

**DIVERSITY MANAGEMENT AND WORK ENGAGEMENT OF ACADEMIC STAFF
OF KYAMBOGO UNIVERSITY, UGANDA**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH
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UNIVERSITY**

SEPTEMBER, 2024

DECLARATION

This is to certify that the dissertation titled “diversity management and work engagement of academic staff of Kyambogo University, Uganda” is my own work developed under the supervision of my supervisors.

Signed

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APPROVAL

This is to confirm that this dissertation titled “Diversity Management and Work Engagement of Academic Staff of Kyambogo University, Uganda” has been written under our supervision and guidance. We recommend that it be submitted for examination.

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DEDICATION

I dedicate this study to my uncle Reverend Fr. Charles Ntege Lubwama of Nsambya Catholic Parish who has supported me throughout my academic struggle. I also dedicate this study to my course mates who have been there for me in this journey.

ACKNOWLEDGEMENT

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ABSTRACT

Work engagement is a pivotal driver of Organizational performance and a crucial determinant of success, as it significantly enhances competitive advantage. This study sought to investigate the influence of diversity management on the work engagement of academic staff at Kyambogo University in Uganda. It was guided by three objectives: the impact of diversity management policies, programs, and climate on work diversity. The study is of great significance to the body of knowledge, management of Kyambogo University, policymakers, and researchers. The study adopted the quantitative approach and the correlational research design to establish the relationship between diversity management and work engagement. Primary data was collected using self-administered questionnaires. A total of 188 academic staff members from Kyambogo University participated in this study. Data was subjected to descriptive statistics and Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS software. The study findings were presented using graphs, tables, and figures. Findings revealed moderate levels of work engagement, diversity management policies, diversity management programs, and diversity management climate within the university. However, the SEM results yielded more subtle findings, indicating that diversity management policies exerted a positive and significant influence on work engagement, whereas diversity management programs had a positive but non-significant effect, and diversity management climate had a negative but non-significant impact on work engagement. This study concludes that diversity management policies play a vital role in fostering work engagement among academic staff, whereas inadequate diversity management programs contribute minimally to work engagement, and a suboptimal diversity management climate hinders work engagement. The study recommends that universities should develop and implement comprehensive diversity management policies to enhance work engagement. It further recommends that university leaders should design and execute effective diversity management programs to promote work engagement, and also cultivate a climate that values and supports diversity, thereby fostering work engagement among academic staff.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In the modern workplace, the concept of work engagement has garnered significant attention as a panacea for enhancing employee performance, owing to its perceived potential to unlock optimal productivity (Khusanova et al., 2021). This notion is predicated on the understanding that engaged employees are emotionally invested in their work environments, thereby exhibiting heightened motivation and dedication to organizational success (Osborne & Hammoud, 2017). Consequently, employee work engagement is posited to augment organizational performance by harnessing the inherent energy and focus that accompanies engagement, thereby catalyzing individuals to attain exceptional levels of job performance (Abun et al., 2020; Sonnentag, 2017). Hence, work engagement is deemed crucial for the efficacy of organizations, including institutions of higher learning. This study investigated the relationship between diversity management and employee engagement within a university setting, seeking to elucidate the dynamics underlying this association.

1.1 Background

1.1.1 Historical Perspective. The concept of work engagement has its genesis in the latter half of the 20th century, with the Gallup Research Group playing a pivotal role in its development during the 1990s. This followed an exhaustive 25-year study on workers and managers in various organizational settings (Bailey et al., 2017). Kahn (1990) is credited with conducting the inaugural study on work

engagement, which is characterized by three distinct dimensions: employee dedication, vigor, and absorption (Motyka, 2018). Although the concept emerged in management theory during the 1990s, it wasn't until the 2000s that it gained widespread acceptance and recognition (Graffigna, 2017). The allure of work engagement lies in its positive correlation with high work output and productivity, as engaged employees are not only physically present but also emotionally and mentally invested in their tasks (Green Jr et al., 2017). This leads to a state of complete absorption, resulting in successful organizational performance (Osborne & Hammoud, 2017; Abun et al., 2020; Sonnentag, 2017).

Despite its significance, work engagement remains an elusive goal for many organizations worldwide. For instance, educational institutions in the USA grapple with alarmingly low levels of work engagement among teachers, leading to a high turnover rate and concomitant loss of talent (Billingsley & Bettini, 2019). Furthermore, the Corporate Communication International Survey of US Chief Corporate Communicators identified employee engagement as one of the top three challenges facing organizations, underscoring the need for effective strategies to boost engagement and productivity (Goodman, 2019). In Europe, a review funded by the UK Government revealed that work engagement was a reason for worry for organizational leaders (Chanana, 2020). In the Netherlands where teachers displayed the highest engagement levels, their engagement level was at 19% meaning that 81% of the teachers were lowly engaged (Schaufeli, 2017). This suggests that in the Western World, employee engagement remains a challenge.

