken from various scientific journals of well-known professors and researchers that have taken an active interest in the subject. Also, specialists who command respect in the field of study were considered respondents. The sample size was randomly selected and the information collected by the researcher through questionnaires analyzed and compared to that of written literature sources making the results reliable.

Reliability on the other hand is a measure of the degree to which the research instruments yield consistent results or data after repeated trials (Neuman, 2000). The pilot study helped in getting information from the selected few respondents who were given approximately two (2) weeks to complete the questionnaires of which this response was not included in the main study. The researcher personally collected the questionnaires from the respondents. The reliability was -tested using the Cronbach alpha in which an alpha value of more than 0.7 indicates sufficient reliability (Leedy, 2000).

3.7.1 Measurements of Variables

Study variables were operationalized and measured using already established study items from existing literature and where necessary, adaptations were made to fit the uniqueness of the study by making them context-specific.

3.7.2 Measurements for the dependent and Independent Variables

In this research study workforce diversity which is the independent variable (IV) was measured by the workforce diversity scale by (Mor Barak 2011) which comprises of 16 items while leadership effectiveness which is the dependent variable (DV) was measured by the leadership effectiveness scale by Cicero *et al.,* (2010) which comprises of seven items was adopted as an appropriate measure (Mor Barak 2011). This helped to indicate the level of significance between the variable which thus showed that the project was viable.

3.8 Data Analysis and Presentation

3.8.1 Descriptive statistics

Descriptive analysis was used to describe the demographic profile of the target respondents inform of frequencies, percentages, tables, central tendencies e.g. mean and standard deviation. The demographic profiles consisted of the level of experience, education attained, gender, and age of the respondents. According to Leary (2004), descriptive statistics are used to summarize and describe the behavior of participants in a study. It is a method of data collection to test theories or answer questions relating to the current status of the subjects in the study. Its purposes to determine and report the way things are e.g. behavior attitudes, values, characteristics.

Using Indices   that describe a given sample e.g. measures of central tendency mean, mode, median) measures of dispersion (range , standard deviation, Variance, percentages, frequency and relationships to report on the respondents' demographic factors such as gender, age, marital status, tenure, number of years worked in the current organization, as well as to describe their levels of workforce diversity and leadership effectiveness.

Descriptive statistics like means, frequencies and percentages were used as well as inferential Statistics.

3.8.2 Factor analysis

Factor analysis was done for this study so as to identify the latent variables in the data constructs and to prepare it for regression (Idinga, 2015).

3.8.3 Correlation analysis

Correlation analysis for this study was done to establish whether there was an association between variables of interest.

3.8.4 Regression analysis

Linear regression technique was used to show the amount of variations explained by the independent variables on the dependent variable through the coefficient of determination (R^2). Hypothesis testing was done using a linear regression analysis.

3.8.5 Testing of hypothesis

In order to achieve objectives 1, 2, 3, and 4, linear regression model was tested for purposes of $H_01, H_02, H_03, and H_04.$ The effects were statistically processed using the specified linear equation (1) to (4) as shown below;

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \mu$

Where:

β_0 is the constant intercept,

β_1 measures change in Y with respect to X_1 holding other factors constant,

β_2 measures the change in Y with respect to X_2 holding other factors constant,

β_3 measures the change in Y with respect to X_3 holding other factors constant,

β_4 measures the change in Y with respect to X_4 holding other factors constant,

μ represent the error term.

Where in this context

X_1 represents ethnic diversity,

X_2 represents gender diversity,

X_3 represents age diversity,

X_4 represents educational diversity,

Y represents leadership effectiveness.

3.9 Assumptions of regression model

Most statistical tests rely upon certain assumptions about the variables used in the analysis. The findings cannot be trustworthy if these expectations are not met, resulting in a Type I or Type II error, or an over- or mis-estimation of the importance or effect size(s). As Pedhazur (1997) states, "Knowledge and understanding of circumstances where violations of assumptions lead to significant prejudices and are of little consequence are necessary for effective analysis of data." These assumptions are explained as follows:

3.9.1 Normality

Saunders *et al.,* (2007) extends that normality test is used to determine whether the data sets are normally distributed. Normality holds that the distribution of the test is bell-shaped with 0 (zero) mean, with 1 (one) standard deviation and a symmetric bell-shaped curve. The residuals of the variables are usually considered to be distributed. In other words, the errors in the value prediction Y (the dependent variable) are distributed in a way that follows the

normal curve. The assumption of normality was particularly important when constructing reference intervals for variables and it is difficult to draw accurate and reliable conclusions on fact when this assumption does not hold (Ghasemi & Zahediasl, 2012).

This research used the Kolmogorov-Smirnov test to assess normality. The Kolmogorov Smirnov (K-S) checks the hypothesis that the sample data are taken from a regular population. It checks the null hypothesis that the data comes from a normally distributed population, and the alternative hypothesis that the data comes from a non-normally distributed population. If the results of the test are significant that is $p<0.05$ then rejecting the null hypothesis means rejecting the assumption of normality for the distribution (Field, 2009).

3.9.2 Linearity

This was checked using SPSS Statistics to construct a scatter plot where the researcher plotted the dependent variable against the independent variable and then visually examined the scatter plot to check for linearity. If the relationship shown in the scatter plot isn't linear, the data was transformed. The t-Test was also used to evaluate whether or not there is any important linear relationship between the independent and dependent variables (Kothari & Garg, 2014). The decision about the null hypothesis in a two-tailed test was taken by comparing the computed value and critical value of t distribution. The decision criteria was that the null hypothesis is rejected at α x 100% level of significance when the computed value and critical value is lower than $-t\alpha/2$ or larger than $t\alpha/2$. Rejecting a null hypothesis means there is a significant linear relationship between the variables (Kothari & Garg, 2014).

3.9.3 Multicollinearity

Multicollinearity refers to the relationship between two or more exogenous variables, where the independent variables demonstrate little correlation with other independent variables Hair Jr et al. (2010). Multicollinearity was dealt with by first establishing the inter-correlations between the independent variables and those correlations of 0.9 and higher was seen as good candidates for deletion (Tabachnick *et al.,* 2002). Multicollinearity problem occurs when the independent variables are highly correlated to each other (Hair Jr et al., 2010). Therefore, when two or more variables are highly related, it means they contain unnecessary information. For this study multicollinearity was tested statistically by use of the VIF (Variance Inflation Factor) was conducted. The VIF for a predictor indicates whether there is a strong linear association between itself and all the remaining predictors. VIF is a reciprocal of the tolerance. Larger VIF greater than 10 was indicative of Multicollinearity (Stevens 2002). However, the most reliable statistical test of multicollinearity is examination of tolerance and Variance Inflation Factor (VIF) with the thresholds of more than 0.1 and VIF of 10 (Hairr *et al.,* 2010). multicollinearity was tested through the examination of tolerance and VIF using regression results provided by the SPSS collinearity diagnostics result.

