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**INFLUENCE OF WORKPLACE DIVERSITY ON EMPLOYEE ENGAGEMENT AT
INTERNATIONAL RESCUE COMMITTEE KENYA**



**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF BUSINESS
ADMINISTRATION OF STRATHMORE UNIVERSITY**

JUNE 2021

Declaration

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

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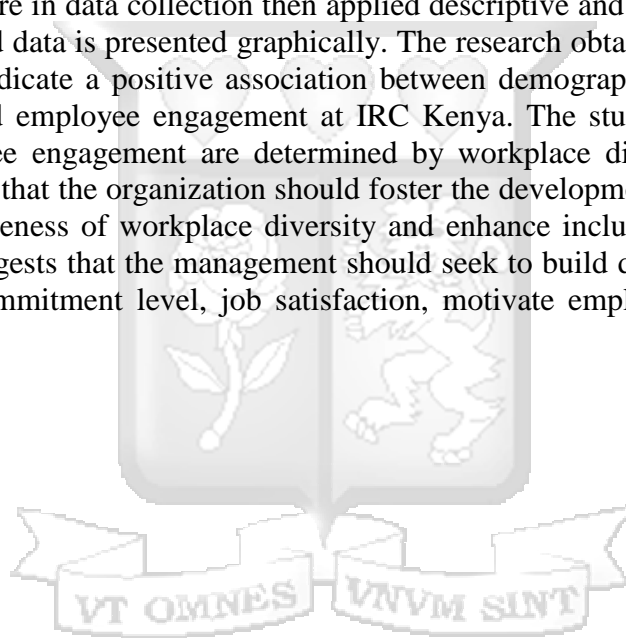
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ABSTRACT

Globally employee engagement has been of immense interest among scholars and human resource managers due to the critical role it plays in enhancing employee productivity and firm performance. The majority of studies on employee engagement have, however, focused on commercial corporations with little examination of engagement within humanitarian organizations. The current study sought to examine the influence of workplace diversity on employee engagement within the International Rescue Committee. The study is of interest owing to the diverse personnel working within the organization hence examining how this affects employee engagement was crucial for enhancing the available empirical evidence. The study examined how demographic diversity, education diversity, and cultural diversity affects employee engagement. The research was grounded on social exchange theory and social identity theory. The study adopted a descriptive research approach, focussing on the population of 334 personnel working for the International Rescue Committee in Kenya. The sample size for the study was 182 personnel from the same organization. The study adopted a structured questionnaire in data collection then applied descriptive and inferential analysis on the data. The analyzed data is presented graphically. The research obtained a response rate of 70%. The findings indicate a positive association between demographic factors, education, cultural diversity, and employee engagement at IRC Kenya. The study found that 45% of variations in employee engagement are determined by workplace diversity practices. The research recommends that the organization should foster the development of policies that can focus on raising awareness of workplace diversity and enhance inclusivity within the firm. The study further suggests that the management should seek to build diverse, balanced work teams to promote commitment level, job satisfaction, motivate employees, and encourage productivity.



Keywords: Demographic Diversity, Education Diversity, Cultural Diversity, Working Environment, Employee Engagement

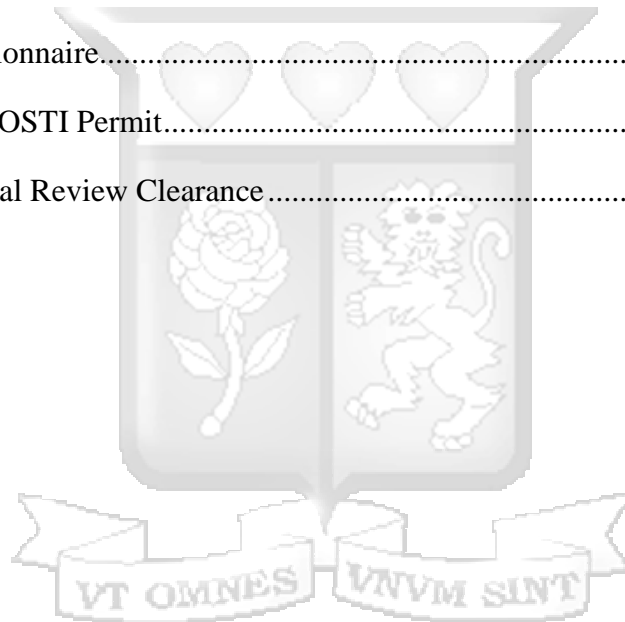
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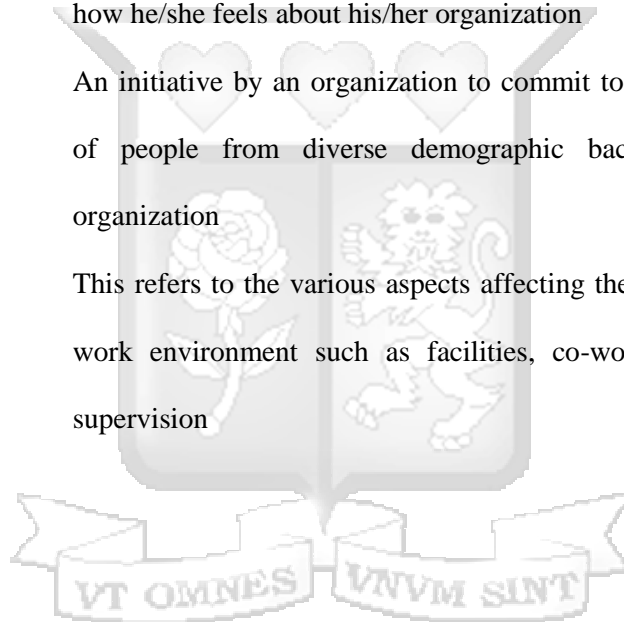
ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
FEVS	Federal Employee Viewpoint Survey
IRC	International Rescue Committee
NACOSTI	National Commission for Science Technology and Innovation
NGO	Non-Governmental Organization
SBS	Strathmore Business School



OPERATIONAL DEFINITION OF TERMS

Cultural diversity	This refers to the variances in the differences in the beliefs and values across different societal groups
Demographic diversity	This refers to the variables of personal factors such as age, gender, and ethnicity
Educational diversity	This refers to the various and diverse professional, educational background as well as the skills and training among personnel
Employee engagement	This is concerning the attitude of employees towards an organization, resulting from influences an employee has concerning how he/she feels about his/her organization
Workforce Diversity	An initiative by an organization to commit to ensure representation of people from diverse demographic backgrounds within an organization
Working environment	This refers to the various aspects affecting the immediate personnel work environment such as facilities, co-worker relationship and supervision



ACKNOWLEDGEMENTS

I wish to dedicate this thesis to my late mother Jane Catherine Njeri. She taught me the value of hard work and determination. She was a source of strength and inspiration to me. Even though she's gone I feel her presence and words of encouragement to strive on and never to give up, no matter what challenges come my way.

My sincere thanks and gratitude to my Professor Hazel Gachunga who guided and helped steer me in the right direction throughout this project.

My biggest thanks to my daughter Nichole Wanjiru who always cheered me up and rallied by my side. She always said, "mum you got this". Thanks for being there for me and always lifting up my spirits, that kept me going. I also thank you for "Your unconditional love "

In addition, I would like to thank my family members who were always there for me and provided me with overwhelming support. Thanks for being such an amazing family.

To all a BIG thanks "I got this"



DEDICATION

I dedicate this work to my friends and family for their support and encouragement during the course of the research.

And;

To my International Rescue Committee (IRC) Colleagues who gave me the opportunity to carry out my research work, specifically with Kenya Program, and gave me full support right through my MBA course. Thank You.



CHAPTER ONE

INTRODUCTION

This chapter presents the background information of the research project and covers the statement of the problem, research objectives, research questions, and significance of the study. The chapter also covers other sections including the scope and limitations of the study. In the background of the study, the study reviews the key concepts and how they relate to one another.

1.1 Background to the Study

Work productivity in any given organization is dependent on various factors such as employee engagement, environment, motivation (Gonring, 2008). Mokaya and Kipyegon (2014) indicate that employee engagement is critical in examining an organization's orientation towards competitive performance. Employee engagement improves employee and organizational performance since it enhances positive work experience (Schaufeli & Bakker, 2004). An engaged workforce results in customer satisfaction, lower absenteeism, motivation, high performance, low employee turnover with the outcome of high productivity and profitability. Successful organizations have engaged employees at all levels of management (Ng'ethe, Iravo, & Namusonge, 2012). Workplace diversity refers to the commitment of a firm to recognize and appreciate all attributes that its stakeholders encompass, both at the individual and collective level (Lambert, 2016). It comprises all the factors that directly or indirectly impact interactions between individuals within an organization.

The concept of employee engagement has instigated numerous literature and has been conceived as a construct of performance, as a psychological state, or an attitude towards an organization or organizational feature (Macey & Schneider, 2008). Saks and Gruman (2014) posit that employee engagement is increasing in importance and will likely become a favoured strategy for senior managers of both private and public organizations. Interest in employee engagement by practitioners and academics reflect the instinctive view of how human resource management function perceives effective people management in an organization. Researchers have noted that effective employee engagement is critical to the organization as it can be a key driver to a positive firm outcome (Arrowsmith & Parker, 2013). Alfes, Shantz, Truss, and Soane (2013) note that engaged employees, in most instances, outperform non-engaged colleagues by exhibiting keen interest in their work and

are ever-ready to work additional hours as well as take initiatives for their organizations (Rich, LePine, & Crawford, 2010). Menguc, Auh, Fisher, and Haddad (2013) opined that employee engagement advances customer relationship management which will help in driving customer loyalty, purchase intention, and satisfaction with the service offering.

In modern global workplaces, the management of the diverse workforce has become a main area of interest for management teams (Patrick & Kumar, 2012). Dike (2013) contends that workplace diversity plays a key role in improving workforce success and organization productivity. Thus, the author argues that organizations should continuously improve their diversity management as this will be key to advancing employee passion and engagement to the firm. Joubert (2017) revealed that adopting effective and proactive diversity management within the organization is key to creating an employee valuing work environment that can improve engagement and productivity. Higgins (2020) proposed that promoting workplace diversity and inclusion practices within the organizations are closely associated with more work engagement among employees within the firm. Tamunomiebi and John-Eke (2020) suggested that organizations need to create a clear framework to guide workplace diversity as this will be essential in the creation of a multicultural engaged workforce that is fundamental to business performance and productivity.

1.1.1 Workplace Diversity

Globalization has enabled interactions between individuals from varied backgrounds and diverse cultures (Alshammari, 2015). Riccucci (2018) suggests that the competitive market has become more culturally demanding and centred. To become more hospitable, most organizations have committed to recognize and fulfil diversity needs from different demographics in the communities in which they exist (Higgins 2020). Shuck and Reio (2011) define the workplace as the establishment, facilities, or the physical location where employees lend their services. Numerous managers are faced with the issue of workplace diversity and most have the responsibility to ensure that they manage cultural diversity within the organization (Patrick & Kumar, 2012). The modern world is always culturally shifting at rapid rates and managers are charged with keeping up to the cultural demands of different stakeholders within the organization; failure to which results in inappropriate workplace culture (Dike, 2013).

With an increase in technology bringing people together, workplace diversity has increased in significance and multiple organizations have adopted various workplace diversity

management strategies for their influence in attracting and retaining new customers and employees (Ciocirlan & Pettersson, 2012). Workplace diversity in organizations identifies the unique attributes each individual has to offer the organization. In recent years, workplace diversity has emerged as more than a legal obligation, increasing in stature as one of the strategies to ensure the long-term realization of organization goals (Bedi, Lakra, & Gupta, 2014). Globalization has resulted in the creation of a global economy where companies remain competitive by adopting diversity principles; whether the organizations are profit or non-profit making (McLaughlin & Clemons, 2004). Those in managerial positions need to embrace the need for a multicultural working environment due to the constantly evolving workplace (Kelli, Mayra, Allen, Karl, & Derek, 2015).

Proper implementation of organizational policies (proper workforce diversity management) to promote diversity at the workplace results in more profitability, higher levels of employee satisfaction, hence loyalty, increased competitive advantage and forms a strong relationship with the immediate community surrounding the organization (Davis, Frolova, & Callahan, 2016). Increased competitive advantage positively influences organizational behavior and effectiveness (Beauregard & Henry, 2009).

Diversity has mainly been categorized into primary and secondary dimensions. The primary dimension includes characteristics such as age, gender, sexual orientation, and usually, depicts variations in different individuals (Miller & del-Carmen, 2009). These differences are usually easily noticeable and have an impact on initial encounters. Secondary dimensions, on the other hand, are noticeable after several encounters with the subjects. These may include income, religion, education, geographical location (Dike, 2013). Workplace diversity encourages the development of relations between different groups in the workforce, resulting in harmony between different attitudes, views, and opinions of how the company is supposed to behave (Brouwer & Boros, 2010).