In Africa, particularly in sub-Saharan countries, the crisis of work engagement among employees has reached alarming proportions. South Africa

exemplifies this phenomenon, where a staggering number of teachers exhibit egregious lack of dedication to their profession, resulting in a debilitating exodus from the field (du Plessis & Mestry, 2019). The sheer scale of absenteeism is staggering, with the average teacher in South African educational institutions absent for a staggering 19.7 days per year, with no discernible improvement by 2017. Moreover, rampant tardiness has become an entrenched problem, further eroding productivity (Vermooten et al., 2020). Similarly, in Kenya, university employees engage in persistent and disruptive strikes, while also moonlighting with reckless abandon, resulting in colossal time wastage (Arungo & Kipkebut, 2021). These trends constitute a clarion call for African organizations to confront the existential threat of work disengagement, particularly in the education sector, and implement transformative measures to revitalize productivity, efficiency, and overall performance. In Kenyan Universities, many employees are never punctual and their absenteeism is high (Ongwae et al., 2018). In Tanzania, low engagement in the education sector is prevalent also with high absenteeism, alcoholism, sexual harassment and exam fraud among other forms of misconduct (Mabagala, 2016).

In Uganda, the situation is not any better for both teaching and in universities. The academics in universities exhibit a distressing lack of dedication and vigor for their work, resulting in subpar teaching quality characterized by antiquated methods that fail to engage students (Muganga & Ssenkusu, 2019). The dereliction of duty is further compounded by rampant absenteeism, with lecturers occupying only half of the expected contact hours, leaving students woefully underserved (Atwebembeire et al., 2018). A pervasive lack of commitment to excellence pervades the institutions, manifesting in lax examination marking,

grade forgery, and widespread cheating (Kasule et al., 2022). Moreover, some lecturers neglect to prepare original content, instead relying on plagiarized online materials, further eroding academic integrity. Research productivity is also abysmally low, with Makerere University's paltry average of two publications per staff member over a decade lagging far behind South Africa's benchmark of five (Cloete et al., 2018). Furthermore, an alarmingly small number of academics engage in community service, underscoring the need for urgent intervention (Kasule et al., 2022). This crisis of work engagement among academic staff demands rigorous research to identify effective strategies for revitalization.

In educational institutions, a myriad of factors influences employee engagement, including human resource management practices (Aboramadan et al., 2020; Angundaru et al., 2016), leadership styles (Akanji et al., 2018), communication, remuneration, recognition, growth opportunities (Aman et al., 2022; Mugizi et al., 2020), diversity management (Ganji et al., 2021), talent management (Mugizi et al., 2022), workplace environment, organizational culture, leadership behavior, promotion, and employee rights (Rattanapun et al., 2022). Notably, research has predominantly focused on these factors, with a significant gap in exploring the relationship between diversity management and employee engagement, particularly in the context of educational institutions in Uganda. This study aims to address this knowledge gap by investigating the association between diversity management and work engagement of employees in Ugandan universities.

The concept of diversity management, initially developed in North America as a response to employment disparities and stereotyping, has evolved

into a global phenomenon, garnering significant attention from scholars and practitioners by 2022. This shift is driven by societal transformations, including policy changes, migration, increased internationalization, and corporate ethical considerations. The primary objective of diversity management is to harness the power of employee variations to enhance organizational performance (Otake-Ebede, 2018). Organizational diversity encompasses both job-oriented and relations-oriented characteristics (Yadav & Lenka, 2020). Job-oriented characteristics comprise surface-level diversity, including tenure, education, and occupation, as well as deep-level diversity, encompassing knowledge, skills, experience, and abilities. Relations-oriented attributes include surface-level diversity, such as sex, age, nationality, and religion, and deep-level diversity, including values, personality, social status, and attitude (Hussain & Farooque, 2021). Diversity management is comprised of policies, programs, and climate (Otake-Ebe, 2018), which were examined in relation to academic staff work engagement in this study.

1.1.2 Theoretical Perspective. This study was anchored in the seminal Institutional Theory, pioneered by Meyer and Rowan (1977), which posits that organizations adapt their structures and behaviors to align with the prevailing values, customs, and expectations of their environment (Birken et al., 2017). This theory underscores the profound impact of coercive, mimetic, and normative pressures on organizational change, including the adoption of diversity management practices, such as policies, programs, and management climate (Otake-Ebe, 2018). Coercive isomorphism refers to the potent influence of formal and informal pressures from external organizations, while mimetic isomorphism

involves emulating structures and practices from esteemed peers in response to ambiguity. Normative isomorphism, meanwhile, represents the pressure to conform to professional norms within the same field (Roszkowska-Menkes & Aluchna, 2017). By embracing structures that conform to institutional expectations, organizations demonstrate a profound commitment to legitimacy, which can yield many outcomes for organizational actors, including enhanced work engagement (Yang & Konrad, 2011). Therefore, this study thoroughly examined the relationship between diversity management practices, encompassing policies, programs, and management climate, and work engagement among academic staff.