3.9.4 Homoscedasticity

In this study homoscedasticity was minimized or eliminated where possible by ensuring that the data used in hypothesis testing is approximately normal and is accurately transformed and that the right functional forms of regression model are selected and variables presented by scatter plot diagrams of the dependent variable (DV) will widen or narrow as the value of the independent variable (IV) increases. The inverse of

heteroscedasticity is homoscedasticity which indicates that a DV's variability is equal across values of an IV. At each level of the predictor variables(s), the variance of the residual terms should be constant.

This was being tested using qq plots (Schutzenmeister, *et al.,* 2012). A Q–Q (quantile-quantile) plot is a type of graphical probability plot applicable in testing heteroscedasticity besides the test for normality. The researcher observed the spread location and in case the plot shows that the residuals are spread equally along with the ranges of predictors, then this will indicate that the data will be deduced to be homoscedastic. However if data is found to be spread unequally along with the range of the predictors, then it will heteroscedastic and thus will be subjected to transformation using methods like logs and or Z scores.

3.10 Ethical considerations

The study was undertaken bearing in mind all the ethical concerns and attempted to uphold them. Permission to carry out the research was sought from the relevant authorities and participants. Confidentiality, anonymity and the researcher's responsibility was maintained (Hair J.F., *et al*, 2013).The privacy of the participants was assured by not identifying the individual responses and keeping the questionnaires and data under lock and key accessed by the researcher alone. There was no harm to the respondents because the study was not practical in nature. To avoid deception the researcher identified himself with the respondents by sharing his contact details in case of any queries. Also clarity was provided on the nature of the research and procedures, and they were allowed to ask questions before, during and at the end of the study. No one was coerced to respond and the respondents were also guaranteed protection through anonymity and by keeping the information given confidential and if there was going to be need for disclosure their consent was sought. All the respondents were treated with respect and equality.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter provides the empirical results of the research data analysis and the corresponding interpretations. In the first section of this chapter, the response rate is presented. This is followed by demographic data, describing the characteristics of individual respondents. The third section addresses factor analysis results together with scale reliabilities. The fourth section presents the descriptive statistics of the respondents in line with the measurement tool. The fifth section presents the results of the hypothesis testing.

4.2 Response Rate

Response rate also known as completion rate in research refers to the number of respondents who answered the research divided by the sample size. Babbie (2007) posits that a research response rate is viewed as an important indicator of research quality and it is presumed that a higher response rate ensures more accurate research results. The study distributed 320 questionnaires to employees of Kenya school of government. Out of which 310 were returned. However, of the 310 returned, a total of 300 were reasonably and adequately completed representing approximately 93.75% response rate (Table 4.1). This response rate falls within the confines of a large sample (n ≥ 30). Additionally, the response rate was deemed satisfactory as suggested by Babbie (2007) who recommends that a response rate of 60% is good,70% is very good, and 80% and above is excellent, as a rule of thumb threshold for responses.

Table 4. 1: Response Rate of Questionnaires

Responses	Number	Percentages
Administered questionnaires	320	100%
Returned	310	96.88%
Usable questionnaires (response rate)	300	93.75%

Source: Research Data (2020)

4.3 Profile of the Respondents

The demographic characteristics sought from the respondents included; gender, ethnic group, age, education level, leadership responsibility and job experience. The demographic information or characteristics concerning the unit under investigation gives the researcher a glimpse into other factors other than the main factors which are or might be acting as confounders in a given phenomenon and which might determine the direction of the relationship between the main factors under investigation. The findings on the demographic characteristics were presented in Table 4.2.

According to the study as in Table 4.2 shows that 54% of the respondents are male while 46% are female. The results indicate that male are more than female employee's thus male employees comprise the majority. This means male employees are leading in commanding leadership effectiveness and workforce diversity.Regarding the education level of the employees, the majority (57%) have an undergraduate degree followed by those with a Master's degree (33%). while the least have a post-doctoral degree (2%). The diverse educational level of the employees provides a means of obtaining diverse set of leadership effectiveness.

Also from the findings, 29% of the respondents are coordinators, 25% are directors, 21% heads of departments while 7% are director generals. Finally, most of the employees have a job experience of 11 to 15years while the least are those with over 20 years of experience.

It is evident that the employees possess the requisite skills to perform their duties effectively. As such, the employees' job experience is part of the organisations' human capital that steers workforce diversity and leadership effectiveness.

Table 4. 2: Demographic Profile of Respondents

		Frequency	Percent
Gender	Male	162	54
	Female	138	46
	Total	300	100
Ethnic group	Kenyan	288	96
	Non-Kenyan	12	4
	Total	300	100
Age bracket	Below 30 yrs	60	20
	31-40 yrs	114	38
	41-50 yrs	81	27
	51- 60 yrs	30	10
	Above 60 yrs	15	5
	Total	300	100
Education	Doctorate degree	24	8
	Post-doctoral degree	6	2
	Master's degree	99	33
	Undergraduate Others	171	57
	Total	300	100
Leadership responsibility	Coordinator	87	29
	Head of department	63	21
	Manager	54	18
	Director	75	25
	Director general Others	21	7
	Total	300	100
Job experience	5 years or less	69	23
	6 -10 years	105	35
	11 -15 years	81	27
	16- 20 years	30	10
	Over 20 years	15	5
	Total	300	100

Source: Research Data (2020)

4.4 Descriptive statistics

4.4.1 Ethnic diversity

Ethnic diversity is one of the most relevant and salient dimensions of workforce heterogeneity (Hoogendoorn and van Praag, 2012). It is in this regard that the study sought to establish the effect of ethnic diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. The findings are as highlighted in Table 4.3. Basing on the findings in the table, the employees were not sure if their job gives them a feeling of other communities (mean = 3.157, SD = 1.362).In the same way, they were not sure if their job involves inter-ethnic work environment (mean = 3.211, SD = 1.489). Furthermore, they were uncertain if their job provides opportunities for advancement across cultures (mean = 2.693, SD = 1.163). In addition, it is unclear if their job has the ability to influence organizational decisions through differences (mean = 2.687, SD = 1.348). However, it was confirmed that the employees do not work on ethnic related skills while performing their job (mean = 2.464, SD = 1.382). Overall, the findings on ethnic diversity summed up to a mean of 2.8424, standard deviation of 0.530, skewness -1.071 and kurtosis -1.113. The implication is that ethnic diversity is lowly evidenced in the employees' workplace. Specifically, there are gaps with respect to opportunities for advancement across cultures, ability to influence organizational differences through differences and involvement in inter-ethnic work environment.