Alesina and Ferrara (2005) further expound on diversity as the identifiable differences within individuals; their ethnicity, age, race, gender, religion, sexual orientation, socioeconomic background, and capabilities/disabilities. Demographic diversity pertains to observable characteristics such as age, gender, sexual orientation, and disability, which, if not kept in check, could lead to discrimination (Lambert, 2016). Educational diversity is related to qualifications and competencies acquired before and during the time at work due to training exercises (Hannay & Fretwell, 2011). This form of diversity is important since it attempts to

explain the effects of diversity among different levels of responsibility within the organization (Bizri, 2018). Cultural diversity relates to the beliefs, standards, and values of different groups of employees and how cultural synergy affects employee engagement (Lambert, 2016). The current study contextualized workplace diversity based on demographic diversity, cultural diversity and education diversity since the scope of the current study examines a multinational firm that faces a myriad of complex diversity metrics.

Demographic workforce diversity is among the strategic capabilities that add value to an organization. It incorporates an individual's age, gender, and ethnicity (Miller & del-Carmen, 2009). Marimuthu and Kolandaisamy (2009) examined the demographic diversity implications and noted that gender and ethnic diversity were integral in directing firm performance and commitment to the top management team. Hannay and Fretwell (2011) examined the higher education workplace. They noted that career path development, expanding avenues of communication, work-life balance, and embracing new technology is key to meeting the multiple generation workplace needs. Globalization has eliminated previous existing international borders, resulting in more interactions between multiple cultures. This has made it necessary for all organizations to adequately manage cross-cultural interactions (Mazur, 2010). Cultural diversity in the workplace has necessitated training to ensure cultural synergy (Backes-Gellner & Veen, 2013). Cultural diversity encompasses the standards, values, beliefs, and attitudes which define an individual's thinking and behavior (Bedi, Lakra, & Gupta, 2014). It has been marked by more women in the workplace, individuals with physical disabilities, different levels of educational achievement, and age variations in the workforce (McLaughlin & Clemons, 2004). None of the above studies focussed on how the above constructs affect work engagement presenting a knowledge gap to be filled by the current study.

1.1.2 Employee Engagement

Definitions for employee engagement vary depending on the underlying phenomenon an author desires to express (Shuck & Reio, 2011). This has resulted in either complex or contestable definitions with a consequence of interpretational diversity (Arrowsmith & Parker, 2013). Sandeep, Gatenby, Rees, Soane, and Truss (2008) note that employee engagement is concerned with the attitude of employees towards an organization, resulting from influences an employee has about how they feel about their organization; leaders in the organization; and the working conditions in the organization.

Acas (2011) defined employee engagement as the underlining protocol being a positive attitude of employees towards their work, which implies that employees are more enthused with their work in an organization. Saks and Rotman (2006) define employee engagement with both physical and emotional commitment to an organization as the underlying phenomenon. Similarly, Truss, Soane, Edwards, Wisdom, Croll, and Burnett (2006) defined employee engagement as focusing on how positive or otherwise employees felt about their job.

Alvi, Halder, Haneef, and Ahmed (2014), in a review on employee engagement, hinted that it directly varies with the self-esteem and self-representation of an employee concerning a specific job in an organization as well as the degree to which that job satisfies employees' preferences. Vazirani (2007) alludes that employee engagement concerns itself with how individual employees carry themselves during the discharge of a job. Besides, employee engagement necessitates the effective and active use of ones' emotions. Masson et al. (2008) attest that consultants encompass engagement into affective commitment, continuance commitment, and discretionary commitment, forming a strong link between engagement and the organization. In contrast, the academic literature points to engagement at the work level.

Research shows that employee engagement is key in promoting diversification in an organization since it improves harmony between employees and between the management and the subordinates (Menguc, Auh, Fisher, & Haddad, 2013). This boosts employee retention rate and productivity, thus improving organizational performance. Additionally, positive engagement positively affects customer experience, thus increasing loyalty to the firm (Rana, 2015; Adekola, 2011). The research adopted the measures of employee engagement based on the works of Vazirani (2007), Masson et al. (2008), and Alvi, Halder, Haneef, and Ahamed (2014) who measured engagement using turnover intentions, job satisfaction, discretionary effort, commitment, and employee attitude.

1.1.3 International Rescue Committee

NGOs are mainly staffed with altruistic employees and volunteers who are motivated by ideological results rather than financial outcomes (Werker & Ahmed, 2008). Mujabi, Otengei, Kasekende, and Ntayi (2015) posit that the main beneficiaries of donor-funded projects are developing countries and these initiatives mainly finance the public health sector, agricultural sector, education sector, social and community development, and infrastructural development. IRC's programs range from relief work which is provided in emergencies,

refugee assistance, and activities designed to strengthen the resilience of households against future shocks, such as drought and floods (International Rescue Committee, 2017).

According to IRC Strategy 2015–2020, the organization’s aim is “to become an operational leader through its work with partners and clients in the humanitarian field, and a thought leader that shapes public and humanitarian policies and practice” (IRC, 2015). In Kenya, the IRC supports refugees and caters to communities that are recovering from violence or natural disasters (International Rescue Committee, 2017). Operating since 1992, IRC serves to provide healthcare, protect women’s rights, provide education and nutrition services to all refugees and communities that host them. It works in tandem with the Kenyan government to ensure better delivery of health services, improved nutrition, and conflict resolution programs (International Rescue Committee, 2017).

IRC-Kenya operates in Nairobi, Hagadera, Kakuma, and Lodwar stations. The study selected IRC-Kenya for the examination of workplace diversity and employee engagement owing to the diverse workforce recruited by the organization. IRC-Kenya works across numerous counties which has resulted in employees from diverse cultures, demographic and education profiles being retained by the organizations. The Employees at IRC-Kenya are faced with dynamic environments characterised by different cultures, ethnicity, working environment, community conflict, communal impoverishment and marginalization in different counties in Kenya. With few studies being conducted within the organization this research was deemed necessary to provide empirical evidence on the effect of workplace diversity on employee engagement at the International Rescue Committee Kenya.

1.2 Statement of the Problem

Human resource management has been identified as among the main drivers of organizational performance and workforce diversity management is among the main tenets of human resource management (Martín, Miguel, Pedro, & Sánchez, 2013). Recently, multiple organizations have embraced workplace diversity intending to improve returns and increase employee output. However, most organizations may have approached the integration of workplace diversity into HRM with a focus on results rather than focussing on understanding the most desirable outcome for the organization (Shen, Chanda, D’Netto, & Monga, 2009). Bedi, Lakra, and Gupta (2014) indicates some of the consequences of ignoring diversity in an organization such as unhealthy tensions between individuals of different cultures or race, loss of productivity, as a result, increased conflict and inability to retain talented employees.

Researchers have suggested that adopting clear workplace diversity practices can be central to advancing engagement and productivity within the workforce (Mazibuko & Govender, 2017). Bizri (2018) opined that strengthening diversity management can lead to an organization's attractiveness thus enabling it to attract, develop, and retain key talent and competencies in an organization. Rice & White (2015) argued that workplace diversity has seen an increase in adoption in multiple organizations, most adopting it to increase productivity levels or to attract and retain new employees. Higgins (2020) revealed that workplace diversity is central to expanding employee engagement and productivity within the firm. Similarly, Tamunomiebi and John-Eke (2020) found out that the development of robust workplace diversity practices will be key to creating a high-engaged workforce. Obuma and Worlu (2017) in a study on employee engagement in Nigerian banks found out that ethnicity, age, and gender diversity were key determinants of employee vigour, dedication, and absorption. Goswami and Goswami (2018) pointed out that workplace inclusion is critical to facilitating employee engagement and full participation. In Indonesia, Sifatu, Sjahrudin, Fajriah, Dwijendra, and Santoso's (2020) findings indicated there exists a relationship between employee voice, generational diversity, and innovative work behavior.

Several local studies have been conducted focussing on employee engagement. For example, in a study in Afya Sacco on employee engagement Ndugo (2010) concluded that higher pay, promotions, and training seminars were the key steps taken to improve employee engagement at Afya SACCO. Wachira (2013) assessed the relationship of employee engagement on employee commitment in Barclays Bank of Kenya and concluded there exists a positive and significant relationship between the variables. The study analyzed banking firms and NGOs, Wambui, Wangombe, Muthura, Kamau, and Jackson (2013) argued that organizations that fail in implementing diversity practices are unable to attract and retain employees which may affect their productivity. The above studies have all pointed out the various ways that workplace diversity is crucial to employee engagement within organizations. However, none of the above studies has contextualized workplace diversity in terms of demographic, educational, and cultural diversity which will be adopted in this research. This presents a limitation in the previous research work that was solved by undertaking the current examination. Furthermore, the studies were not conducted at IRC-Kenya which creates a further gap that was solved by examining the influence of workplace diversity on employee engagement at the International Rescue Committee.

1.3 Objectives of the Study

The main objective was to examine the influence of workplace diversity on employee engagement at the International Rescue Committee Kenya

1.3.1 Specific Objectives

- i. To establish the effect of demographic diversity on employee engagement at the International Rescue Committee Kenya
- ii. To establish the effect of educational diversity on employee engagement at the International Rescue Committee Kenya
- iii. To establish the effect of cultural diversity on employee engagement at the International Rescue Committee Kenya

1.4 Research Questions

- i. What is the effect of demographic diversity on employee engagement at the International Rescue Committee, Kenya?
- ii. What is the effect of educational diversity on employee engagement at the International Rescue Committee, Kenya?
- iii. What is the effect of cultural diversity on employee engagement at the International Rescue Committee, Kenya?

1.5 Scope of the Study

The geographical research scope was limited to a review of the workplace diversity and employee engagement within Kenya's IRC offices. The study's contextual scope focussed on workplace constructs: demographic diversity, educational diversity, and cultural diversity. Employee engagement was measured based on qualitative aspects of engagement. The theoretical scope of the research was anchored on the social exchange theory and the social identity theory. The study was guided by a quantitative research methodology in examining the interaction between the study variables. The sample scope of the research was drawn from the personnel working within IRC Kenya. The study was conducted between March 2020 to June 2020 and was only limited to staff working within IRC offices in Kenya.

1.6 Significance of the Study

This study's findings were expected to enhance the practice, policy, and knowledge within the field of workplace examination and the employee management dimensions within a non-governmental organization sector. The results of the research will be used by government policymakers in the NGO sectors within the country as it will inform them on the effects of

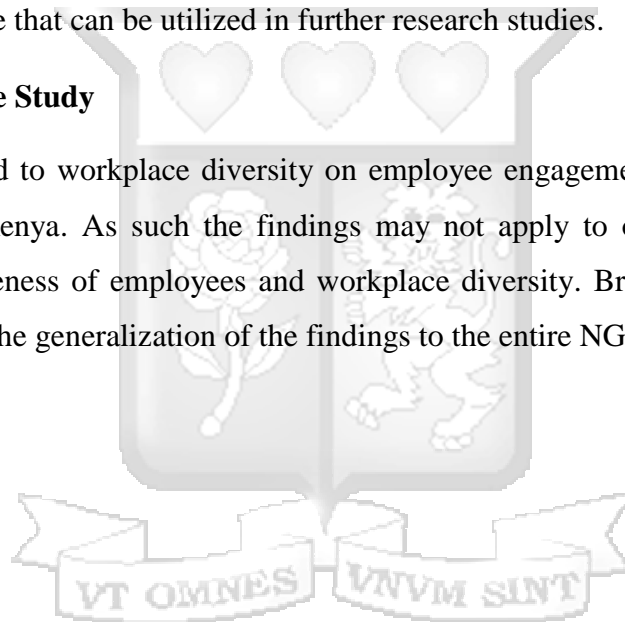
the various diversity policies that have been integrated into the firms and how well they have worked to improve employee engagement in the workplace.

The results of the research will also be expected to foster engagement within the NGOs as it will highlight the importance of proper management of different aspects of workplace diversity. The results of the study will be crucial for developing managerial practices to guide workplace diversity within IRC-Kenya and highlight how the firm can expand employee engagement.

The results are also expected to add to the available knowledge within the field of workplace diversity and engagement and how it can supplement the empirical gaps and contextual gaps in the area. The results of this research will be instrumental in building the academic literature and evidence that can be utilized in further research studies.

1.7 Limitations of the Study

The study was limited to workplace diversity on employee engagement at the International Rescue Committee Kenya. As such the findings may not apply to other NGOs in Kenya because of the uniqueness of employees and workplace diversity. Broader research will be more appropriate for the generalization of the findings to the entire NGO sector in Kenya.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the research concepts. It presents the review of theoretical literature related to the research constructs, a review of previous empirical literature, a presentation of the summary of research gaps, the conceptualization of the variable interaction as well as the operationalization of research variables.