1.1.3 Conceptual Perspective. Work engagement, the dependent variable in this study, represents the unyielding passion and absolute dedication of employees to their job tasks, marked by an insatiable desire, unrelenting fervor, and unwavering enthusiasm to exert extraordinary effort, thereby empowering the organization to achieve its goals and objectives with unparalleled excellence and remarkable success (Khusanova et al., 2021). Operationally, in this study it referred to employees' dedication, absorption and vigor to their duties (Vallières et al., 2017). Dedication encompasses the unwavering commitment and unrelenting passion to excel in task performance, fueled by an insatiable sense of challenge, unbridled pride, and unshakeable motivation (Extremera et al., 2018). Absorption represents the state of complete engrossment and immersion in work, where the individual is fully invested and devoted, losing track of time and surroundings. Vigor embodies the unyielding resilience and indomitable drive to persevere, overcoming obstacles

and persisting in the face of adversity, with an unwavering determination to continue exerting effort and striving for excellence (Vallières et al., 2017).

The independent variable of diversity management refers to a workplace strategy that involves recruitment, retention and inclusive development of individuals from different backgrounds (Rahman, 2019). Otaeye-Ebede (2018) conceptualized diversity management as a multifaceted construct, comprising diversity management policies, programmes, and management climate. He delineated diversity management policies as strategic initiatives employed by organizations to harness the potential of their diverse workforce, mitigate challenges such as interpersonal conflicts and fragmentation, and foster a cohesive and inclusive work environment. Diversity programmes, on the other hand, refer to targeted interventions designed to ensure equitable representation, empowerment, and effective management of all employees, thereby enhancing individual satisfaction, productivity, and overall well-being. Diversity management climate refers to the atmosphere of the organization characterized by employees having a shared understanding of the culture, practices, regulations, routines, and rewards of the organization (Alshaabani & Rudnák, 2020). McCallaghan et al. (2019) indicate that a diverse climate in an organization denotes the shared sentiments of commitment to diversity and the development of an inclusive organizational atmosphere free of preconceived perceptions.

1.1.4 Contextual Perspective. Kyambogo University was the context of the study. The mission of Kyambogo University (KyU) is to advance and enhance knowledge and skill development in the domains of science, technology, education, and other related fields with a focus on society's quality, equity,

progress, and transformation (Nuwagaba & Orech, 2019). To fulfill this mission, the university needs an engaged staff. KyU has employed 406 full-time academic staff to help her fulfill its mission (Kasule et al., 2022). Nonetheless, the University experiences work engagement challenges. For instance, academics show low dedication to teaching, research, and community service. A number of academic staff delay to mark and return course work scripts, absent themselves and are ineffective in delivery of lectures. Academics also show low vigor and absorption indicated by low innovation in lecturers' delivery, postgraduate students' supervision and community engagement (Nabunya et al., 2018). The academics are not absorbed in research activities with the majority unable to secure funding for projects (Rwothumio et al., 2020).

With respect to diversity management, the Kyambogo University Human Resource manual (2014) unequivocally demonstrates a commitment to diversity management, emphasizing the importance of recruitment practices that prioritize diversity, transparency, and fairness to attract a diverse pool of applicants. Furthermore, the approved criteria and guidelines for the appointment and promotion of academic staff, endorsed by the Council at its 90th meeting on October 15th, 2021, explicitly identify diversity and inclusiveness as core values. However, despite this policy commitment to diversity management, empirical evidence suggests that academic staff engagement at the university remains disconcertingly low. This paradox raises a critical and unanswered research question: What is the actual impact of the university's diversity management practices on work engagement among academic staff?

1.2 Statement of the Problem

Work engagement is a pivotal driver of organizational performance and a crucial determinant of success, as it significantly enhances competitive advantage (Al Mehrzi and Singh, 2016). Acknowledging its importance, universities in Uganda have proactively endeavored to foster work engagement. Notably, Kyambogo University has demonstrated a commitment to this imperative by incorporating diversity considerations into its recruitment processes, as outlined in the Human Resource manual (2014). Furthermore, the university has entrenched diversity and inclusiveness as core values in its guidelines for the appointment and promotion of academic staff (2021), underscoring the institution's dedication to cultivating a work environment that promotes engagement, inclusivity, and excellence. Other efforts include implementation of satisfying recruitment practices (Kasule et al., 2022), talent development strategies and talent retention strategies (Mugizi et al., 2022). Despite this effort, work engagement of employees remains low.