Table 4. 3: Ethnic Diversity

	N	Mean	Std. Dev	Skewness	Kurtosis
My job gives me a feeling of other communities	300	3.157	1.362	-0.084	-1.215
My job provides opportunities for advancement across cultures	300	2.693	1.163	0.178	-0.712
My job involves inter-ethnic work environment	300	3.211	1.489	-0.178	-1.417
While performing my job I work on ethnic related skills	300	2.464	1.382	0.543	-0.978
My job has the ability to influence organizational decisions through differences	300	2.687	1.348	0.227	-1.113
Ethnic diversity	**300**	**2.8424**	**0.530**	**-1.071**	**0.478**

4.4.2 Gender Diversity

Gender diversity has been associated with an improvement in the quality of the leadership and top-level management. It is in this regard that the study sought to establish the effect of gender diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. The findings are illustrated in table 4.4. Based on the results, the respondents are not sure if their job provides the opportunity for gender empowerment (mean = 3.361, SD = 1.349). In the same way, they are not certain if several people are gender empowered by the job they do (mean = 3.361, SD = 1.145). Furthermore, it was unclear whether what they do is of little significance and consequence to the other gender (mean = 3.139, SD = 1.348). Moreover, there is doubt if the job is free from gender discrimination (mean = 3.012, SD = 1.326). As well, it is undefined if the job provides opportunity for affirmative action (mean = 3.066, SD = 1.246). Generally, the findings on gender diversity summed up to a mean of 3.187, standard deviation of 0.475, skewness -

0.081 and kurtosis -0.097. The implication is that there are gaps with respect to opportunities for gender empowerment, opportunities for affirmative action and if actions undertaken at the workplace are of significance to the other gender.

Table 4. 4: Gender Diversity

	N	Mean	Std. Deviation	Skewness	Kurtosis
My job provides the opportunity for gender empowerment	300	3.361	1.349	-0.413	-0.973
What I do is of little significance and consequence to the other gender	300	3.139	1.348	-0.180	-1.005
My job is free from gender discrimination	300	3.012	1.326	-0.165	-0.940
Many people are gender empowered by the job I do.	300	3.361	1.145	-0.329	-0.901
The job provides opportunity for affirmative action	300	3.066	1.246	-0.279	
Gender Diversity	**300**	**3.187**	**0.475**	**-0.081**	**-0.097**

4.4.3 Age diversity

Darwin (2014) stipulated that age diversity is a vital and strategic capability that adds value to the firm especially in the face of competition. As such, the study deemed it necessary to establish the effect of age diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. Basing on the findings in table 4.5, it was unclear if the job they do involves employees of all ages (mean = 3.289, SD = 1.275). As well, there is doubt if the tasks they do on their job are age friendly (mean = 3.108, SD = 1.201). Similarly, it is uncertain if their job requires them to interact with people of all ages (mean = 2.952, SD = 1.245). Moreover, it was undefined if they use a number of complex age skill on the job (mean = 3.000, SD = 1.221). Overall, the items on age diversity summed up to a mean of 3.087, standard deviation 0.470, skewness -0.573 and kurtosis -0.097.The findings suggest that there are gaps with respect to involvement of employees of all ages at the

workplace, job interaction with people of all ages, utilization of complex age skills on the job and if their job is age friendly.

Table 4. 5: Age Diversity

	N	Mean	Std. Deviation	Skewness	Kurtosis
The job I do involves employees of all ages	300	3.289	1.275	-0.452	-0.973
The tasks I do on my job are age friendly	300	3.108	1.201	0.001	-1.005
My job requires me to interact with people of all ages	300	2.952	1.245	0.054	-0.940
I use a number of complex age skills on this job	300	3.000	1.221	0.101	-0.901
Age Diversity	**300**	**3.087**	**0.470**	**-0.573**	**-0.097**

4.4.4 Education Diversity

This section of the analysis highlights the results on education diversity. Basing on the findings in table 4.6, it was unclear whether the job requires more skills (mean = 2.880, SD = 1.278), variety of skills (mean = 2.855, SD = 1.280), significant skills to undertake (mean = 3.175, SD = 1.270), higher level of education (mean = 3.108, SD = 1.211) and if the job provides skill feedback (mean = 3.223, SD = 1.114). Overall, the findings on education diversity summed up to a mean of 3.048, standard deviation of 0.559, skewness -0.440 and kurtosis -0.672.

Table 4. 6: Education Diversity

	N	Mean	Std. Deviation	Skewness	Kurtosis
My job requires more skills	300	2.880	1.278	0.228	-1.026
My job requires variety of skills	300	2.855	1.280	0.239	-0.981
My job requires significant skills to undertake	300	3.175	1.270	-0.154	-1.038
My job requires higher level of education	300	3.108	1.211	-0.148	-0.971
My job provides skill feedback	300	3.223	1.114	-0.372	-0.614
Education Diversity	**300**	**3.048**	**0.559**	**-0.440**	**-0.672**

4.4.5 Leadership Effectiveness

This section of the analysis highlights the findings on leadership effectiveness. As shown in table 4.7, the respondents confirmed that their manager creates a comfortable working environment for all types of people (mean = 3.536, SD = 1.168). Also, their job has great leadership knowledge (mean = 3.458, SD = 1.273). Moreover, their job has a vision for the future (mean = 3.446, SD = 1.183) and has delegation skills (mean = 4.187, SD = 0.693). In addition, the manager focuses on continuous learning about diversity (mean = 3.536, SD = 1.168). Furthermore, their boss thinks diversity initiatives are a waste of time. However, it is unclear if their leader has participative decision-making style (mean = 3.145, SD = 1.108). Overall, the items on leadership effectiveness summed up to a mean of 3.538, standard deviation of 0.527, skewness -0.386 and kurtosis -0.575.