2.2 Theoretical Review

The theoretical framework is an empirical theory of special and psychological processes that can be used to understand how a phenomenon exists (Creswell, 2009). Mugenda and Mugenda (2003) define a theoretical framework as a skeleton that shapes and unites all the elements in the study. Many studies have shown that various models and theories can be followed in establishing relationships between different variables. The study was grounded on the Social exchange theory which informed the assessment of employee turnover, satisfaction, discretionary effort, commitment, and attitude. Further, the social identity theory supported the drawing of diversity groups; culture, educational and demographic diversity that were adopted in the study. Lastly, the three-component theory was critical in the employee engagement within the IRC along with the lens of employee adsorption, dedication, and vigour at the workplace.

2.2.1 Social Exchange Theory

This study adopted the Social Exchange Theory (SET) as propagated by (Cropanzano, Rupp & Bryne, 2003). It maintains that relations within a work environment evolve into trusting, loyal, and mutual commitments provided the parties follow the rules of reciprocity (Schaufeli, 2006). For example, when an employee takes a particular resource from his organization, such as an appreciable salary, appreciation, and development opportunities, such employees feel indebted to respond in kind as well as attempting to repay the organization. SET asserts that there is a strong exchange relationship between individuals and the organization, stating that employees reciprocate their efforts depending on how they perceive performance with respect to treatment and information handed down from the upper echelons of authority (Cook, Cheshire, Rice, & Nakagawa, 2013).

SET argues that the development of good workplace relationships between the employees and leadership is beneficial to both the individuals involved and impacts the overall level of

performance when applied on large scale (Varey, 2013; Jones, 2010). Andrew and Sofian (2012) noted that organizations have started embracing employee engagement as a mechanism of building relationships between the employees and the firms. Dajani and Zaki (2015) argued that the primary principle of SET is that employees will make a decision based on mutual benefits. Thus, employees will feel motivated to engage in their work based on how they are treated and the balanced systems of exchange that the organization has developed. These observations border on the work of Saks and Rotman (2006) which revealed that utilizing engagement enhances employee output- suggesting that different employees will respond to different stimuli that correspond to the type and level of resources afforded to them by the organization that they work for.

Inadequate allocation of resources results in disengaged employees who are unlikely to attain their goals and accomplish their tasks (Schaufeli, Bakker, & van Rhenen, 2009), eventually resulting in burnout. Saks and Rotman (2006) contend that when employees are well-engaged, they feel supported by the organization in addition to having cordial relations with their colleagues and supervisors at the workplace. The SET was vital in the study as it underpinned how a strong exchange relationship between individuals and the organization is vital to strengthening employee engagement. In summary, the theory was instrumental in this study as it justifies how the implementation of robust workplace diversity practices can be applied to reinforce engagement among employees. That is the theory helped in identifying how workplace diversity practices; demographics, education, and culture can be put in place by the organization to stimulate employee engagement (exchange relationship).

Thus, the social exchange theory views employee engagement constructs (turnover, satisfaction, discretionary effort, commitment, and attitude) as a function of workplace diversity practices. And this research has used this concept in testing how the levels of employee engagement in IRC can be predicted by the workplace diversity adopted within the organization.

2.2.2 Social Identity Theory

A brainchild of Tajfel (1979), the social identity theory proposes that more often than not, employees group themselves into different clusters in the workplace. These clusters may be results of the tribe, gender, age, and education affiliation among others. They are sources of pride and self-esteem or lead to sorrow and low self-esteem. However, such groups promote individuals' self-esteem since it empowers one group against another within the same

organization. Tajfel (1979) refers to this classification as us (in-group) versus them (out-group).

The theory predicts that groups formed out of social category characteristics may be sources of frustration, discomfort, hostility, and anxiety (Jehn, 1997; Tajfel & Turner, 1986). Proponents argue that multiple social category characteristics within a group are likely to cause discomfort within the group which could develop into serious conflicts (Jehn, Chadwick, & Thatcher, 1997). When group characteristics are diverse, it is much likely that relation conflicts will arise and as such, it is recommended that groups have simple and easy to manage characteristics. Moreover, messages may suffer distortion (Greene, 2004) leading to a rise in conflicts since the same viewpoints may not settle well with individuals from different demographic backgrounds.

Differences in sex components and ethnicity have also increased interpersonal tension, thwarted friendship ties, and reduced the level of satisfaction among employees (Goldberg, Riordan, & Schaffer, 2010). Strong sub-groupings can develop strong political stances which may result in increased conflicts. The change in power differentials could allow one group to dominate another's needs thus hindering their involvement in firm decisions (Gillespie, Brett, & Weingart, 2000). This theory is key to the study in informing how the various diverse characteristics within the workplace can influence grouping and interrelationship among personnel. Thus, the study postulates that as organizations develop diverse workgroups in terms of their demographics, culture, and education they can be able to build interpersonal relations which can be a significant contributor to the engagement of employees within the workplace.

2.2.3 Three-Component Theory of Engagement

The Three Component Theory of Engagement was advanced by Shaufeli and Bakker (2004) who opined that satisfaction from the job among employees is achieved through increased vigour, absorption in the work, and determination. The authors note that the employees' feeling of relevance, pride, interest, and inspiration is connected to their dedication. On the other hand with absorption, the works are devoted to their work. Based on the theory, it is argued that employees who are highly engaged within the work will generally come up with their positive feedback on work. This implies that an engaged employee will show greater energy and enthusiasm (Reeve, 2012).

Parent and Lovelace (2015) state that when employees are engaged, everyone benefits because the employees feel that they can use their talents, develop fruitful relations and increase their efficiency through the relationships created. Schaufeli and Bakker (2007) also noted that employees can be able to achieve better fulfilment at the workplace if their mindset is characterized by increasing levels of absorption, dedication, and vigour. The author noted that vigour in the workplace entails the ability of the employees to be energetic, resilient, and have the desire to put more effort and persist in their work duties. On the other hand, dedication is concerned with employees being immersed in the work and showing a sense of passion, inspiration, pride, a sense of worth as well as feeling challenged by their work. Lastly, Schaufeli, indicated that absorption entails being engrossed in one's work while at the same time happy to be doing it so.

From the assertions of the three-component theory, Schaufeli, Bakker, and Salanova (2006) advanced the measurement of employee engagement using a multi-dimensional construct. This led to the conceptualization of the Utrecht Work Engagement Scale (UWES). This study adopted the constructs advanced by Schaufeli and Bakker (2004) to examine employee engagement within IRC along with the lens of employee absorption, dedication, and vigour at the workplace. The measures have been widely applied in previous literature focusing on employee engagement hence were deemed suitable for adoption in the current research.

2.3 Empirical Review

The empirical review sections are concerned with a review of the various empirical studies that underpin the study. The focus of the section was reviewing the concepts of workplace diversity and employee engagement. Also, the section reviewed the interaction between demographic diversity, educational diversity, cultural diversity, and employee engagement.

2.3.1 Workplace Diversity

Chrobot-Mason and Aramovich (2013) defined workplace diversity as “consisting of perceptions of a set of diversity practices aimed at providing fair and equal opportunities to all employees”. Higgins (2020) suggested that diversity is considered by employees’ as the shared perceptions of the policies, practices, and procedures that implicitly and explicitly communicate the extent to which fostering and maintaining diversity and eliminating discrimination are a priority in the organization”. Employees who perceive their organization as cultivating an affirming climate for diversity and manage diversity effectively have been

shown to foster greater loyalty and attachment toward their organization and have stronger innovation skills (Kelli, Mayra, Allen, Karl, & Derek, 2015).

As a result of the increment in globalization, multicultural diversity has had an increasing trend in the workplace (Madichie & Nyakang'o, 2016). When within a community there is a representation of differences in nationality, race, language, age, education attainment, ethnicity, religion, and gender this is referred to as multicultural diversity (Kerga & Asefa, 2018). The ability to effectively deal with issues of diversity in the workplace together with developing and implementing diversity plans yields various benefits for an organization (Raza, Nabeel, Awan, & Syed, 2013). In this study, the workplace diversity practices were assessed based on demographic diversity, educational diversity, and cultural diversity implemented within IRC-Kenya.

Demographic diversity is defined as the various ways in which individuals are different in terms of personal characteristics such as their age, gender, marital status, tenure, and race (Bedi, Lakra, & Gupta, 2014). Raza, Nabeel, Awan, and Syed (2013) indicate that the diversity of the workforce in aspects of gender and age may lead to the facilitation of exchanges in skills, experiences as well as information and can translate to the generation of cohesion and attachment amongst employees. Diversity of age, gender, and race have been revealed to be critical and strategic capabilities that contribute to innovativeness and creativity within the (Darwin, 2014). Based on the above the study sought to determine the influence of demographic diversity on employee engagement in IRC Kenya.

Bell, Connerley, and Cocchiara (2009) view diversity in education as the variance in the professional competency, skills, education attainment, and focus on job training among the employees in the firm. The researchers further indicate that better education diversity will enhance employee performance within very diverse working environments. Whitten (2016) indicated that diversity in educational attainment within the workforce is key to advancing job fulfillment as more professional competency leads to better productivity. Weiliang, Lee, Tan, Tee, and Yang (2011) found that most employers usually reject an application from candidates whose training experience, or education is considered inadequate. This indicates that education background diversity is critical to any individual seeking employment in any organization. Hannay and Fretwell (2011) suggested that educational diversity can be attained through recruiting employees with divergent qualifications, improving mentoring and

training, and offering professional development opportunities. This research sought to review the effect of educational diversity practices on employee engagement in IRC Kenya.

Cultural diversity is an important factor in our society since it helps us learn and understand people from different perspectives as well as get rid of negative stereotypes that may exist (Hanlon, 2010). Multicultural people and cultural diversity are terms used interchangeably bearing the same meaning; hence, they can be defined as the existence of a variety of cultural groups within a given society (Mazur, 2010). Culture differs from location to location, organization, religion, families, and businesses. At the organizational level, culture helps us comprehend the unwritten rules of an organization and is manifested through the different nationalities, religions, gender roles, and beliefs (Velten & Lashley, 2018). The above conceptualization shows that cultural diversity can take different forms. The current investigation reviewed the effect of cultural diversity on employee engagement in IRC Kenya.

2.3.2 Employee Engagement

Employee engagement can be defined as a series of psychological states (cognitive, emotional, and behavioral) that ultimately represents an intention to act and perform work effectively. (Jin & Park, 2016). Employee engagement is associated with employee involvement, satisfaction, and enthusiasm for work, which are all psychological factors, which are affiliated to an emotional connection that employees have towards their place of work (Detraci, 2019). Schneider and Macey (2008) defined employee engagement as having to do with the level of involvement with, commitment to, enthusiasm, and passion that employees have concerning their work.

In workplaces where employees are engaged, performance can be improved but it is unfortunate that globally, only 13 percent of employees are engaged, while a huge number of employees are psychologically detached from their places of work and therefore not likely to be productive (Crabtree & Robison, 2013). When employees are fully engaged in their jobs, they perform beyond the expectation of their current work standards and this contributes to a high level of organizational performance (Robertson & Cooper, 2011). Anitha (2014) indicated that the level of employee engagement and commitment to work determines the degree to which employees are involved in their jobs and which translates to a heightened degree of achievement of organizational goals. Engaged employees tend to show

commitment to organizational values, lower turnover intentions, job satisfaction, and achievement of superior performance on the job

Engaged employees conduct themselves in more persistent ways concerning the execution of tasks (Andrew & Sofian, 2012). Employees work harder for longer periods; take action proactively to budding threats and challenges; expand their roles at work, and; adapt more readily to change (Macey, Schneider, Barbera, & Young, 2011). An engaged employee's behavior can be described as motivated, enthusiastic, energetic, and passionate (Dhir & Shukla, 2018). Zamin Abbas, Sohaib Murad, Yazdani, and Asghar (2014) indicate that employee engagement can be assessed using the Brown engagement pyramid which clusters employee engagement into; advocacy, commitment, motivation, and satisfaction. The above research has conceptualized engagement in various elements. In this research employee engagement was considered through, turnover intentions, job satisfaction, discretionary effort, employee commitment, and employee attitude.

2.3.3 Demographic Diversity and Employee Engagement

Mansoor, French, and Ali (2019) conducted a review of demographic diversity, processes, and outcomes. The study conducted a desktop review of 51 empirical studies and proposed a multilevel framework. The results show that age, gender, and ethnicity indicators are key to aiding positive information elaboration processes. The study proposes that the management of the three demographic indicators significantly contributes to better employee outcomes. The study however does not focus on the level of employee engagement within firms.

Li, Wang, Haque, Shafique, and Nawaz (2020) reviewed the influence of workforce diversity management on employee output. The study conducted interviews among 324 staff members drawn from five-star hotels in China using structured questionnaires. The study used an individual's job match as the mediator. The results showed that workplace diversity management improves satisfaction levels and employee productivity among hotel staff. The study indicates that age, gender, race, and ethnicity can be integral in determining employee outcomes. The research was conducted within Chinese hotels while the current investigation was limited to employee engagement in Kenya.