Academic staff at Kyambogo University exhibit alarmingly low levels of dedication, absorption, and vigor, characterized by suboptimal research productivity (Rwothumio et al., 2020) and a disturbing lack of commitment to essential academic responsibilities. Specifically, a staggering 60% of academics fail to meet critical deadlines for exam administration, marking, and grading (Nabunya, 2021), while 78% neglect to deliver all scheduled lectures, 67% fail to adequately prepare for classes, and 56% delay evaluating student coursework and examinations. Moreover, some academic staff members neglect their supervisory duties and demonstrate limited engagement in community outreach activities (Kasule et al., 2022; Nabunya et al., 2018). If this pervasive issue of low work

engagement remains unaddressed, the university risks stagnation and compromised academic excellence. To mitigate this crisis, this study investigated the impact of diversity management on work engagement among academic staff at Kyambogo University in Uganda, seeking to identify strategic interventions to revitalize productivity and commitment.

1.3 Purpose of the study

This study sought to investigate the influence of diversity management and work engagement of academic staff of Kyambogo University, Uganda.

1.4 Objectives

Specifically, the study seeks;

- i. To examine the influence of diversity management policies on work engagement of academic staff of Kyambogo University in Uganda.
- ii. To assess the influence of diversity management programmes on work engagement of academic staff of Kyambogo University in Uganda.
- iii. To evaluate the influence of diversity management climate on work engagement of academic staff of Kyambogo University in Uganda.

1.5 Research Hypotheses

H1: Diversity management policies have a positive significant influence on work engagement of academic staff.

H2: Diversity management programmes have a positive significant influence on work engagement of academic staff.

H3: Diversity management climate have a positive significant influence on work engagement of academic staff.

1.6 Scope of the Study

The geographic scope of the study was Kyambogo University located at Kyambogo Hill in Nakawa Division in Kampala Uganda. Kyambogo University was studied because of low work engagement among academic staff despite implementation of diversity policies (Kyambogo University Human Resource manual 2014; Mugizi et al., 2022; Rwothumio et al., 2020; Nabunya, 2021). The content scope was on diversity management and work engagement. Diversity management covered diversity policies, programmes and climate. However, work engagement covered employee dedication, absorption and vigor. The periodic scope was the months of May and June 2023. This was because the time scope of this study was cross-sectional and thus collected data on what was happening in the university with respect to diversity management and work engagement.

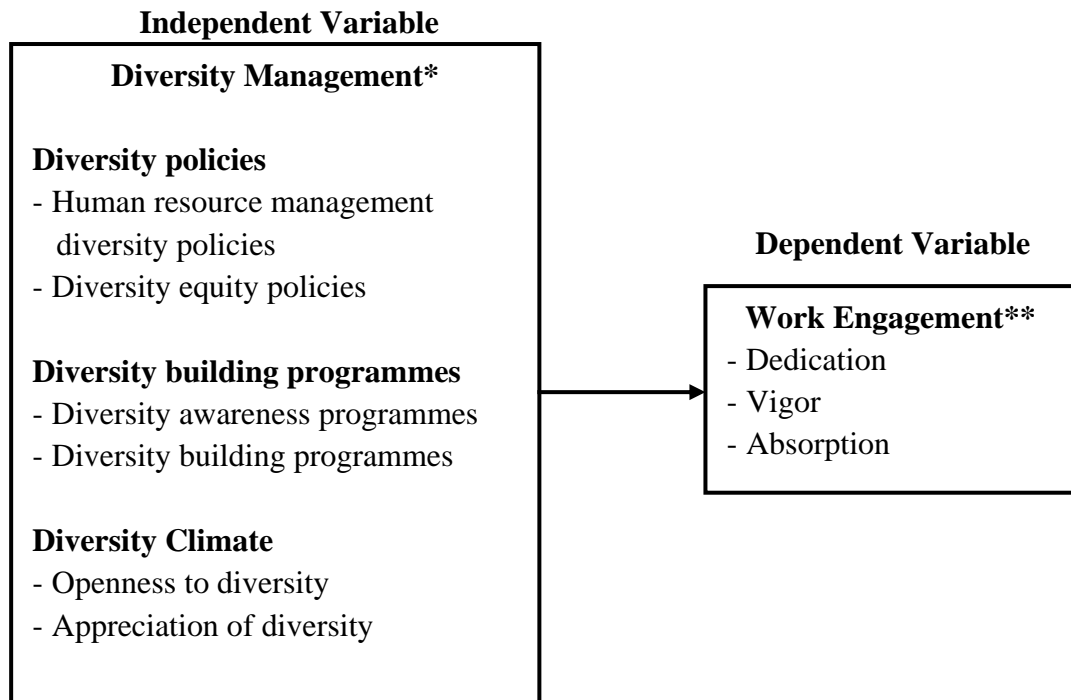
1.7 Significance of the Study

This study makes a profound and impactful contribution to policy makers, Kyambogo University, and the broader academic community. Specifically, the findings of this research will serve as a crucial foundation for policy makers, including the executive and parliament, to develop and implement evidence-based policies on diversity management in Ugandan universities. This is because it will reveal how diversity management can enhance work engagement. To the universities, the findings might help in providing information on how diversity