Table 4. 7: Leadership Effectiveness

	N	Mean	Std. Deviation	Skewness	Kurtosis
My leader has participative decision-making style	300	3.145	1.108	-0.101	-0.596
My manager creates a comfortable working environment for all types of people.	300	3.536	1.168	-0.596	-0.348
My job has great leadership Knowledge	300	3.458	1.273	-0.610	-0.616
My job has a vision for the future	300	3.446	1.183	-0.413	-0.589
My job has delegation skills	300	4.187	0.693	-0.820	2.002
My manager focuses on continuous learning about diversity	300	3.536	1.168	-0.596	-0.348
My boss thinks diversity initiatives are a waste of time	300	3.458	1.273	-0.610	-0.616
Leadership effectiveness	**300**	**3.538**	**0.527**	**-0.386**	**-0.575**

4.5 Factor Analysis for Study Variables

In order for this study to explain the underlying dimensions and reduce data of workforce diversity and leadership effectiveness variables, a factor analysis was performed based on the recommendations of Hair *et al.* (2007). Exploratory Factor Analysis (EFA) was carried out to confirm the constructs underlying the data. Before the test was done for each scale, three conditions were ascertained to ensure they were not violated. First, sample adequacy was required therefore each scale's sample adequacy was tested using Kaiser-Meyer- Olkin (KMO). KMO of sampling adequacy value was calculated to predict if the data would likely factor well and if the sample was adequate for factor analysis. According to Hair *et al.* (2006) values >0.5 are considered adequate for good factor analysis. The results revealed that all scales had values greater than the recommended 0.5 and therefore satisfied the KMO threshold (Table 4.8).

Secondly, Bartlett's test of sphericity was used to test the hypothesis that the value in the correlation matrix is zero, indicating that there existed a correlation between variables. This was done by converting the determinant of the matrix of the sum of products and cross products into a chi square statistic and then testing for its significance. Hair *et al.* (2007) posit that p-value <0.05 are indications that there exists a correlation and satisfies the conditions required for factorability. From the Table 4.3, Bartlett's Test of Sphericity produced a significant Chi-Square (χ^2) of 3175.769(ρ<0.05) and Kaiser − Meyer - Olkin measure of sampling adequacy was 0.924 above the acceptable value of 0.50 (Field, 2005), showing that it was appropriate to subject data for factor analysis.

Table 4. 8: KMO

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.924
Bartlett's Test of Sphericity	Approx. Chi-Square	3175.769
	Df	435
	Sig.	0

4.5.1 Total Variance Explained

The EFA extracted 5 factors with an Eigen value of 12.737,2.029,1.832,1.236 and 1.207 respectively which is above the accepted value of 1 (Yong & Pearce, 2013) and cumulative extracted variance of 42.458%, 6.765%,6.106%,4.119% and 4.025% respectively. Thus, the items were appropriate to explain the variable.

Table 4. 9: Total Variance Explained

Total Variance Explained			
Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	12.737	42.458	42.458
2	2.029	6.765	49.222
3	1.832	6.106	55.328
4	1.236	4.119	59.447
5	1.207	4.025	63.472

4.5.2 Principal Component Analysis

According to Floyd and Widman (1995) Items with loading greater than .40 are considered to be substantial and important. Similarly, Hair et al (1998) suggest factor loading with score .50 and greater as very significant. The factor analysis results for the study variables are presented in Table 4.10. The results depicted that the high factor loading scores showed that all the items for ethnic diversity were retained for further analysis. In addition, the high factor loading scores showed that all the items for gender diversity were all above the minimum recommended value of 0.50 (Hair *et al.,* 2014). Moreover, the high factor loading scores showed that the items explained age diversity. Also, the high factor loading scores

showed that all the items for education diversitywere retained for further analysis. Finally,

all the items for leadership effectiveness were retained for further analysis.

Table 4. 10: Principal Component Analysis

	1	2	3	4	5
Ethnic Diversity					
ED1	0.513				
ED2	0.562				
ED3	0.52				
ED4	0.626				
ED5	0.643				
Gender Diversity					
GD1		0.586			
GD2		0.69			
GD3		0.661			
GD4		0.665			
GD5		0.706			
Age Diversity					
AD1			0.735		
AD2			0.801		
AD3			0.767		
AD4			0.796		
AD5					
Educational Diversity					
ED1				0.763	
ED2				0.788	
ED3				0.574	
ED4				0.737	
ED5				0.69	
Leadership Effectiveness					
LE1					0.66
LE2					0.63
LE3					0.675
LE4					0.57
LE5					0.699
LE6					0.644
LE7					0.652

Extraction Method: Principal Component Analysis.

4.6 Scale Reliability for the Study Constructs

A reliability test for all the measures was examined based on Cronbach's Alpha to determine internal consistency. It has been suggested that coefficients of 0.70 or higher are acceptable, although coefficients of 0.90 or above indicate good reliability (Nunnally and Bernstein, 1994). Since all the Cronbach's Alpha values of the study variables exceeded the 0.7 lower level of acceptability (Sekeran, 1992), they were considered adequate for confirming a satisfactory level of reliability in research (Hair *et al*., 2007). Table 4.11 presents alpha coefficient for each variable.

Table 4. 11: Coefficient of Cronbach's alpha

Study Variables	Number of items	Cronbach's Alpha coefficient α
Leadership effectiveness	6	0.703
Ethnic diversity	8	0.725
Gender diversity	7	0.869
Age diversity	4	0.767
Education diversity	5	0.924

Source: Research Data (2020)

4.7 Tests for regression assumptions

4.7.1 Normality

The multiple linear regression analysis requires that the errors between observed and predicted values (that is, the residuals of the regression) should be normally distributed. This assumption may be checked by looking at a histogram or a Q-Q plot. Normality can also be checked with a goodness of fit test (that is, the Kolmogorov-Smirnov test or Shapiro-Wilk test), though this test must be conducted on the residuals themselves. The findings in Table 4.12 revealed that all the residuals show normal distribution hence the variables do not violate the normality assumption.

Table 4. 12: Test for Normality

	N	Mean	Std. Deviation	Skewness	Kurtosis
Ethnic diversity	300	4.481	0.530	-1.071	0.478
Gender diversity	300	4.253	0.475	-0.081	-0.887
Age diversity	300	4.344	0.470	-0.573	-0.097
Education Strategy	300	4.217	0.559	-0.440	-0.672
leadership effectiveness	300	4.306	0.527	-0.386	-0.575

Source: Research Data (2020)

4.7.2 Multicollinearity

Multicollinearity occurs when the independent variables are too highly correlated with each other. Multicollinearity may be checked multiple ways: Correlation matrix- when computing a matrix of Pearson's bivariate correlations among all independent variables, the magnitude of the correlation coefficients should be less than 0.80 in order to have no multicollinearity; Variance Inflation Factor (VIF) - the VIFs of the linear regression indicate the degree that the variances in the regression estimates are increased due to multicollinearity. VIF values higher than 10 indicate that multicollinearity is a problem. In addition, tolerance values of less than 0.1 indicate the presence of multicollinearity. The findings in Table 4.13 revealed that the VIF values for all the independent variables were below 10. This means that for all the independent variables, there was no presence of multicollinearity.