Badal and Harter (2014) investigated the link between gender diversity, business-unit engagement, and workplace output. 800 business units drawn from two firms within distinctive industries formed the targets on research that relied on a quantitative methodology. The findings of the analysis indicate that gender diversity within the firm

created a culture of engagement within the workforce, which ultimately led to better financial performance. The study, however, was not conducted within an NGO.

Jin and Park (2016) studied the association between sexual minority and employee engagement. The study adopted the Kahn conceptual foundation to assess work engagement within the firm. The research applied the Federal Employee Viewpoint Survey to collect data. The results of the study indicate that sexual orientation significantly influenced engagement levels and job satisfaction. However, results indicate that a high level of engagement among LGBT students was not associated with job satisfaction. The study relied on federal employee surveys, while the current study focuses on IRC employees in Kenya.

Kunze, Boehm, and Bruch (2011) examined the age diversity, age discrimination climate, and performance consequences. The study drew data from a sample of 128 companies and relied on structural equation modelling in analyzing the collected data. Findings indicate that the age discrimination climate within the firm negatively affected the affective commitment among personnel within the firm. The results attest to the positive influence of age diversity on the satisfaction and output of the workforce within different organizations. The study, however, was conducted across several firms, while current research applied a case study research design.

Adekola (2011) examined the antecedents and consequences of work engagement among managers and professionals in Nigeria. The research adopted an *ipso facto* research design focusing on 242 respondents. The level of engagement within the firms was measured using vigour, dedication, and absorption. The results indicate that achievement was positively related to the three indicators of engagement. The results also indicate that age and gender among the respondents was a predictor of their retention levels within the firm. The study was limited to professionals drawn from the education sector, while the current study focuses on a humanitarian organization.

Omankhanlen and Ogaga-Oghene (2011) studied the impact of workforce diversity on effectiveness levels within a Nigerian bank. Using a descriptive research design that relied on both primary and secondary data, findings revealed that gender and ethnicity lead to poor employee productivity levels and performance outcomes. Additionally, gender, respondent's age, and tenure diversities are positive predictors of effectiveness within commercial banks. The study focused on organization effectiveness, while the current study examines employee engagement.

Bartlett (2015) examined how work engagement, emotional intelligence, creativity, and demographic variables relate and influence firm results. The study adopted a non-experimental and cross-sectional survey design focusing on 180 personnel drawn from the insurance firms in South Africa. The study relied on the Utrecht Work Engagement Scale and the Creative Personality Scale in the data collection. Findings reveal that work engagement and demographic variables improve firm output. The study notes that gender, ethnic group, tenure, age, and length of work experience positively improves the work engagement levels. The study, however, does not take into consideration cultural and educational diversity factors.

Madichie and Nyakang'o (2016) explored workplace demographic challenges and the Kenyan public sector. The research focused on the effectiveness of the Strategic Workforce Plan within the public sector. Findings indicate that the aging workforce in the public sector contributed to poor retention within the sector and succession planning. The results also show that poor age diversity led to a lack of talent management practices. The study, however, fails to examine the link between demographic challenges and work engagement.

2.3.4 Educational Diversity and Employee Engagement

Dhir and Shukla (2018) examined the influence of personal and organizational characteristics on employee engagement and performance. The study adopted descriptive research and sampled 701 working managers drawn from various industries across India. Findings of the research indicate that organization demographics such as employee skills, training programs, and work-role performance were key predictors of employee engagements. The study was conducted in multiple industries, while current research applied a case study of a humanitarian organization.

Alshammari (2015) conducted a review of workplace productivity through employee workforce engagement in Saudi Arabia. The study adopted a review of meta-analytic literature and utilized content analysis. The findings of the study indicate that employee communication, employee development, co-worker support, and work environment were key predictors of employee engagement within the firm. The study focussed on workforce engagement within firms in Saudi Arabia, but it did not explicitly connect engagement levels to workplace diversity which was the central theme of this research.

Whitten (2016) examined the link between mentoring and work engagement for female accounting, faculty members in higher education. Adopting a cross-sectional research design

that relied on a quantitative research approach, a data analysis involved both descriptive and correlational analysis. The findings indicate that supportive strategies such as mentoring, assistant disciplines, professional mentorship, and gender influenced the level of work engagement and employee retention levels. The study, however, was not limited to a humanitarian organization, which this study focuses on.

Schubert and Tavassoli (2020) conducted a study on product innovation and educational diversity in the top and middle management teams. The study adopted a literature review of compiled panel data in Swedish firms between 2004-2012. The study focussed on educational diversity measures among the top and middle management teams and indicates that there are considerable differences in innovation activities. The study notes that higher educational diversity contributed positively to the innovation process in product development and market novelty. The study however does not determine if educational diversity influences employee engagement which was a focus of current research.

Sanyang and Othman (2019) explored the impact of workforce diversity on firm results. The research focused on secondary sources of data and reviewed how generational diversity, gender, ethno-racial diversity, and educational range impact organizational outcomes. The analysis indicates that albeit with differences, workforce diversity factors significantly influence firm outcomes. The research notes that improved productivity and performance can be established through better workforce diversity. Further contemporary organizations should put in place systems to ensure that diversity is properly managed within the workplace. The research focused on organization performance while current research reviewed employee engagement.

Kerga and Asefa (2018) studied how workforce diversity influenced employee productivity within Ethio-telecom. The study sampled 74 respondents and relied on primary data collected using structured questionnaires. Findings indicate that there is a limited understanding of the management of a diverse workforce within the firm. The study further shows that firms that have enhanced employee training and new skills acquisitions have been able to improve firm performance and satisfaction. The research, however, focused on employee performance while current research examines employee engagement.

Maingi and Makori (2015) investigated how workforce diversity impacts employee outcomes at the Kenya School of Government. Adopting a case research design, 87 employees drawn from the government parastatal were sampled. The research relied on both primary and

secondary research data. The study indicates that education diversity had the highest significant association with engagement levels within the firm. The results also indicate that educational background, workforce skills, and training positively influenced firm performance. The study generally focused on employee performance, while current research examines employee engagement.

Thiriku and Were (2016) assessed how talent management strategies impact employee retention among private data center organizations in Kenya. The research adopted a descriptive research design and collected data using questionnaires. Findings revealed that employee training and development, skills improvement offered to the staff, and performance management were positively related to employee retention. The results indicate that continuous learning, retaining knowledge, and recognition programs can enhance employee engagement within the firm. The study focused on retention levels within private firms, while current research examines employee engagement levels.

2.3.5 Cultural Diversity and Employee Engagement

Zakari, Hamadi, and Audi (2019) examined the link between cultural diversity and work engagement in nursing. The research adopted a qualitative case study analysis. The research relied on interviews that focused on 16 nurses in Saudi Arabia. The findings of the research indicate that family values, family background, diverse personal culture, and organizational microclimate positively influence work engagement. The study indicates that creating awareness of cultural interactions enhanced work engagement. The research focused on a health institution, while current research examined employee engagement at IRC Kenya.

Mazur (2010) conducted an explanatory research design focusing on cultural diversity in organizational theory and practice. The findings of the research indicate that cultural diversity within the workforce helps to create a better competitive edge and increases work productivity. The study also indicates that diversity within a firm fosters the image of the organization. The research, however, does not examine employee engagement, which is the main research focus.

Triana, García, and Colella (2010) reviewed the impact of cultural diversity initiatives on moderating the effects of perceived racial discrimination on firm commitment. The research adopted a review of 3 empirical studies and noted that support for diversity positively influences affective commitment. The study also indicates that perceived racial discrimination negatively influences affective commitment within the firms. The study,

however, adopts a literature review while the current study focussed on primary data in solving the research problem.

Shaik and Makhecha (2019) reviewed the factors driving employee engagement in global virtual teams in Australia. The study employed an interpretivist analysis of the experiences of team members with results showing that cultural intelligence communication, trust, individual maturity, and technology were the main drivers of employee engagement. However, only virtual teams were analyzed while the current study analyzed employee engagement among employees at IRC-Kenya. Velten and Lashley (2018) studied the link between cultural diversity and employee motivation within the hospitality industry. The study relied on semi-structured interviews with 12 respondents being selected for the research. Findings indicate the existence of a definite link between cultural diversity and motivation among employees. Research further indicates that the employment of culturally diverse employees is favourable in the modern workplace and can enhance values within the firm. The research, however, did not examine any employee engagement construct.

Mecheo (2016) examined how employee cultural diversity impacts organizational outcomes of Oil Libya-Kenya. Adopting a descriptive research design, and using questionnaires to collect data, descriptive and inferential analysis revealed that cultural diversity positively impacts organizational performance. The study indicated that employing diverse individuals from different cultures and societies manifests itself in the shaping of the cultural environment within the firm, which is a predictor of performance. The study focuses on organization performance in a private firm while the current study reviewed employee engagement in IRC Kenya.

Omanwa and Musyimi (2016) conducted a cross-cultural examination of how culture, gender, and age demography influence the perception of employees towards mentoring. The study adopted a quantitative approach with research data being collected from participants in Kenya and the USA. The collected data were analyzed using correlation analysis. The results of the research found no correlation between culture and perception toward mentoring. The study further notes that cultural differences should be inculcated into organization mentorship programs as a way of enhancing firm commitment. The study adopted a comparative analysis, while the current research examined employee engagement in IRC offices in Kenya.

2.4 Summary of Literature and Research Gaps

The review of empirical literature has indicated there have been several studies focusing on employee engagement and workplace diversity. Despite the various studies identifying the predictors of employee engagement, most of the studies did not explicitly identify the association between workplace diversity and engagement levels. Further, the studies were not conducted within an NGO setting which was the primary scope of this study. Nevertheless, there have been convergent and divergent results in line with the research constructs. Adekola (2011) indicates that age and gender among the respondents were predictors of their retention levels within the firm. The study, however, failed to take into consideration how cultural diversity and working environment affect engagement levels. Alshammari (2015) notes that co-worker support and work environment were key predictors of employee engagement. The research, however, was not limited to a humanitarian organization, which this research analyzes. Madichie and Nyakang'o (2016) in a local study, revealed that lack of age diversity led to poor management of employees within the public sector. The research, however, fails to examine employee engagement, a variable examined in this study. Furthermore, the study focussed only on the challenges of diversity practices.

Other studies such as Omanwa and Musyimi (2016) focussed on diversity practices adopted in this research but did not consider how age, culture, demographic, and gender diversity influence employee engagement. This was incorporated in this research to advance the empirical evidence. On the other hand, Mecheo (2016) only focused on cultural diversity and its' impact on the outcome, building on the previous study this research sought to identify how cultural diversity impacts employee engagement within the workforce. Maingi and Makori (2015) in their study only considered employee outcomes as a function of education diversity and did not expand on the various workplace diversity dimensions that were adopted in the current research. From the various local studies, it was evident that various diversity practices predict employee outcomes to various degrees. The studies did not explicitly consider how these diversity practices influence employee engagement and this was considered in the current research.

2.5 Conceptual Framework

A conceptual framework can be defined as a visual representation of the interactions of different variables in a study (Kombo & Tromp, 2009). The independent variables for the current study included workplace diversity constructs; demographic, educational, and cultural diversity. The dependent variable was employee engagement at IRC, Kenya.