management enhances work engagement. Adopted the strategies for its implementation suggested by this proposed study might help in enhancing services delivery in universities. To the body of knowledge, this study enriches it by adding new literature on the variables of diversity management and work engagement, thereby providing researchers and scholars with fresh insights and information that can provoke further research and exploration. By significantly advancing the existing literature on diversity management and work engagement, this study makes a ground-breaking contribution to the evolving body of knowledge in the field, potentially catalyzing transformative applications that can profoundly illuminate the intricate relationships between these variables. As a consequence, this study is poised to inspire novel investigations, ignite innovative ideas, and fuel sustained scholarly inquiry into the complex dynamics of diversity management and work engagement, ultimately driving meaningful advancements in the field.

1.8 Conceptual Framework

Figure 1.1 illustrates a conceptual framework describing the link between diversity management and work engagement of employees.



Note: Developed basing on concepts adopted from *Otake-Ebede (2018) and **Vallières et al. (2017).

Figure 1.1:

Conceptual Framework

The framework in Figure 1.1 shows that a link exists between diversity management and work engagement of employees. The framework indicates that diversity management covers diversity policies, programmes and climate. Diversity policies include human resource management diversity and diversity equity policies while diversity management programmes cover diversity awareness programmes and diversity building programmes, and diversity management climate includes openness to diversity and appreciation of diversity. The

framework shows that work engagements terms of dedication, vigor and absorption.

1.9 Operational Definitions

Diversity management climate: Diversity management climate denotes an organizational climate of openness and appreciation of diversity.

Diversity management programmes: Diversity management programmes refer to activities implemented by the organization to promote diversity awareness and diversity building.

Diversity management: Diversity management refers to diversity policies, programmes and climate.

Diversity policies: Diversity policies encompass organizational human resource management and diversity equity policies.

Work engagements: Work engagement describes dedication, vigor and absorption of employees while at work.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review chapter comprises two critical components: a theoretical examination and a review of pertinent literature. The theoretical examination delves into Institutional Theory, providing a foundational understanding of the conceptual framework that guided this study. The review of related literature synthesizes existing research on diversity management and work engagement, revealing a comprehensive landscape of current knowledge and identifying significant gaps.

2.1 Theoretical Review

The Institutional Theory, pioneered by Meyer and Rowan (1977), serves as the cornerstone framework for exploring the intricate and dynamic relationship between diversity management and work engagement. This theory emphasizes the profound and far-reaching impact of normative contexts on organizational structures, actions, and outcomes, positing that an organization's behavior, configuration, and success are inextricably linked to its social environment (Yang & Konrad, 2011). Consequently, organizations are compelled to align their structures, policies, practices, and culture with the values, norms, and expectations of their institutional environment to ensure legitimacy, survival, and prosperity (Birken et al., 2017).

This alignment is driven by three types of isomorphic pressures, which exert significant influence on organizational changes, including diversity

management initiatives (Otake-Ebede, 2018). Coercive isomorphism, for instance, arises from formal and informal regulatory forces, such as laws, regulations, and societal expectations that require organizations to adopt specific structures and practices. Mimetic isomorphism, on the other hand, stems from uncertainty-driven imitation, where organizations model their activities on more legitimate or successful competitors to reduce uncertainty and gain legitimacy. Normative isomorphism, meanwhile, originates from professionalization-induced conformity, where organizations adopt similar structures and practices due to pressure from similar professionals and networks (Roszkowska-Menkes & Aluchna, 2017).

By adopting structures that conform to institutional requirements, organizations demonstrate their commitment to social norms, thereby garnering legitimacy, enhancing their reputation, and influencing outcomes, such as increased work engagement among employees, leading to improved productivity, job satisfaction, and retention (Yang & Konrad, 2011). Better diversity management, leading to a more inclusive and equitable work environment, also ensues, ultimately culminating in enhanced organizational performance, increased competitiveness, and success. Therefore, the Institutional Theory provides a robust and comprehensive basis for examining the impact of diversity management policies, programs, and management climate on work engagement, and for understanding the complex dynamics between organizations and their institutional environment. This theoretical framework offers valuable insights into how organizations can leverage diversity management to foster a more engaged, productive, and inclusive workforce, ultimately driving business success and sustainability.