Table 4. 13: Multicollinearity

	Collinearity Statistics	
	Tolerance	VIF
Ethnic diversity	0.44	2.27
Gender diversity	0.35	2.85
Age diversity	0.49	2.06
Education diversity	0.63	1.60

a Dependent Variable: leadership effectiveness
Source: Research Data (2020)

4.7.3 Test for Homoscedasticity

Homoscedasticity was measured by Levene's test. This test examines whether or not the variance between independent and dependent variables is equal. The Levene's statistic for equality of variances was used to test for the assumption of homoscedasticity. Violation of homoscedasticity of variance is confirmed if the Levene's test statistic is found to be significant (alpha level of 0.05).as shown in the table 4.27. If the Levene's Test for Equality of Variances is statistically significant α= .05 this indicates that the group variances are unequal. It is a check as to whether the spread of the scores in the variables are approximately the same. The findings in Table 4.14 revealed that basing on Levene statistic, homoscedasticity is not a problem for all the variables, p-value > .05. This essentially means that there is a linear relationship and there is no need to have a non-linear data transformation or quadratic term to fix. The assumptions of homoscedasticity of variance in this study was therefore supported.

Table 4. 14: Test for Homoscedasticity

	Levene Statistic	df1	df2	Sig.
Leadership effectiveness	0.381	1	335	0.101
Ethnic diversity	1.951	1	335	0.163
Gender diversity	0.139	1	335	0.709
Age diversity	0.162	1	335	0.688
Education diversity	0.06	1	335	0.807

Source: Research Data (2019)
4.7.4 Correlation Analysis of study variables

The Pearson Correlation coefficient is used to measure the relationships between the variables. Thus, the study sought to establish the nature of the relationships existing between the independent variables and the dependent variable by examining the correlation coefficients. Consequently, a correlation analysis of the independent factors (ethnic

diversity, gender diversity, age diversity and education diversity) and the dependent factor (leadership effectiveness) was conducted and the findings were summarized and presented in Table 4.15.

From the findings in Table 4.15, the relationship between ethnic diversity and leadership effectiveness was found to be positive and significant, $\rho = 0.780$, p-value $= 0.000$. Furthermore, the relationship between gender diversity and leadership effectiveness was found to be positive and significant, $\rho = 0.719$, p-value $= 0.000$. Furthermore, the findings also showed that the relationship between age diversity and leadership effectiveness is positive and significant, $\rho = 0.658$, p-value $= 0.000$. Finally, the relationship between education diversity and leadership effectiveness was found to be positive and significant, $\rho = 0.666$, p-value $= 0.000$. Finally, the inter-factor relationships showed that there were significant and positive relationships.

Table 4. 15: Correlation Analysis

		Leadership Effectiveness	Ethnic Diversity	Gender Diversity	Age Diversity	Education Diversity
Leadership effectiveness	Pearson Correlation	1				
Ethnic Diversity	Pearson Correlation	.780**	1			
Gender Diversity	Pearson Correlation	.719**	.759**	1		
Age Diversity	Pearson Correlation	.658**	.530**	.521**	1	
Education Diversity	Pearson Correlation	.666**	.650**	.499**	.621**	1

** Correlation is significant at the 0.01 level (2-tailed).
Source: Research Data (2020)

4.8 Regression Analysis of the study variables

4.8.1 Model Summary

Table 4.16 illustrates the model summary of multiple regression model. The results in the table showed that all the four predictors (ethnic diversity, gender diversity, age diversity and education diversity) explained 72.2 percent variation of leadership effectiveness (R squared=0.722).

Table 4. 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.849a	0.722	0.715	0.26981	1.931

a Predictors: (Constant), Education Strategy, Gender diversity, Age diversity, ethnic diversity

b Dependent Variable: leadership effectiveness

Source: Research Data (2020)

4.8.2 ANOVA Model

The research finding in Table 4.17 illustrates the results on the ANOVA model. From the results, the above-discussed coefficient of determination was significant as evidenced in F ratio of 104.32 with p value 0.000 <0.05 (level of significance). Therefore, the model was fit to predict leadership effectiveness using ethnic diversity, gender diversity, age diversity and education diversity.

Table 4. 17: ANOVA Model

	Sum of Squares	df	Mean Square	F	Sig.
Regression	30.376	4	7.594	104.32	.000b
Residual	11.72	161	0.073		
Total	42.096	165			

a Dependent Variable: leadership effectiveness

b Predictors: (Constant), Education diversity, Gender diversity, Age diversity, ethnic diversity

4.8.3 Test of Hypotheses

Hypothesis oneHo$_1$: Relationship between Ethnic diversity and leadership effectiveness

The first hypothesis of the study stated that ethnic diversity has no significant effect on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. However, findings in table 4.18 showed that ethnic diversity had coefficients of estimate which was significant basing on $\beta_1 = 0.375$ (p-value = 0.000 which is less than $\alpha = 0.05$) thus we reject the null hypothesis and conclude that there is a statistically significant relationship between ethnic diversity and leadership effectiveness. This suggests that there is up to 0.375-unit increase in leadership effectiveness for each unit increase in ethnic diversity. Also, the effect of ethnic diversity is more than the effect attributed to the error, this is indicated by the t-test value = 5.145.

Hypothesis twoHo$_2$: Relationship between Gender diversity and leadership effectiveness

The second hypothesis stated that gender diversity has no significant effect on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. Nonetheless, the study findings showed that gender diversity has a positive and significant effect on leadership effectiveness basing on $\beta_2 = 0.230$ (p-value = 0.001 which is less than α

= 0.05) implying gender diversity results in increased leadership effectiveness. The null hypothesis is therefore rejected. Furthermore, the effect of gender diversity was stated by the t-test value = 3.507 which implies that the standard error associated with the parameter is less than the effect of the parameter.

Hypothesis threeHo₃: Relationship between Age diversity and leadership effectiveness

The third hypothesis of the study stated that age diversity has no significant effect on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. However, the study findings showed that age diversity had coefficients of estimate which was significant basing on β_3= 0.241 (p-value = 0.000 which is less than α = 0.05) implying that we reject the null hypothesis stating that age diversity has no significant effect on leadership effectiveness. The implication is that there is up to 0.241-unit increase in leadership effectiveness for each unit increase in age diversity. Furthermore, the effect of age diversity was stated by the t-test value = 4.312 which implies that the standard error associated with the parameter is more than the effect of the parameter.