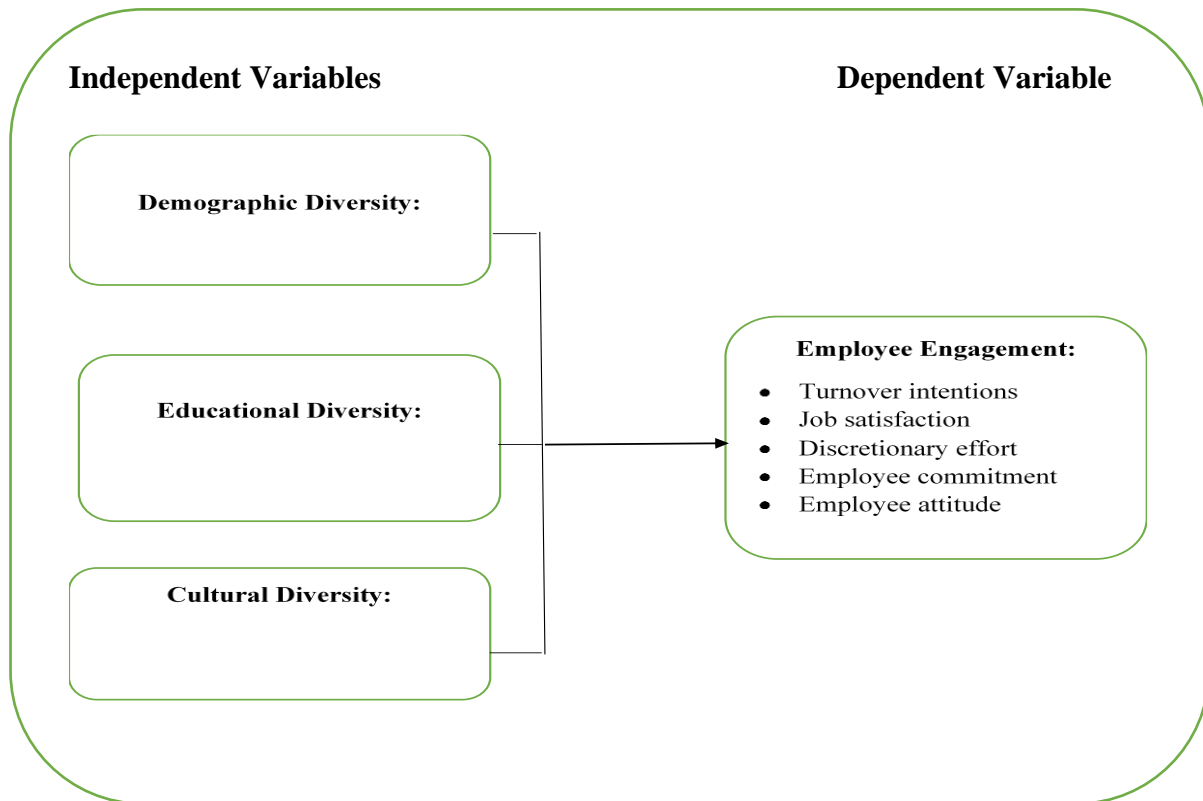


Figure 2.1 Conceptual Framework

Source: Researcher (2020)

Table 2.1 Operationalization of Research Variables

Variable	Type of variable	Indicators	Data collection tool	Data analysis
Demographic diversity	Independent	<ul style="list-style-type: none"> • Age • Gender • Race • Ethnicity • Nationality 	Structured questionnaire; 5-point Likert scale	Descriptive analysis and inferential analysis
Educational diversity	Independent	<ul style="list-style-type: none"> • Education-related tasks • On-job training • Managerial duties • Career progression • Skills attained 	Structured questionnaire; 5-point Likert scale	Descriptive analysis and inferential analysis
Cultural diversity	Independent	<ul style="list-style-type: none"> • Race • Religion • Gender representation • People with disabilities 	Structured questionnaire; 5-point Likert scale	Descriptive analysis and inferential analysis
Employee engagement	Dependent	<ul style="list-style-type: none"> • Turnover intentions • Job satisfaction • Discretionary effort • Employee commitment • Employee attitude 	Structured questionnaire; 5-point Likert scale	Descriptive analysis and inferential analysis

Source: Researcher (2020)

2.6 Chapter Summary

The second chapter of the research focused on a review of related literature to the research constructs. The analysis of social identity theory and social exchange theory lays the basis for the hypothesis that workplace diversity can influence employee engagement owing to the motivation culminating from the grouping of employees based on their social characteristics. An empirical literature review based on the research objectives outlines the various methodological, knowledge, and contextual gaps that the research sought to fill. Further, the conceptualization of the study variables indicates the interaction of the research variables.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the various research methodologies that were used to carry out the study and also meet the objectives of the study. Here, the researcher aimed at explaining the research design method, selection of target population, calculating the sample size and sampling procedure that was adopted, the data collection methods and procedures, the research instruments and tools that were used. Further, it described how validity and reliability were enhanced in the study, methods of data collection, data analysis procedure as well as ethical considerations were included.

3.2 Research Philosophy

This delineates a belief about how data of a given subject will be collected, analyzed, and utilized. Further, these philosophies may be positivism, pragmatism, realism, and interpretivism and they support the research strategy employed in the research paradigm (Creswell, 2009). Positivists' research paradigm was selected for this study since it allows for scientific exploration into finding out relationships between different related elements (Neuman, 2007), allowing for hypothesis testing (Bryman & Bell, 2007). Additionally, this philosophy allows for data to be collected with minimal interruptions to the subject under study. This paradigm was ideal for the examination as it allows for the utilization of quantitative tools in examining the interaction between study variables.

3.2.1 Research Design

This is the plan adopted to answer the research questions Burns & Grove (2003). It determines what data will be collected and postulates the method of analyzing this data, thus generating suitable answers to research questions. Furthermore, every research study requires a well-structured approach to collecting data for analysis and interpretation (Creswell, 2009). A descriptive research design was deemed suitable since it allows for the collection of quantitative data at a particular time in order to solve the research objectives. This research design supported the selection of the instruments and the data analysis techniques that were deemed essential to solving the research problem.

3.3 Population and Sampling Technique

3.3.1 Target Population

This refers to the total assortment of elements that the researcher wishes to make an extrapolation from (Creswell, 2009). The population of the research was the personnel working at IRC-Kenya. The population was selected as the unit of observation in the research since they are expected to offer critical information to solving the research problem. There are 334 personnel within the offices who formed the population of the research.

Table 3.1 Target Population

Regional Offices	Number of Personnel	Percentage
Nairobi Offices	69	20%
Hagadera Offices	96	29%
Kakuma Offices	137	41%
Lodwar Offices	32	10%
Total Population	334	100%

Source: International Rescue Committee (2020)

3.3.2 Sampling Technique and Sample Size

This represents all population units that will form the basis of the sample (Creswell, 2009). It lists all members of the population from which the sample was sought from (Neuman, 2007). The study selectively sampled the participants of the research respondents based on their workstations within the firm. The technique was utilized in ensuring that all the personnel selected have the requisite characteristics required in the research. A sample is a proportion of a population selected for observation and analysis and used to make an inference to the population from which it was obtained (Burns & Grove, 2003). The research sample frame consisted of IRC-Kenya employees in Kenya, who were randomly selected. The Yamane formulae was applied to assist in the determination of the sample of the 334 personnel drawn from IRC Kenya at a 5% estimation error, as shown below:

$$n = \frac{N}{1 + N(e^2)}$$

Where: n is the sample size, e is the error term, and N is the total target population

$$N = 334$$

$$nf = \frac{334}{1 + 334 (.05 \times .05)} = 182 \text{ respondents}$$

The sample respondents were apportioned across the regional offices of IRC as shown below;

Table 3.2 Sample Respondents

Regional Offices	Number of Personnel	Sample Respondents
Nairobi Offices	69	$69/334 \times 182 = 38$
Hagadera Offices	96	$96/334 \times 182 = 52$
Kakuma Offices	137	$137/334 \times 182 = 75$
Lodwar Offices	32	$32/334 \times 182 = 17$
Sample Respondents	334	182

Source: International Rescue Committee

3.4 Data Collection Instruments

The study used primary sources of data, which is obtained directly from respondents (Burns & Grove, 2003). This data was collected using a structured questionnaire. According to Kumekpor (2002), the questionnaire allows for faster and cheaper collection of data from the source. The study questionnaire was developed from the literature reviewed and in line with the conceptualization of the study variables. This ensured that the instrument was able to measure the intended objectives of the research accurately. The research instrument was arranged in three main sections. The first part (A) contained the background information, and Part B focussed on the independent variables. In contrast, the third part (C) examined the dependent variables of the study.

3.5 Data Collection Procedures

The study relied on Google forms in the collection of research data. The study questionnaire was transformed into a Google form and distributed through electronic mail to all the participants. This aided in the data collection from participants who were working remotely due to the work at home orders that were affected within the organization. The adoption of this technique enhanced the convenience of the data collection. The research further conducted a pretest of the research instrument to ascertain its reliability and validity. The researcher sought approval from the ethics review committee before collecting research data. The study also ensured that a research license was sought from NACOSTI.

3.6 Research Quality

The study conducted a pretest with 10% of the sample population who were not included in the leading research. Kumekpor (2002) notes that 10%-20% of the sample respondents are adequate for conducting the pretest of the research instrument, allowing for the determination

of the instrument's internal consistency. The research further ensured that all the relevant ethical clearance and permits are obtained before the data collection process.

3.6.1 Reliability Tests

The reliability test measures the level of consistency of the research instrument in collecting research data. More consistency in producing results is an indication of high reliability (Neuman, 2007). The research applied the Cronbach alpha in assessing the reliability of the research instrument. The rule of thumb provides that all constructs with alpha scores higher than 0.7 are considered reliable.

Table 3.3 Reliability Statistics

Item	N	Cronbach's Alpha	N of Items
Demographic Diversity	18	.773	5
Educational Diversity	18	.782	5
Cultural Diversity	18	.760	5
Employee Engagement	18	.781	12

Golafshani (2003) provides the following rule of thumb: ">.9 Excellent, >.8 Good, >.7 Acceptable, >.6 Questionable, >.5 Unacceptable". The study used the standard Cronbach alpha score of 0.7 and above as the cut-off value for the internal consistency of the research instrument. The results indicate that demographic diversity had an $\alpha = .773$, educational diversity $\alpha = .782$, cultural diversity $\alpha = .760$, and employee engagement $\alpha = .781$. Thus, the constructs of the study were adopted as they were for the main research study.

3.6.2 Validity Tests

Borg and Gall (2013) posit that validity is the degree to which a research instrument measures what it implies to quantify. It refers to the association between the outcomes and the phenomena being investigated. According to Kumeckpor (2002), there are four main validity tests; face validity, construct validity, internal and external validity. The internal validity of the instrument was conducted through expert judgment. This included the consultations conducted with the research supervisor who guided in the construction of the instrument and reviewing the content therein. Further, the validity was reviewed through content validity to examine whether the statements included in the questionnaire were adequate and representative of the study. Finally, construct validity was used to establish whether the instrument was able to measure the variables of the study as operationalized in order to enhance the references drawn.

3.7 Data Analysis and Presentation

Quantitative data was analyzed using descriptive and inferential analysis techniques through the use of SPSS Version 23. Descriptive analysis included percentage, frequencies, means, standard deviations while inferential statistics included multiple regression analysis and correlation. Charts and tables were used to present the findings. The factors' significance level was tested at a confidence level of 95% (ANOVA). Correlation analysis was used in the determination of the relations between the variables. The regression equation was as follows;

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where;

Y = Dependent variable (employee engagement)

α = the model intercept

β_{1-4} = Coefficient of independent variables

X_1 – demographic diversity

X_2 – educational diversity

X_3 – cultural diversity

ε = Error Term

3.8 Ethical Considerations

The study ensured that appropriate ethical guidelines were adhered to in the conduct of this research. The researcher ensured that clearance is sought from the Strathmore Business School before undertaking the study. The study further ensured that the research permit is sought from NACOSTI. Further, ethical approval was obtained from the Human Resource Manager at IRC Kenya. To prevent intruding on respondent's time, the researcher asked for permission from each potential respondent before embarking on the collection of required data. Additionally, none of the respondents was requested personal information to ensure that the anonymity of the respondents was maintained.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presented the findings of the study, data analysis, data presentation, and data interpretation. The chapter was divided into the response rate, the background information, the descriptive results, the correlation analysis, and the regression analysis.

4.2 Response Rate

The study was conducted within IRC offices in Kenya and concentrated on 182 staff members. The primary research sought to collect data from 164 staff, while a pilot test was conducted among 18 participants. Fincham (2008) contends that in quantitative research, the goal of the researcher should be to obtain a response rate of 60% and above. A 70% (N=114) response rate was obtained, with only 30% of the personnel at IRC not able to be considered in the research, as shown in the figure below.

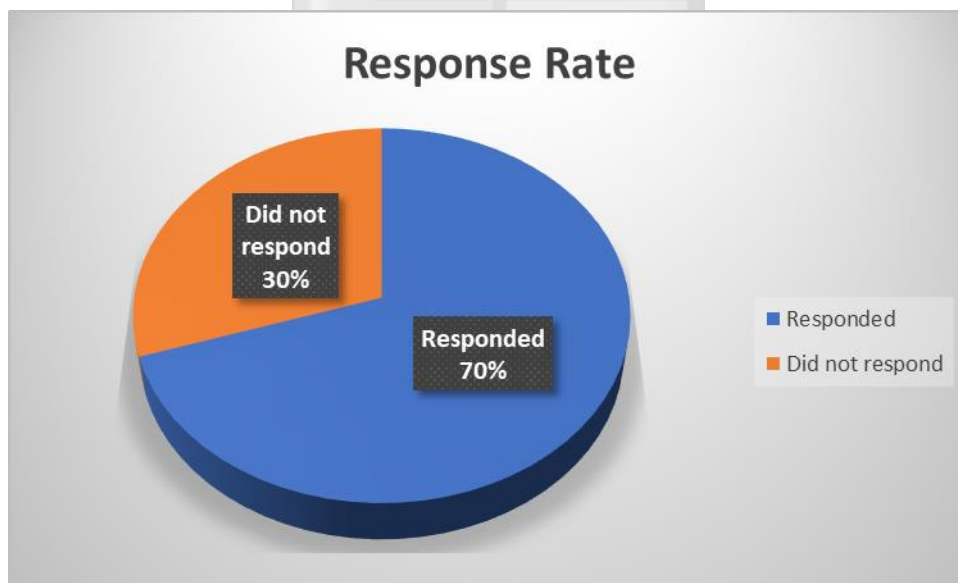


Figure 4.1 Response Rate

4.2.1 Background Information

The research explored the respondent's age, gender, educational attainment, length of service, and station of work. The summary of the results is presented in Table 4.1 below.