2.2 Review of Related Literature

2.2.1 Diversity Management Policies and Work Engagement. Organizations operate as formal institutions with well-established policies that govern their activities and dictate how tasks are performed (Makau & Muna, 2020). Research has consistently demonstrated a significant link between human resources management policies and employee engagement. For instance, Alzyoud (2018) conducted a study in the Kingdom of Bahrain's manufacturing sector, revealing a substantial relationship between human resources management policies and employee work engagement. Similarly, Chiemeke et al. (2018) found that organizational policy had a profound impact on employee engagement, highlighting the critical role of policy in shaping engagement outcomes. Furthermore, Downey et al. (2015) investigated the connection between diversity practices and worker engagement, discovering a positive correlation that underscores the benefits of diversity initiatives in fostering employee engagement.

In relation to the above, Ganji et al. (2021) conducted a study in Iranian universities, exploring the impact of diversity management policies on innovative behavior through employee engagement and affective commitment. The results revealed a significant predictive relationship between diversity management policies and employee engagement. In contrast, Indrayani and Yasa (2021) found a direct but insignificant effect of organizational policies on employee engagement in their study of workers in Medan City, Indonesia. However, Luu et al. (2019) discovered a positive correlation between diversity-focused human resources practices and work engagement among employees and managers in various manufacturing industries in Ho Chi Minh City, Vietnam. Additionally, Rainaye

(2012) investigated the influence of organizational policies on organizational commitment and work behavior related to employee engagement in Pakistan, revealing a significant impact of policies on employee commitment.

Despite the literature revealing a strong connection between diversity management policies and work engagement, notable gaps exist at contextual, conceptual, and empirical levels. Contextually, the absence of studies focusing on Ugandan organizations is striking, as all existing research has been conducted outside of this local context. Conceptually, diversity management policies have been vaguely implied through related concepts like organizational policies and human resource management practices, lacking clear definitions and distinctions. Empirically, Indrayani and Yasa (2021) found an insignificant direct influence of company policies on employee engagement, leaving the relationship between variables inconclusive. These gaps underscore the need for further research in the context of a Ugandan university, where this study aims to address these limitations and contribute to the existing body of knowledge.

2.2.2 Diversity Management Programmes and Work Engagement. Diversity programs encompass a range of initiatives designed to promote equal representation, effective management, and individual satisfaction, ultimately enhancing productivity (Otake-Ebede, 2018). These programs include employee development initiatives (Pinnington et al., 2022), diversity training, internal communications (Otake-Ebede, 2018), inclusion programs, team building, and affirmative action programs (Yadav & Lenka, 2020). Empirical research has investigated the relationship between diversity management programs and employee work engagement, yielding significant findings. For instance,

Alshaabani et al. (2021) examined the impact of workplace diversity practices, including training, on employee engagement in Hungarian companies. The results revealed a positive and significant effect of diversity training on employee engagement, underscoring the importance of such initiatives in fostering an engaged workforce.

In relation to the above, Ganji et al. (2021) conducted a study at a prestigious university in Mashhad, Iran, exploring the impact of diversity management on innovative behavior through employee engagement. The results revealed a significant predictive relationship between diversity management training and employee engagement. Similarly, Gupta and Gomathi (2022) investigated the effect of diversity management on employee engagement among IT professionals in India, finding a substantial impact of diversity management practices on employee engagement. Furthermore, Mistry et al. (2021) examined diversity management in the US hospitality sector, discovering that diversity management practices, including training, had a profound effect on positive workforce-related outcomes, such as employee engagement.

Kang and Sung (2017) investigated the impact of symmetrical internal communication on employee perception, including engagement, among sales representatives in Southern Korea. The results showed a strong correlation between effective internal communication management and employee engagement. Similarly, Mbhele and De Beer (2021) examined the relationship between internal communication and employee engagement in South African firms, finding that internal communication played a significant role in achieving employee engagement. Furthermore, Verčič and Men (2023) analyzed the effect of

internal communication on employee engagement in Croatian firms, revealing that employee engagement was positively influenced by satisfaction with internal communication.

In their review, Jayashree et al. (2019) conducted a comprehensive review to investigate the relationship between teamwork and worker engagement, revealing a significant positive correlation between the two constructs. Similarly, Ravikumar (2013) examined the impact of teamwork on work engagement among employees in Indian micro, small, and medium enterprises, finding a meaningful positive association between teamwork and employee engagement. However, despite these studies' significant contributions, the existing literature has primarily focused on contexts outside of Uganda, with limited research conducted in university settings (Ganji et al., 2021). This contextual gap highlighted the need for the study, which aimed to explore the relationship between diversity management and work engagement within an educational institution in Uganda, thereby addressing the dearth of knowledge in this specific context.