Hypothesis fourHo₄: Relationship between Education diversity and leadership effectiveness

The fourth hypothesis of the study stated education diversity has no significant effect on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. This was however refuted since education diversity has a positive and significant effect on leadership effectiveness basing on β_4 = 0.158 (p-value = 0.01 which is less than α = 0.05) thus we fail to accept the hypothesis and conclude that education diversity has a significant effect on leadership effectiveness. This suggests that there is up to 0.158-unit increase in leadership effectiveness, for each unit increase in education diversity. The effect of

education diversity is twice the effect attributed to the error; this is indicated by the t-test value = 2.602.

Table 4. 18: Test of Hypotheses

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	0.665	0.195		3.410	0.001		
Ethnic diversity	0.256	0.050	0.375	5.145	0.000	0.326	3.067
Gender diversity	0.170	0.049	0.230	3.507	0.001	0.401	2.492
Age Diversity	0.245	0.057	0.241	4.312	0.000	0.555	1.802
Education diversity	0.160	0.062	0.158	2.602	0.010	0.467	2.140

a Dependent Variable: leadership effectiveness
Source: Research Data (2020)

4.9 Discussion of the Results

4.9.1 Effect of Ethnic Diversity on Leadership Effectiveness

There is a statistically significant relationship between ethnic diversity and leadership effectiveness ($\beta_1 = 0.375$, $p < 0.05$). Consistent with the results, Darwin (2014) elucidated that ethnic diversity positively influences organizational performance as it creates a pool of skills sets and learning opportunities that the firm can capitalize on. Similarly, Rasul & Rogger, (2015) confirmed that ethnic diversity makes it possible for firms to match individuals from different ethnic backgrounds in tasks they are most competent. Further support to the study findings is by Ostergaard *et al.,* (2011) who elucidated that ethnic diversity increases creativity and innovativeness in the firm by expanding the perspectives and viewpoints in the firm hence effective leadership. As well, Hoogendoorn and van Praag (2012) postulated that ethnic diversity coincides with information sets, abilities and skills set that affect leadership effectiveness. Finally, the findings are in line with that of Delarue, et al., (2008) which indicated that ethnically diverse teams are capable of increasing both team

and organizational performance by facilitating self-leadership, job commitment, and the motivation of individual employees. In a nutshell, the findings are in line with that of the extant literature which suggest that ethnic diversity enhances leadership effectiveness.

4.9.2 Effect of Gender Diversity on Leadership Effectiveness

Gender diversity had a positive and significant effect on leadership effectiveness ($\beta_2 = 0.230$, $p < 0.05$). The findings conform with that of Chin (2013) which reported that firms with gender diversity tended to exhibit leadership effectiveness and abnormal returns. In a similar vein, Van Knippenberg *et al.,* (2014) confirm that gender diversity in top leadership improves the quality of the leadership and top-level management. The findings are also in tally with that of Van Knippenberg, *et al.,* (2014) which postulated that gender diversity improves the quality of organizational leadership thereby resulting in effective strategy formulation and decision-making key processes. Further support to the study findings is by Nakagwa (2015) which found that gender diversity brings about more innovativeness in the workplace and leadership effectiveness. Similarly, Dezo and Ross (2012) confirmed that gender diversity brings about a more interactive leadership with emphasis on goal attainment.

4.9.3 Effect of Age Diversity on Leadership Effectiveness

Age diversity had a positive and significant effect on leadership effectiveness ($\beta_3 = 0.241$, $p < 0.05$). Consistent with the results, Rietzchel & Zacher, (2015) found a positive relationship between age diversity and creativity, innovativeness in ideas and leadership effectiveness. Also, the findings are in tally with a study by Simons and Rowland (2011) which established that age diversity produces different perspectives, knowledge and skills that enhance creativity and innovativeness in leadership. In the same way, Gupta (2013) asserted that age diversity brings about innovativeness in the organization as well as

leadership effectiveness. Similarly, Zaidi, et al, (2010) elucidated that older employees bring a vital set of experiences and intuition that help in decision-making and effective leadership. Furthermore, Mutunga and Gachunga (2013) confirmed that age diversity in an organization promotes effective leadership. Finally, the findings conform with that of Darwin (2014) which established that greater diversity in workforce age has a positive impact on intra-organizational communication which leads to effective leadership.

4.9.4 Effect of Education Diversity on Leadership Effectiveness

Education diversity had a positive and significant effect on leadership effectiveness ($\beta_4 = 0.158$, $p < 0.01$) which is less than $\alpha = 0.05$). In line with the findings, Jehn and Bezrukova (2004) observed that informational diversity, such as education and functional areas, were positively related to leadership effectiveness. Moreover, Carpenter and Fredrickson (2001) reported that international experience and diverse educational background were positively related to effective leadership. However, Knight et al. (2009) found that educational diversity was negatively related to decision-making consensus in top management teams. Evidently, not much has been on the influence of education diversity on leadership effectiveness. The study therefore adds valuable insights on the positive and significant relationship between education diversity and leadership effectiveness.

4.9.5 Summary of Hypotheses Testing Results

The results presented in Table below 4.19 indicated the summary of linear regression models. Thus, the table shows (R^2) and Δ in (R^2) for the effects as well as the decision on the formulated hypothesis.

Table 4. 19: Summary of Hypotheses Testing Results

Hypothesis Formulated	Beta (β)	$\rho -$ values	Decision	R^2
Main Effects				
$H_{O1:}$There is no significant effect of emotional self-awareness on knowledge sharing behavior in Kenyan universities	0.375	0.02	Rejected	**.722**
$H_{O2:}$There is no significant effect of self-regulation on knowledge sharing behavior in Kenyan universities.	0.230	0.00	Rejected	
$H_{O3:}$There is no significant effect of social skills on knowledge sharing behavior in universities in Kenya	0.241	0.01	Rejected	
$H_{O4:}$There is no significant effect of interpersonal relations on knowledge sharing behavior in Kenyan universities	0.158	0.01	Rejected	

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the summary of the study, conclusions, and recommendations. This chapter therefore presents the summary of findings, discussions and conclusion drawn from the study, recommendations and areas for further research in relation to data analysis.

5.1 Summary of Findings

The purpose of this study was to establish the effect of workforce diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya. The study explored the effects of ethnic diversity, gender diversity, age diversity and education diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya.