Table 4.1 Demographic Results

Background Indicator	Scale	Frequency	Percentage
Age of respondents	Below 35 years	62	54.4%
	36-45 years	35	30.7%
	46-55 years	15	13.2%
	56 years and above	2	1.8%
Gender of respondents	Male	55	48.2%
	Female	58	50.9%
	Would rather not say	1	0.9%
Education of respondents	O-Level	1	0.9%
	Diploma	26	22.8%
	Graduate	51	44.7%
	Postgraduate	36	31.6%
Length of service	Less than two years	41	36%
	2-4 years	35	30.7%
	Over 5 years	38	33.3%
Location of offices	Hagadera	25	21.9%
	Kakuma	25	21.9%
	Lodwar	9	7.9%
	Nairobi Ihub Offices	55	48.3%

Most of the respondents, 54.4% were below 35 years of age, 30.7% were of between 36-45 years, while only 1.8% of the respondents were over 56 years of age. This is an indication of a middle-aged workforce within IRC Kenya. Findings indicated that majority of the respondents, 50.9%, were female staff members, while only 48.2% of the participants were male. The study further shows that 44.7% of the participants had attained a graduate-level education, 31.6% were postgraduate holders. In comparison, only 22.8% were diploma-holders within the firms. This is an indicator of formalized education attainment among the staff members.

The research indicated that 33.3% of the respondents had over five years of experience, 30.7% had at least 2-4 years of experience. In comparison, 36% of the participants had worked within the organization for less than two years. The study showed that 48.3% of the participants were staff within Nairobi Ihub offices, 21.9% were in both Hagadera and Kakuma offices, while only 7.9% of the staff members were within Lodwar IRC offices.

4.3 Descriptive Analysis

The study undertook a descriptive analysis to present a summary of the responses obtained from staff members within IRC Kenya on workplace diversity (Demographic, Educational, and Cultural Diversity) and Employee Engagement.

The key for the results interpretation on workforce diversity and employee engagement is; SA – **Strongly Agree**, A – **Agree**, NA/D – **Neither Agree/Disagree**, DA- **Disagree**, SDA- **Strongly Disagree**.

4.3.1 Demographic Diversity

From the review of the responses, 41% and 50% of the participants strongly agreed that the organization attracts personnel from diverse nationalities and does not discriminate on employees based on ethnic background respectively as indicated by the mode value of 5.00. The study also showed agreement among participants that the organization has attracted personnel from diverse racial backgrounds, gender identities and the workforce is well distributed across all age sets (mode = 4.00). The results generally showed agreement across all statements indicating that demographic was well-enforced within the organization.

These findings are similar to those by Badal and Harter (2014) which indicated that gender diversity is instrumental within an organization, Jin and Park (2016) advocated for sexual diversity in the workplace while Kunze, Boehm, and Bruch (2011) suggested that age diversity was vital to organizations.

Table 4.2 Descriptive Results for Demographic Diversity

Statement	NA/ND	SDA	DA	A	SA	Mode
The organization workforce is well distributed across all age-sets	3%	2%	23%	51%	21%	4
The organization attracts personnel regardless of their gender identity	3.5%	4.4%	11.4%	42.1%	38.6%	4
The organization has attracted personnel from diverse nationalities	2%	5%	12%	40%	41%	5
The organization does not discriminate on employees based on the ethnical background	3%	2%	15%	30%	50%	5
The organization has attracted personnel from diverse racial backgrounds	2%	7%	14%	43%	34%	4

4.3.2 Educational Diversity

As shown in **Table 4.3**, the results suggested that employees were well-averse to educational diversity practices within the firm as demonstrated by consensus across all the statements presented with a mode of 4. The sampled employees were in agreement that the organization offers responsibilities tailored to the employee's educational knowledge as well as having structured its operations based on the skills sets of the employees. Further, the participants also agreed that the organization offers opportunities for on-job training and career progression. This is consistent with previous empirical literature by Kerga and Asefa (2018), Dhir and Shukla (2018) who advocate for an improvement in workplace diversity that takes into account the professional qualifications, education attainment, and training/development programs.

Table 4.3 Descriptive Results for Educational Diversity

Statement	NA/ND	SDA	DA	A	SA	Mode
The organization offers responsibilities tailored to the employee's educational knowledge	1%	8%	16%	58%	17%	4
The organization offers opportunities for on-job training	2%	5%	20%	38%	35%	4
The organization has created an internal structure based on the employee's managerial roles	6%	5%	24%	42%	23%	4
The organization offers employees opportunities for career progression	6%	10%	28%	32%	24%	4
The organization has structured its operations based on the skills sets of the employees	2%	8%	23%	49%	18%	4

4.3.3 Cultural Diversity

Regarding the cultural diversity within IRC, the analysis showed that employees were in strong agreement that the organization has attracted personnel from a diverse religious background, has policies for equal gender representation and does not discriminate against employees based on their nationality as denoted by the mode of 5.00. The findings also noted that despite employees being in agreement (mode=4) that the organization has a policy in place to ensure equal opportunities are offered to people living with disability, 25% of them weren't in agreement. However, when asked whether the organization attracts personnel with diverse sexual orientations, 21%, 26%, and 27% disagreed, agreed, and strongly agreed with this statement respectively.

Generally, the findings demonstrated that employees acknowledged the cultural diversity practices adopted within the organization. Zakari, Hamadi, and Audi (2019) note that

cultural diversity is integral to fostering work engagement through the adoption of diverse cultures in the workplace, emphasis on family backgrounds, and fostering cultural interactions at the workplace.

Table 4.4 Descriptive Results for Cultural Diversity

Statement	NA/ND	SDA	DA	A	SA	Mode
The organization has attracted personnel from a diverse religious background	4%	2%	11%	37%	46%	5
The organization has put in place a policy to foster equal gender representation	2%	5%	7%	33%	53%	5
The organization has a policy in place to ensure equal opportunities are offered to people living with disabilities	14%	11%	25%	31%	19%	4
The organization does not discriminate employees based on their nationality	3%	7%	11%	36%	43%	5
The organization attracts personnel with diverse sexual orientations	18%	8%	21%	26%	27%	5

4.3.4 Employee Engagement

Majority of the respondents strongly agreed that they are proud of the work they do, feel inspired by the job, are enthusiastic about their job, and find the work they do full of meaning and purpose (mode = 5.00). Further, the results indicated employees within the organization were generally in agreement that they have no desire to leave the organization, are satisfied with their duties, feel motivated, and are happy when working immensely (mode 4.00). The results implied that on most scopes of engagement, the employees at IRC Kenya were highly engaged in their work as shown by the agreement on the items presented in the instrument. These results augur with Alvi, Halder, Haneef, and Ahmed (2014), who contends that self-esteem and representation are constructs of engagement levels. Masson et al. (2008) hold that engagement at the workplace is associated with some level of commitment and productivity within the workplace. Vazirani (2007) similarly holds that employee engagement is tied to their emotional growth, job execution, and commitment to the firm.

Table 4.5 Descriptive Results for Employee Engagement

Statement	NA/ND	SDA	DA	A	SA	Mode
I have no current desire to leave the organization	10%	8%	12%	39%	31%	4
I am well satisfied with my job duties within the organization	3%	6%	15%	49%	27%	4
I am motivated by the level of job duties offered by the organization	4%	5%	26%	46%	19%	4
I am committed to attaining the goals of the organization	1%	1%	5%	33%	60%	5
I am enthusiastic about my job	3%	2%	7%	33%	55%	5
I find the work that I do full of meaning and purpose	2%	2%	6%	38%	52%	5
I feel happy when I am working intensely	2%	2%	9%	50%	37%	4
I can continue working for very long periods at a time	5%	3%	13%	39%	40%	5
At my job, I am very resilient, mentally	2%	-	7%	42%	49%	5
At my work, I always persevere, even when things do not go well	3%	2%	16%	37%	42%	5
I am proud of the work that I do	1%	2%	3%	28%	66%	5
My job inspires me	3%	3%	6%	34%	54%	5

4.4 Correlation Analysis

The study sought to establish the type of association between workplace diversity constructs and the level of employee engagement at IRC Kenya. The study adopted the Pearson correlation analysis to determine the association. The study used a significance level of 5%.

Table 4.6 Correlation Results

		Demographic Diversity	Educational Diversity	Cultural Diversity	Employee Engagement
Demographic Diversity	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	114			
Educational Diversity	Pearson Correlation	.523**	1		
	Sig. (2-tailed)	.000			
	N	114	114		
Cultural Diversity	Pearson Correlation	.695**	.575**	1	
	Sig. (2-tailed)	.000	.000		
	N	114	114	114	
Employee Engagement	Pearson Correlation	.455**	.593**	.518**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	114	114	114	114

**. Correlation is significant at the 0.01 level (2-tailed).

The first objective was to establish how demographic diversity influences employee engagement. Findings show a significant positive association between the two variables ($P = .455$, $Sig = .000 < .05$). Omarkhanlen and Ogaga-Oghene (2011) indicated that demographic diversity in terms of gender, age, and experience are predictors of effectiveness within the organization.

The second objective was establishing the effect of educational diversity on employee engagement with findings showing a significant positive association between the two variables ($P = .593$, $Sig = .000 < .05$). Maingi and Makori (2015) also found a positive association between the level of education diversity and the engagement levels within public institutions.

The third objective was to establish the effect of cultural diversity on employee engagement. Findings established a significant positive association between the two variables ($P = .518$, $Sig = .000 < .05$). Zakari, Hamadi, and Audi (2019) similarly revealed that cultural diversity is a significant predictor of work engagement.

4.5 Inferential Analysis

The main aim was to examine how workplace diversity influences employee engagement at IRC Kenya. To this end, a regression analysis was required to measure the nature and magnitude of the effect of predictor variables on the dependent variable. The study adopted the ordinary least square regression, and the results are shown below.

4.5.1 Effect of Demographic Diversity on Employee Engagement

The research sought after the nature and effect of demographic diversity on the level of employee engagement in Kenya. The table below shows the findings.

Table 4.7 Regression between Demographic Diversity and Employee Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455 ^a	.207	.200	.53765

a. Predictors: (Constant), Demographic Diversity

The findings show that 20.7% of variations in the level of employee engagement within IRC Kenya are determined by demographic diversity. This indicates that 79.3% of changes in employee engagement are determined by factors not considered within the regression model above.

Table 4.8 ANOVA Results for Demographic Diversity and Employee Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.445	1	8.445	29.216	.000 ^b
	Residual	32.376	112	.289		
	Total	40.821	113			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Demographic Diversity

The ANOVA results showed an F value of 29.216, which is higher than F- (critical f; 1.162), with a significance value of 0.000, which is less than 0.05 leading to the conclusion that there exists a significant relationship between demographic diversity and employee engagement within IRC Kenya.

Table 4.9 Regression Coefficients for Demographic Diversity and Employee Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.515	.320		7.851	.000
	Demographic Diversity	.423	.078	.455	5.405	.000

a. Dependent Variable: Employee Engagement

According to 4.9, constant $\alpha = 2.515$ which is greater than 0 since the p-value $0.000 < 0.05$. The results further indicate that demographic diversity positively influences the level of employee engagement as the beta value $\beta = .423$ is not 0 since the p-value is less than 0.05, $p = .000 < .05$. This, therefore, means that a unit change in demographic diversity is expected to yield an increase of .423-unit change in the level of employee engagement. Bartlett (2015) found a significant relationship between the implementation of demographic diversity efforts and the level of work engagement within the firm.

4.5.2 Effect of Educational Diversity on Employee Engagement

The research sought after the nature and effect of educational diversity on the level of employee engagement in Kenya. Below are the findings.

Table 4.10 Regression between Educational Diversity and Employee Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593 ^a	.352	.346	.48616

a. Predictors: (Constant), Educational Diversity

The findings show that 35.2% of variations in the level of employee engagement within IRC Kenya are determined by educational diversity. This indicates that 64.8% of changes in employee engagement are determined by factors not considered within the regression model above.