2.2.3 Diversity Management Climate and Work Engagement. A diversity climate refers to an organizational culture that fosters an inclusive atmosphere, valuing and embracing individual differences. This climate is comprised of two key aspects: openness and appreciation of diversity (McCallaghan et al., 2019). Research has consistently shown a significant link between organizational climate and work engagement. For instance, Abun et al. (2020) investigated the relationship between organizational climate and work engagement among faculty and employees in Philippine colleges, revealing a substantial association between the two. Similarly, Albrecht et al. (2018) examined the connection between

organizational resources, engagement climate, and employee engagement in Australian organizations, finding a positive correlation between organizational engagement climate and employee engagement. Furthermore, Higgins (2020) explored the impact of diversity climate perceptions on work engagement, discovering a significant relationship between diversity climate perceptions and employee engagement.

Further, Jenkins (2019) conducted a longitudinal online survey of faculty, staff, and graduate students across US universities to investigate the relationship between climate of inclusion and employee engagement. The results demonstrated that a climate of inclusion was a key driver of positive work-related outcomes in higher education, including enhanced employee engagement. Similarly, Mangkang and Chutima (2022) examined the impact of organizational atmosphere on staff morale in a Thai international oil and gas company, revealing a significant correlation between engagement and organizational climate. Furthermore, Mansoor et al. (2021) assessed the influence of organizational diversity climate on employee outcomes in an Australian manufacturing organization, finding a substantial impact of organizational diversity climate on employee engagement and overall well-being.

McCallaghan et al. (2019) conducted a study in South Africa's Gauteng province, exploring the impact of organizational diversity climate on employee outcomes. The findings revealed a significant predictive relationship between diversity climate and organizational employee outcomes. Similarly, Rožman and Štrukelj (2021) investigated the effect of organizational climate on work engagement in Slovenian medium-sized businesses, discovering that

organizational climate positively enhanced work engagement. While the existing literature demonstrates substantial efforts to examine the connection between diversity management climate and worker engagement, notable contextual and conceptual gaps remain. Contextually, all previous studies were conducted outside of Uganda, leaving a knowledge gap in this specific context. Conceptually, diversity management climate was not explicitly examined as defined by Otaye-Ebe (2018), instead being implied through related concepts such as diversity climate and organizational climate. These gaps highlighted the need for the study, which aimed to investigate diversity management climate in the context of a Ugandan university, addressing both contextual and conceptual limitations.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter encompassed the research design with related approaches, population and sampling. The methods also indicate the data collection tool, quality control, collection procedure, management methods and ethical considerations. Therefore, the chapter contains the methods that will be followed in carrying out the study.

3.1 Research Design

This study employed a quantitative approach, which involved collecting numerical data that could be statistically analyzed to validate or refute existing knowledge claims (Apuke, 2017). This approach is useful for identifying patterns and trends in large datasets, and for testing hypotheses about the relationships between variables. The quantitative approach yielded data that enabled the description of variable ratings, such as means and standard deviations, and demonstrated the predictive capacity of the independent variable on the dependent variable. In other words, the data showed how well the independent variable could predict the outcome of the dependent variable. By utilizing a correlational research design, the study facilitated the identification of relationships between variables (Bloomfield & Fisher, 2019).

Correlational designs are used to examine the strength and direction of relationships between two or more variables, without implying causation. The primary objective was to ascertain whether a significant link existed between the

independent and dependent variables. In other words, the study aimed to determine if there was a statistically significant relationship between the variables.

Through this design, the study determined both the presence and strength of the relationship between the study variables, providing valuable insights into their interconnection. This information can be used to inform future studies, and to develop theories about the relationships between variables. By exploring the relationship between the independent and dependent variables, the study contributes to the existing body of knowledge in the field, and provides a foundation for further research.

3.2 Population of the Study

The population of the study comprised a 406 full-time academic staff. The academic staff were chosen because of the reported low engagement (Mugizi et al., 2022; Rwothumio et al., 2020; Nabunya, 2021). The population of academic staff would provide the required data because they could report on diversity management in the university and rate their own engagement.

3.3 Sample Size

The sample size consisted of 199 academic staff members, determined using the Table for Sample Size determination by Krejcie and Morgan (1970). This sample helped to collect a substantial amount of data, sufficient for conducting rigorous inferential analysis and drawing meaningful conclusions.

3.4 Sampling Technique

The study utilized simple random sampling, a robust and equitable technique, to recruit participants from the population. This approach ensured that each individual had an equal chance of being selected, eliminating bias and ensuring the sample's representativeness (Kanaki & Kalogiannakis, 2023). By drawing from a comprehensive sampling frame of academic staff names, the researchers ensured a high degree of precision and reliability. The use of simple random sampling enabled the collection of high-quality data, which was broadly representative of the population, thereby strengthening the study's credibility and generalizability.