5.1.1 Ethnic Diversity and Leadership Effectiveness

The findings on ethnic diversity indicated that the employees are not sure if their job gives them a feeling of other communities. Ethnically diverse teams contribute to more creativity and innovation, due to the complementarities and learning opportunities (Lee and Nathan, 2011). Ostergaard *et al.,* (2011) found that ethnic diversity enhances the company's creativity and innovativeness by increasing the company's perspectives and viewpoints, thereby effectively leading.

5.1.2 Gender Diversity and Leadership Effectiveness

In relation to gender diversity, the employees are not sure if their job provides the opportunity for gender empowerment. In the same way, they are not certain if several people are gender empowered by the job they do. A more gender diverse workforce brings to the firms a spectrum of perspectives, skills and knowledge that an organization can tap into and base its strategic goals up (Ali, *et al.,* 2013). High gender diversity have a greater positive impact on results in the services sector than in the manufacturing industry. Gender diversity has a positive impact on the services sector and a negative impact on the manufacturing sector. Gender diversity improves the quality of organizational leadership and management by stating that gender diversity enhances managerial information processing and decision making of the managerial team resulting in effective strategy formulation and decision-making key processes Knippenberg, *et al.,* (2014).

5.1.3 Age Diversity and Leadership Effectiveness

The findings on age diversity indicated that it was clear if the job employees do involve every one of all ages. Age diversity brings value to the company and increases the overall performance and effectiveness of a company is by facilitating creativity and innovativeness. Studies found that positive relationship between age diversity and innovation, creative ideas and leadership effectiveness, organizational procedures and processes (Rietzchel & Zacher, 2015). Therefore,a generational combination of older and younger workers is a critical source of notable and innovative decisions and problem-solving efficacy in leadership.

5.1.4 Education Diversity and Leadership Effectiveness

In regards to education diversity, the findings reveal that employees who had educational background may be a significant indicator of his or her intelligence, talents, and skill. Furthermore, in education the option of a specific major can reflect one's cognitive strength and personality (Holland, 1997). Among top management teams, foreign experience and diverse educational background positively affect the global strategic positions of firms.

5.2 Conclusion

In conclusion, a more ethnically diverse workforce brings about effective leadership. The challenge however is that the organization is yet to attain ethnic diversity in the workforce. The reason for this is that not all of the employees feel that there are opportunities for gender empowerment. As well, some employees are not sure if their contribution to the organization is of significance. As such, the organization is yet to fully capitalize on ethnic diversity in a bid to enhance leadership effectiveness.

In addition, gender diversity positively influenced leadership effectiveness. Nevertheless, the Kenya School of Government is yet to attain gender diversity at the workplace. For instance, opportunities for gender empowerment are limited. Other than that, there are limited opportunities for affirmative action and uncertainty as to whether the work environment is free from gender discrimination. Consequently, there are gaps with respects to gender diversity in the organization.

In addition, age diversity brings value to the firm and increases leadership effectiveness. The implication is that age diversity ensures the organization has vital sets of experiences and intuition which are key in decision-making and effective leadership. The challenge however is that Kenya School of Government has not sufficiently employed staff of all ages

and enhanced interactions across all ages within the workplace. Consequently, there is still much to be done with respect to age diversity at the organization.

Finally, education diversity positively influenced leadership effectiveness. The reason for this is that the employees were highly educated with a significant number of them with undergraduate and master's degree. Nevertheless, it appears that majority of the employees are unaware if the organization requires them to have more skills. It could be that there are no sufficient efforts towards acquainting employees on the skills needed for different range of activities. Therefore, the organization is yet to fully capitalize from education diversity.

5.3 Recommendations

The findings have indicated that ethnic diversity positively contributes to leadership effectiveness. It is therefore recommended for organizations to ensure employees have a sense of belonging in the organization. It is also important for the organization to have an inter-ethnic work environment. Furthermore, there is need for opportunities for advancement across cultures. In addition, there is need for employees to work on ethnic related skills while performing their job.

In addition, the study found out that gender diversity positively influenced leadership effectiveness. It is therefore recommended for organizations to provide opportunities for gender empowerment. Particularly, focus should be on ensuring several employees are gender empowered by the work they do. In addition, it is utmost necessary for the work environment to be free from gender discrimination. In so doing, the organization will elicit leadership effectiveness.

Moreover, age diversity positively influences leadership effectiveness. It is therefore important for organization to have a generational mixture comprising of both an older and

younger workforce since they are key in enhancing leadership effectiveness. Besides, the organization should ensure that the organizational task employees engage in are age friendly. Other than that, interaction among employees of different ages needs to be encouraged so as to enhance effectiveness in leadership.

Finally, education diversity contributes to leadership effectiveness. It is therefore important for the organization to ensure employees are aware of the skills their job requires. Besides, it is utmost necessary to provide skill feedback and acquaint the employees if the job will require them to have higher levels of education. Moreover, the organization needs to offer the employees' opportunities to pursue higher levels of education such as Master's and doctorate since it will in a way contribute to advanced skills set and leadership effectiveness.

5.4 Areas for Further Research

Based on this research and literature review, it is still perceived that ethnic diversity, gender diversity, age diversity and education diversity have an influence on leadership effectiveness. Since the current research was limited to Kenya School of Government, which is a public sector more can be done on the private sector population. Also, since this study focused on primary dimensions of workforce diversity, future studies can focus on secondary dimensions of workforce diversity on leadership effectiveness. Future studies can also concentrate on the moderating impact of organizational culture on the relationship between diversity of the workforce and efficacy of leadership, and extend their studies by looking at comparative public-private analyses. Finally, future research could expand to other industries and contexts since workforce diversity and leadership varies from one sector to the other.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Questionnaire No. ……………………….   Date………………………..

Dear Respondent

I am a Masters student doing master of philosophy in Business administration (MBA), Human Resource Management option. Moi University School of Business and Economics.

This questionnaire therefore, is intended to help me carry out a research study on **"Perceived effects of workforce diversity on leadership effectiveness among employees of Kenya School of Government Nairobi, Kenya.**

Please provide accurate responses to ALL questions. The information, which you provide in answering this questionnaire, is CONFIDENTIAL and will be used for ACADEMIC purposes. Your honest opinion is very much appreciated.

BOIYON MARY PATRICIA C.

SBE/MBA/2010/17

APPENDIX II: QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

Please indicate your responses to the items below by ticking in the boxes or filling in the information needed for each of the statements below.