Table 4.11 ANOVA Results for Educational Diversity and Employee Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.349	1	14.349	60.712	.000 ^b
	Residual	26.472	112	.236		
	Total	40.821	113			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Educational Diversity

The ANOVA results showed an F value of 60.712, is more than F- (critical f; 1.162), with a significance value of 0.000, lower than 0.05 leading to the conclusion that educational diversity positively and significantly influences employee engagement within IRC Kenya.

Table 4.12 Regression Coefficients for Educational Diversity and Employee Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.320	.249		9.334	.000
	Educational Diversity	.506	.065	.593	7.792	.000

a. Dependent Variable: Employee Engagement

Table 4.12 above indicates a constant $\alpha = 2.320$ is larger than 0 since the p-value $0.000 < 0.05$. This shows the existence of a statistically significant positive effect of educational diversity on the level of employee engagement as the beta value $\beta = .506$ is significantly different from 0 since the p-value is less than 0.05, $p = .000 < .05$. This, therefore, means that a unit change in educational diversity is expected to yield an increase of .506-unit change in the level of employee engagement. Thiriku and Were (2016) research indicated that various efforts

towards promoting employee's educational attainment and professional qualifications were positively related to retention levels within the firm.

4.5.3 Effect of Cultural Diversity on Employee Engagement

The research sought to determine the nature and effect of cultural diversity on the level of employee engagement in Kenya. Below are the findings.

Table 4.13 Regression between Cultural Diversity and Employee Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.518 ^a	.268	.261	.51659

a. Predictors: (Constant), Cultural Diversity

The findings show that 26.8% of variations in the level of employee engagement within IRC Kenya are determined by cultural diversity. This indicates that 73.2% of changes in employee engagement are determined by factors not considered within the regression model above.

Table 4.14 ANOVA Results for Cultural Diversity and Employee Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.932	1	10.932	40.965	.000 ^b
	Residual	29.889	112	.267		
	Total	40.821	113			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Cultural Diversity

The ANOVA results showed an F value of 40.965, which is greater than F- (critical f; 1.162), with a significance value of 0.000, which is less than 0.05. Thus, the study concludes that there is a significant relationship between cultural diversity and employee engagement within IRC Kenya.

Table 4.15 Regression Coefficients for Cultural Diversity and Employee Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.682	2.46		10.907	.000
	Cultural Diversity	.401	.063	.518	6.400	.000

a. Dependent Variable: Employee Engagement

Table 4.15 results show a constant $\alpha = 2.682$ which is greater than 0 since the p-value $0.000 < 0.05$. This shows that cultural diversity positively and significantly influences the level of employee engagement as the beta value $\beta = .401$ is not 0 since the p-value is less than 0.05, $p = .000 < .05$. This, therefore, means that a unit change in cultural diversity is expected to yield an increase of .401 change in the level of employee engagement. Velten and Lashley (2018) note that cultural diversity practices have been instrumental in determining the level of job motivation among employees.

4.6 Overall Regression Summary

The main aim of this research was to examine the effect of workplace diversity on employee engagement at IRC Kenya. The research adopted a multiple linear regression analysis to determine whether the level of employee engagement at IRC Kenya can be predicted based on workplace diversity management. Further, a second multiple regression analysis was conducted to see the impact of education of respondent, tenure of respondent, and location of work on employee engagement while holding the workplace diversity management constant.

4.6.1 Multiple Regression; Workplace Diversity Management and Employee Engagement

Table 4.16 Regression Summary for Model 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 ^a	.401	.385	.47133

a. Predictors: (Constant), Cultural Diversity, Educational Diversity, Demographic Diversity
The findings show that 40.1% (R Square) of variations in the level of employee engagement within IRC Kenya are determined by workplace diversity (*cultural diversity, educational diversity, demographic diversity*). This indicates that 59.9% of changes in employee engagement are determined by factors not considered within the regression model above. Omankhanlen and Ogaga-Oghene (2011) found a positive relationship between workforce diversity practices and increased organizational effectiveness. Kerga and Asefa (2018) note that workforce diversity helps to amplify employee satisfaction and performance levels.

Table 4.17 ANOVA Summary for Model 1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.385	3	5.462	24.585	.000 ^b
	Residual	24.436	110	.222		
	Total	40.821	113			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Cultural Diversity, Educational Diversity, Demographic Diversity
The ANOVA results showed an F value of 24.585, which is greater than F- (critical f; 1.162), with a significance value of 0.000, which is less than 0.05. Thus, the regression model adopted shows that the independent variables statistically significantly predict the dependent variable.

Table 4.18 Regression Coefficients Summary for Model 1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.905	.301		6.335	.000
	Demographic Diversity	.077	.097	.082	.786	.434
	Educational Diversity	.363	.079	.426	4.617	.000
	Cultural Diversity	.167	.085	.215	1.969	.051

a. Dependent Variable: Employee Engagement

The resultant regression equation is as shown below:

$$Y = 1.905 + .077X_1 + .363X_2 + .167X_3 + .301$$

The regression model indicates that educational diversity is a positive significant predictor of employee engagement with ($\beta = .363$, $p = .000 < .05$). This thus implies that for every 1-unit increase in educational diversity score, there is a 0.363 increase in employee engagement. The study concluded that demographic diversity has an insignificant influence on employee engagement ($\beta = .077$, $p = .434 > .05$). The findings also showed an insignificant effect of cultural diversity on employee engagement since $p = .051 > .05$.

4.6.2 Multiple Regression; Effect of Location of Work, Education, and Tenure of Respondents and Workplace Diversity Management on Employee Engagement

Table 4.19 Regression Summary for Model 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.671 ^a	.450	.391	.46896

a. Predictors: (Constant), Cultural Diversity, Educational Diversity, Demographic Diversity, O Level, Diploma, Postgraduate, Less than 2 Years, 2 to 5 Years, Lodwar, Kakuma, Hagadera

The findings show that 45% (R Square) of variations in the level of employee engagement within IRC Kenya are determined by workplace diversity (*cultural diversity, educational diversity, demographic diversity*) and demographic proxies (*education of respondent, tenure*

of respondent and location of work). This indicates that 55% of changes in employee engagement are determined by factors not considered within the regression model above.

Table 4.20 ANOVA Summary for Model 2

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	18.389	11	1.672	7.601	.000 ^b
	Residual	22.432	102	.220		
	Total	40.821	113			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Cultural Diversity, Educational Diversity, Demographic Diversity, O Level, Diploma, Postgraduate, Less than 2 Years, 2 to 5 Years, Lodwar, Kakuma, Hagadera

The ANOVA results showed an F value of 7.601, which is greater than F- (critical f; 1.162), with a significance value of 0.000, which is less than 0.05. Thus, the regression model adopted shows that the independent variables statistically significantly predict the dependent variable.

Table 4.21 Regression Coefficients Summary for Model 2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	1.936	.320		6.056	.000
	Demographic Diversity	.058	.100	.063	.581	.562
	Educational Diversity	.385	.082	.451	4.698	.000
	Cultural Diversity	.181	.088	.233	2.050	.043
	O Level	.179	.517	.028	.347	.729
	Diploma	.056	.123	.039	.454	.651
	Postgraduate	.019	.109	.015	.173	.863
	Less than 2 Years	-.210	.112	-.169	-1.881	.063
	2 to 5 Years	-.054	.120	-.042	-.451	.653
	Lodwar	.034	.186	.015	.181	.857
	Kakuma	.083	.126	.058	.660	.510
	Hagadera	-.181	.128	-.125	-1.416	.160

a. Dependent Variable: Employee Engagement

In this second regression model, educational diversity continues to positively and significantly influence employee engagement with $\beta = .385$, $p = .000 < .05$. The results showed that a change in educational diversity will lead to a .385 change in employee engagement. The results further established that demographic diversity had a non-significant effect on

employee engagement with $\beta = .058$, $p = .562 > .05$. Further in this model, cultural diversity positively and significantly affects employee engagement, $\beta = .181$, $p = .043 < .05$. This implied that for every 1-unit increase in cultural diversity score, there is a .181 increase in employee engagement.

The study further indicates a positive and insignificant effect of employees who have attained O-level ($\beta = .179$, $p = .729 > .05$), Diploma ($\beta = .056$, $p = .651 > .05$), and Postgraduate ($\beta = .019$, $p = .863 > .05$). There is also a negative and insignificant effect of employees who had worked for less than 2 years ($\beta = -.210$, $p = .063 > .05$) and 2 to 5 years ($\beta = -.054$, $p = .653 > .05$) on employee engagement. The study indicated there is an insignificant effect on employees working in Lodwar ($\beta = .034$, $p = .857 > .05$), Kakuma ($\beta = .083$, $p = .510 > .05$) and Hagadera offices ($\beta = -.181$, $p = .160 > .05$) on employee engagement as compared to employees working in Nairobi.



CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The core objective of the chapter is to obtain meaning to the results of the study as contained in chapter four and outline the findings from which the conclusions can be drawn. It further examines the nature of the findings and suggests recommendations on the basis of addressing issues raised through the study. This section is significant to explain if in any way the objective of the study was achieved. Therefore this chapter is a summary of the research findings, conclusions, recommendations, and suggestions for further research.

5.2 Summary of Findings

With the increase in global operations within humanitarian organizations and their presence in various areas within the country, there is a growing need for the implementation of diversity programs to promote employee engagement and productivity. This study sought after the effect of workplace diversity on employee engagement within IRC Kenya. The study was premised on the social exchange theory and the social identity theory. The research adopted a positivism research philosophy with a descriptive research design being utilized. The study adopted a structured questionnaire to collect data from IRC Kenya staff members.

The study was able to obtain a response rate of 70% of the IRC staff members. The research shows that over 64% of the respondents had two years of experience. The study shows that 48.3% of the participants were staff within Nairobi Ihub offices, 21.9% were in both Hagadera and Kakuma offices, while only 7.9% of the staff members were within Lodwar IRC offices. The study results indicate there is a significant and positive effect of demographic, educational, and cultural diversity on employee engagement. The findings show that 45% variations in the level of employee engagement within IRC Kenya are determined by diversity (cultural diversity, educational diversity, demographic diversity) and demographic proxies (education of respondent, tenure of the respondent, and location of work).

5.3 Discussion of the Study

Concerning the level of employee engagement, findings revealed that the majority of the staff are well-engaged in the organization as indicated by their desire to remain as part of the workforce, their satisfaction level with job duties, motivation levels, and their commitment to

the attainment of organization goals. The results also show that staff members within the organization are enthusiastic about their job, have shown mental resilience, are proud of their jobs, happy at the workplace, derive inspiration from the job, and find meaning and purpose from their job.

5.3.1 Demographic Diversity

Demographic diversity had an insignificant effect on the relationship with employee engagement. The results showed that demographic diversity practices being executed at IRC Kenya have not been able to improve the engagement levels among the staff members when other Cultural & Educational diversity are included. These findings were not consistent with Mansoor, French, and Ali (2019) who found out that management of age, gender, and ethnicity were vital to improved employee outcomes. Similar, observations were made by Li, Wang, Haque, Shafique, and Nawaz (2020) who revealed that age, gender, race, and ethnicity can be integral in determining employee outcomes. Consistent with the findings Bartlett (2015) further pointed out a positive relationship between gender, age, tenure, ethnic diversity, and employee engagement.

The study results showed that employees were in agreement that the organization had implemented some form of diversity aspects. The findings reveal that the organization has recruited employees of different age groups and fosters gender representation in the workforce. These results are consistent with Badal and Harter (2014), who posits that creating a diversity that promotes gender inclusivity is critical to improving the engagement levels among the workforce. Kunze, Boehm, and Bruch (2011) suggest that improving age diversity within the workplace will be vital to determining the satisfaction level and performance within the firm. Adekola (2011) concluded that age and gender diversity were key predictors of higher job retention levels within the firm. The results show that respondents agreed that the firm has supported diverse nationalities in the workforce and does not condone discrimination on ethnic backgrounds. The study also notes that the organization has been able to attract personnel from diverse racial backgrounds. Similar views are held by Bartlett (2015), who notes that gender, ethnicity, and age diversity measures are key to improving the work engagement levels. Despite there being a positive association between demographic diversity and employee engagement, the findings of this study show that demographic diversity is insignificant when other factors are brought into place.

5.3.2 Educational Diversity

The study established that educational diversity had a significant and positive influence on employee engagement within the organization. These results were in line with Dhir and Shukla (2018) who viewed improvement in training programs and capacity building as predictors of better employee engagement. Whitten (2016) also observed that enhancing the professional programmes such as training, coaching and mentorship were significant predictors to better engagement levels among employees. Maingi and Makori (2015) opined that improvement in employee skills through effective educational diversity practices is critical to employee engagement.

Concerning the educational diversity within the firm, the employees generally agreed that the organization had deployed education diversity measures through tailoring the work responsibilities to the employee's knowledge. These results are echoed by Dhir and Shukla (2018). They revealed that organization demographics, such as educational attainment, employee skills, and work-role performance, predicted the level of employee engagement. Kerga and Asefa (2018) posit that employee training and new skills acquisitions positively influence engagement levels. The study further shows that the firm has been able to offer on-job training and has created an internal structure to foster employees' managerial responsibilities.

Alshammari (2015) similarly holds that employee development programs, co-worker support, and a supportive work environment are integral to better employee engagement within the firm. The study results indicate agreement that the organization has been able to offer employees career progression opportunities, and the structure of operations is aligned to the skill-set of employees. Whitten (2016) also posits that offering mentoring programs and other professional support practices are key predictors of work engagement and retention levels. Maingi and Makori (2015) concluded that educational diversity has been integral in predicting engagement levels within an organization.

5.3.3. Cultural Diversity

The study established that cultural diversity had a significant and positive influence on employee engagement within the organization. In their research, Zakari, Hamadi, and Audi (2019) made a similar observation that improving cultural awareness, interactions and diversity is ideal for better employee engagement. Triana, García, and Colella (2010) also posit that central to improved employee commitment, is the management putting more

emphasis on racial and cultural issues at the workplace. Velten and Lashley (2018) also observed that cultural diversity was significantly associated with improved motivation among employees and expanding productivity.

The findings of the research indicate that the firm has been able to instill cultural diversity practices. The results indicate agreement among respondents that the organization can attract staff from various religious backgrounds and has an equal gender representation policy. These findings are in agreement with Zakari, Hamadi, and Audi (2019) who found out that cultural diversity inculcation within the firm was key to improved engagement levels. Mazur (2010) also supports these views by noting that cultural diversity is critical to promoting productivity within a firm. On the other hand, Triana, García, and Colella (2010) indicate that organizations should promote better racial diversity to improve employee commitment. The research results further show that the firm has been able to avoid discrimination against employees based on their nationality.

Velten and Lashley (2018) note that cultural diversity within modern workplaces is critical to increasing motivation levels and acceptance of firm values. Mecheo (2016) also notes that cultural diversity has a positive influence on the performance of an organization by shaping co-worker interactions and the organization environment. The study also indicates disagreement among participants that the organization has the policy to support equal opportunities offering to people with disabilities as well as attracting people regardless of their sexual orientations. Jin and Park (2016) note that poor sexual orientation negatively impacts engagement levels and job satisfaction among LGBT groups.

5.4 Conclusions of the Study

The study concludes that workplace diversity positively improves employee engagement within IRC Kenya. The study revealed that creating a diverse workforce is integral to the changing global ecosystem and is key to creating a highly engaged work environment. The study concluded that workplace diversity will help in promoting better job satisfaction, increased employee motivation, inspiring the staff members, better productivity levels, and increased employee retention levels. The study concluded that demographic diversity has a statistically insignificant influence on the level of employee engagement.

The study concludes that the organization should foster age diversity and gender diversity practices to ensure there is a balanced workforce within the organization. The study concludes that the organization should continue attracting staff from various cultures and

nationalities as they positively predict engagement levels. The study concludes that having a gender and age fluid workforce will help in enhancing the mix within the workforce that has an assortment of various skill-sets that can help improve organizational effectiveness.

The study further concludes that educational diversity is positively associated with employee engagement within IRC. The research concludes that the organization should foster employee training practices within the firm, aligning employee skills to the job duties as well as ensuring the employees can access career progression opportunities. The study concludes that educational diversity within IRC staff will help to improve task execution and increase efficiency within the firm.

The research concludes that cultural diversity is positively related to employee engagement within the organization. The study concludes that the firm should ensure that racial diversity is maintained within the firm. The study also concludes that the firm should ensure there is no discrimination of staff within the firm based on their nationality and religious backgrounds.

The study concluded that o-level, diploma education, and postgraduate education, length of employees' work experience, and location of work station does not have a significant effect on employee engagement.

5.5 Recommendations of the Study

5.5.1 Policy Implications

The changing workforce demands within globally interconnected organizations have presented a major challenge to many executives. This research recommends that the management team should acquaint themselves with the various diversity management tools that will help them in creating a fair and safe work environment as well as improving policies and guidelines on diversity management. The study recommends that policymakers should develop rules and regulations that will help in successfully adopting workplace diversity practices, adding that this influences a firm's long-term success. The study recommends that the Human resource department should formulate policies to support sexual diversity, ethnic diversity, and age diversity within the firm.

5.5.2 Practice Implications

The research recommends that the organization should create awareness internally on the various workplace diversity practices put in place as well as conduct training on the emerging diversity issues within global work environments. The study further recommends that the organization should undertake task allocation based on a well-balanced workforce in terms of

their educational skills, demographics, and cultural diversities. This will help in increasing team productivity and cohesion within the firm. The study recommends that the organization should regularly conduct team-building initiatives as this will help the staff in bonding and engaging at a social level, thus promoting acceptance and inclusivity of the various diverse staff members. The study further recommends that the organization should undertake regular behavioral-based training to foster the integration of diverse aspects within the organization.

The study recommends that the management should create an environment where an employee can freely communicate and practice their cultural beliefs. This will help in creating a conducive environment that can spur employee engagement. Further, the organization should regularly conduct employee training programs on the different dimensions of cultural values to reduce any conflict that arises because of differences in the value system and enhances unity and cohesion at the workplace. The research also recommends that the organization leadership should review the current diversity practices in place to ensure they are consistent with global standards. Further, the managers should provide timely and accessible information on diversity practices among their employees as this will help in improving tolerance and awareness of diversity at the workplace. Lastly, demographic diversity, despite being important was inadequate within the organization. Hence, the management should seek feedback on the specific policies that should be sought from its employees to improve demographic diversity which can be key to improving engagement levels.

5.6 Limitations of the Study

The research was conducted between March-June 2020 when most of the organization's staff had been advised to work from home. This adversely affected the collection of research data as most employees were not available to respond to the questionnaires within the specified period. The research was further focussed on the examination of employee engagement at IRC Kenya which could limit the applicability of the research findings within the larger NGO sector due to differences in the work environments. The study further considered work diversity practices which are not comprehensive in reviewing work engagement hence more research should be conducted taking into consideration more research variables.

5.7 Suggestions for Further Research

The study limited itself to examining a single humanitarian organization; hence there is a need for a more conclusive study to be undertaken exploring the workplace diversity within

Non-Governmental organizations in Kenya. The study was only limited to employee engagement within IRC; to enhance available knowledge, this research recommends that further studies should be undertaken to examine how workplace diversity management influences the performance of the organization in humanitarian organizations.



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APPENDICES

Appendix I: Introduction

To the Human Resource Director

IRC Kenya

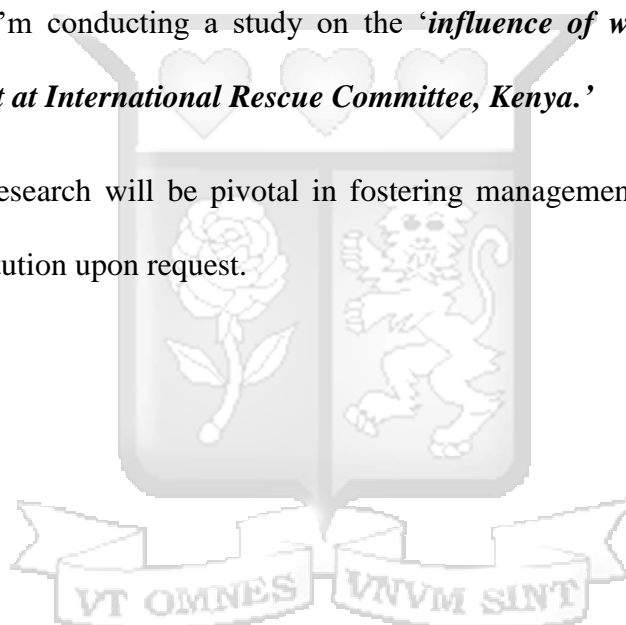
Ref: **Request to Collect Data for Academic Research**

Greetings, my name is Lucy Muthee, a student of Masters of Business Administration and student at Strathmore University. As a requirement for the award of my academic degree, I'm required to undertake a research study that fostered practice and policy within my area of study. To this end, I'm conducting a study on the *'influence of workplace diversity on employee engagement at International Rescue Committee, Kenya.'*

The findings of the research will be pivotal in fostering management practice and will be shared with your institution upon request.

Regards;

Lucy Muthee



Appendix II: Questionnaire

PART A: GENERAL INFORMATION

1) What is your Age Bracket?

Below 35 years ☐

36 – 45 years ☐

45– 56 years ☐

56 and above ☐

2) What is your Gender?

Male ☐

Female ☐

3) What is your Education Level?

O- Level ☐

Diploma ☐

Graduate ☐

Postgraduate ☐

4) Years of experience within the firm?

Less than 2 years ☐ 2-5 years ☐ Over 5 years ☐

5) Which office do you operate within?

Hagadera ☐

Kakuma ☐

Nairobi ☐

Lodwar ☐

PART B: Influence of Workplace Diversity on Employee Engagement at International Rescue Committee Kenya

Please use a tick (✓) or across (×) on the following scale to indicate the level of agreement with the following statements

5= strongly agree 4= Agree 3= Disagree 2= Strongly Disagree 1= Neither agree nor disagree

No	Demographic Diversity	5	4	3	2	1
6.	The organization workforce is well distributed across all age-sets					
7.	The organization attracts personnel regardless of their gender identity					
8.	The organization has attracted personnel from diverse nationalities					
9.	The organization does not discriminate on employees based on the ethnical background					
10.	The organization has attracted personnel from diverse racial backgrounds					

Please use a tick (√) or across (×) on the following scale to indicate the level of agreement with the following statements

5= strongly agree 4= Agree 3= Disagree 2= Strongly Disagree 1= Neither agree nor disagree

No	Education Diversity	5	4	3	2	1
11.	The organization offers responsibilities tailored to the employee's educational knowledge					
12.	The organization offers opportunities for on-job training					
13.	The organization has created an internal structure based on the employee's managerial roles					
14.	The organization offers employees opportunities for career progression					
15.	The organization has structured its operations based on the skills sets of the employees					

Please use a tick (√) or across (×) on the following scale to indicate the level of agreement with the following statements

5= strongly agree 4= Agree 3= Disagree 2= Strongly Disagree 1= Neither agree nor disagree

No	Cultural Diversity	5	4	3	2	1
16.	The organization has attracted personnel from a diverse religious background					
17.	The organization has put in place a policy to foster equal gender representation					
18.	The organization has a policy in place to ensure equal opportunities are offered to people living with disabilities					
19.	The organization does not discriminate employees based on their nationality					
20.	The organization attracts personnel with diverse sexual orientations					

PART C: EMPLOYEE ENGAGEMENT

Please use a tick (✓) or across (×) on the following scale to indicate the level of agreement with the following statements

5= strongly agree 4= Agree 3= Disagree 2= Strongly Disagree 1= Neither agree nor disagree






No	Employee Engagement	5	4	3	2	1
21.	I have no current desire to leave the organization					
22.	I am well satisfied with my job duties within the organization					
23.	I am motivated by the level of job duties offered by the organization					
24.	I am committed to attaining the goals of the organization					
25.	I am enthusiastic about my job					
26.	I find the work that I do full of meaning and purpose					
27.	I feel happy when I am working intensely					
28.	I can continue working for very long periods at a					

	time					
29.	At my job, I am very resilient, mentally					
30.	At my work I always persevere, even when things do not go well					
31.	I am proud of the work that I do					
32.	My job inspires me					

Thank you for your Time



Appendix III: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 780099	Date of Issue: 28/March/2020
RESEARCH LICENSE	
	
This is to Certify that Ms. Muthee Lucy of Strathmore University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF WORKPLACE DIVERSITY ON EMPLOYEE ENGAGEMENT AT INTERNATIONAL RESCUE COMMITTEE NAIROBI CITY COUNTY, KENYA for the period ending : 28/March/2021.	
License No: NACOSTI/P/20/4272	
780099 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix IV: Ethical Review Clearance



Strathmore
UNIVERSITY

7th April 2020

Ms Muthee, Lucy
lucy.muthee@strathmore.edu

Dear Ms Muthee,

RE: Influence of Workplace Diversity on Employee Engagement at International Rescue Committee Nairobi City County, Kenya

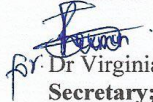
This is to inform you that SU-IERC has reviewed and **approved** your above research proposal. Your application approval number is **SU-IERC0718/20**. The approval period is **7th April 2020 to 6th April 2021**.

This approval is subject to compliance with the following requirements:

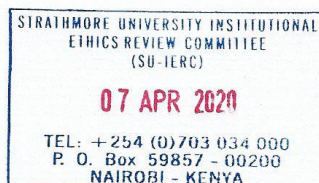
- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


Dr Virginia Gichuru,
Secretary; SU-IERC

Cc: Prof Fred Were,
Chairperson; SU-IERC



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