1. What is your age bracket?

    a) Below 30 years ☐

    b) 31–40 years ☐

    c) 41–50 years ☐

    d) 51 - 60 years ☐

    e) Above 60 Years ☐

2. What is your gender?

    a) Male ☐

    b) Female ☐

3. How many years have you worked in this organization?

    a) 5 years or less ☐

    b) 6–10 years ☐

    c) 11–15 years ☐

    d) 16–20 years ☐

    e) More than 20 years ☐

4. What is your educational level?

    a) Undergraduate degree ☐

    b) Master's degree ☐

    c) Doctorate degree ☐

    d) Post-doctoral degree ☐

5. Do you have any leadership responsibility at the organization specify?

    a) Coordinator   ☐

    b) Head of department ☐

    c) Manager   ☐

    d) Director   ☐

                       ☐

    e) Director general

SECTION B –Please circle as appropriate.

`The following sections requires your candid response against the statements made below where; 1=Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree and (SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree SA-Strongly Agree respectively)

PART A: leadership effectiveness

The objective is to establish the indicators of leadership effectiveness

		Leadership effectiveness	**SD**	**D**	**N**	**A**	**SA**
LE1		My leader has participative decision-making style	1	2	3	4	5
LE2		My manager creates a comfortable working environment for all types of people.	1	2	3	4	5
LE3		My job has great leadership Knowledge	1	2	3	4	5
LE4		My job has a vision for the future	1	2	3	4	5
LE5		My job has delegation skills	1	2	3	4	5
LE6		My manager focuses on continuous learning about diversity	1	2	3	4	5
LE7		My boss thinks diversity initiatives are a waste of time	1	2	3	4	5

PART B: Ethnic diversity

The objective is to determine the effect of ethnic diversity on leadership effectiveness

		Ethnic diversity	**SD**	**D**	**N**	**A**	**SA**
ED1	My job gives me a feeling of other communities		1	2	3	4	5
ED2	My job provides opportunities for advancement across cultures		1	2	3	4	5
ED3	My job involves inter-ethnic work environment		1	2	3	4	5
ED4	While performing my job I work on ethnic related skills		1	2	3	4	5
ED5	My job has the ability to influence organizational decisions through differences		1	2	3	4	5

PART C: Gender diversity

The objective is to examine the effect of gender diversity on leadership effectiveness

		Gender diversity	**SD**	**D**	**N**	**A**	**SA**
GD1	My job provides the opportunity for gender empowerment		1	2	3	4	5
GD2	What I do is of little significance and consequence to the other gender		1	2	3	4	5
GD3	My job is free from gender discrimination		1	2	3	4	5
GD4	Many people are gender empowered by the job I do.		1	2	3	4	5
GD5	The job provides opportunity for affirmative action		1	2	3	4	5

PART D: Age diversity

The objective is to find out the effect of age diversity on leadership effectiveness

	Age diversity	SD	D	N	A	SA
AD1	The job I do involves employees of all ages	1	2	3	4	5
AD2	The tasks I do on my job are age friendly	1	2	3	4	5
AD3	My job requires me to interact with people of all ages	1	2	3	4	5
AD4	I use a number of complex age skills on this job	1	2	3	4	5
AD5	My job involves people of different ages	1	2	3	4	5

PART E: Education diversity

The objective is to examine the effect of education diversity on leadership effectiveness

	Education diversity	SD	D	N	A	SA
ED1	My job requires more skills	1	2	3	4	5
ED2	My job requires variety of skills	1	2	3	4	5
ED3	My job requires significant skills to undertake	1	2	3	4	5
ED4	My job requires higher level of education	1	2	3	4	5
ED5	My job provides skill feedback	1	2	3	4	5

THANK YOU VERY MUCH FOR YOUR TIME AND CO-OPERATION

APPENDIX III: UNIVERSITY RESEARCH AUTHORIZATION

MOI UNIVERSITY
SCHOOL OF BUSINESS AND ECONOMICS

Tel: (0321) 43620
Fax No: (0321) 43360
Telex No.35047 MOIVARSITY

Box 3900
Eldoret
KENYA

RE: SBE/MBA/2010/17

DATE: 24th May, 2019

TO WHOM IT MAY CONCÉRN

RE: MARY PATRICIA CHEPKOECH BOIYON– SBE/MBA/2010/17

The above named is a bonafide student of Moi University School of Business and Economics, undertaking a Master of Business Administration specializing in Human Resource Management.
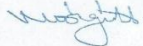
She has completed coursework, defended her proposal, and is proceeding to the field to collect data for her research titled: *"Perceived Effect of Workforce Diversity on Leadership Effectiveness in Public Sector in Kenya. Case of Kenya School of Government, Nairobi Kenya."*

Any assistance accorded to her will be highly appreciated.

DEAN
School Of Business and Economics
MOI UNIVERSITY

DR. JOEL K. TENAI
DEAN, SCHOOL OF BUSINESS AND ECONOMICS

APPENDIX IV: NACOSTI RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 379379

Date of Issue: 04/October/2019

RESEARCH LICENSE

This is to Certify that Ms.. **MARY PATRICIA BOIYON** of **Moi University**, has been licensed to conduct research in Nairobi on the topic: **PERCEIVED EFFECTS OF WORKFORCE DIVERSITY ON LEADERSHIP EFFECTIVENESS IN PUBLIC SECTOR IN KENYA A CASE OF KENYA SCHOOL OF GOVERNMENT, NAIROBI** for the period ending : **04/October/2020**.

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APPENDIX V: PLAGIARISM CHECK

Plagiarism Checker X Originality Report

Plagiarism Quantity: 19% Duplicate

Date	Monday, September 07, 2020
Words	4033 Plagiarized Words / Total 20903 Words
Sources	More than 613 Sources Identified.
Remarks	Low Plagiarism Detected - Your Document needs Optional Improvement.

PERCIEVED EFFECTS OF WORKFORCE DIVERSITY ON LEADERSHIP EFFECTIVENESS IN PUBLIC SECTOR IN KENYA: A CASE OF KENYA SCHOOL OF GOVERNMENT, NAIROBI, KENYA BY BOIYON MARY PATRICIA CHEPKOECH A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS IN BUSINESS ADMINISTRATION SCHOOL OF BUSINESS AND ECONOMICS MOI UNIVERSITY AUGUST, 2020 DECLARATION Declaration by the candidate This research project is my original work and has not been presented for a Degree in any other University. No part of this research project may be reproduced without the prior permission of the Author and Moi University.

_____ DATE_____ BOIYON MARY PATRICIA C. SBE/MBA/2010/17 Declaration by the supervisors this research project has been submitted with our approval as University

Supervisor(s). _____ DATE_____

Prof. Thomas Cheruiyot School of Business & Economics Moi University

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