3.5 Data Collection Instrument

The study employed a self-administered questionnaire as the primary data collection instrument, featuring closed-ended questions to ensure precision and ease of analysis. The questionnaire was meticulously organized into three sections: Section A captured background characteristics, while Sections B and C focused on the dependent and independent variables, respectively. Section A's questions pertained to demographic information, including sex, age, education level, working experience, and job type. The dependent variable, work engagement, was assessed through questions adapted from Vallières et al. (2017), encompassing dedication, vigor, and absorption. Conversely, the independent variable, diversity management, was evaluated using questions adapted from Otaye-Ebede (2018), covering policies, climate, and programmes.

The closed-ended questionnaire was selected for its administrative ease, simplicity in coding and analysis, and facilitation of straightforward data

summarization and statistical inference. A five-point agreement Likert scale (1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree) was employed to anchor the question items, ensuring a standardized and reliable response format. This design enabled the collection of high-quality data, which was essential for conducting robust statistical analysis and drawing meaningful conclusions. By utilizing a self-administered questionnaire, the study ensured that the participants' responses were candid and unbiased, providing accurate representation of their perceptions and experiences.

3.6 Data Quality Control

Data quality control involved testing validity and reliability. Validity sought to establish the accuracy of the indicators measuring the constructs while reliability sought to establish consistency in the indicators for the different constructs.

3.6.1 Validity. Validity of the instrument involved establishing content validity by face validity of question indicators obtained from earlier scholars. The validation of the question indicators involved soliciting the expert opinion of supervisors, who meticulously reviewed and ascertained the relevance, wording, and clarity of each question. The validation of the indicators ensured their clarity, completeness and appropriateness according to the study constructs (Clark & Watson, 2019). The data collected was subjected to convergent validity, discriminant validity and confirmatory factor analysis to affirm validity using SmartPLS for Structural Equation Modeling (SEM). Discriminant validity was attained below the maximum value of 0.90, convergent validity above 0.5 and

Factor analysis at above 0.40 loading (Hair Jr et al., 2020). These measures ensured validity of the instrument.

Table 3.1:

AVE and Heterotrait-Monotrait (HTMT) Discriminant Validity Assessment

Measures	AVE	Engagement	Absorption	Dedication	Vigor
Engagement					
Absorption	0.585	0.407			
Dedication	0.654	0.796	0.749		
Vigor	0.611	0.475	0.572	0.876	
Measures	AVE	DM	DCM	DMP	DP
DM	0.835				
DCM	0.568	0.893			
DMP	0.867	0.570	0.483		
DP	0.835	0.894	0.612	0.576	

Key: *DCM = Diversity Management Climate, DM = Diversity Management DMP = Diversity Management Policies, DP = Diversity Management Programmes.*

The results presented in Table 3.1 demonstrate that the Heterotrait-Monotrait ratio of correlations (HTMT) conditions were decisively met, with values falling well below the 0.90 threshold, thereby providing robust evidence of discriminant validity (Henseler et al., 2015). This outcome conclusively establishes that the measurements exhibited a high degree of precision and accuracy in distinguishing between the various constructs. Moreover, the convergent validity of the measures was rigorously confirmed through the calculation of average variance extracted (AVE), which revealed values surpassing the minimum requirement of 0.5 (Shrestha, 2021). This outcome provides compelling evidence that the multiple indicators employed to measure each construct converged strongly, thereby

validating the underlying theoretical framework and reinforcing the reliability of the findings.

3.6.2 Reliability. Reliability involved calculating of Cronbach's alpha (α) and Composite reliability. Cronbach's alpha and Composite reliability establish internal consistency or inter-relatedness between among the indicators. However, because Cronbach's Alpha has the weakness of assuming that all indicator characteristics similar in the population which lowers reliability values, composite reliability (CR) is liberal and because in tolerates external traits increasing internal consistency of the indicators hence increasing reliability values which allows many indicators to be reliable (Hair Jr. et al., 2020). Composite reliability ensures that a high number of the indicators attain reliability. The employment of both reliability methods yielded a highly reliable instrument, bolstered by multiple indicators, thereby ensuring the consistency and accuracy of the measurements. Furthermore, the calculation of the Value Inflation Factor (VIF) played a crucial role in establishing the absence of collinearity between the constructs of the independent variables, thereby confirming their independence and lack of correlation. This rigorous assessment of collinearity ensured that the independent variables were truly distinct and did not exhibit any multicollinearity, which could have compromised the validity of the findings. By confirming the independence of the constructs, the VIF calculation strengthened the overall robustness and reliability of the research instrument. The results follow in Table 3.2.

Table 3.2:*Reliability and Collinearity Values*

Measures	α	CR	VIF
Absorption	0.773	0.828	1.172
Dedication	0.816	0.842	1.375
Vigor	0.864	0.880	1.480
Diversity Management Climate	0.901	0.903	1.539
Diversity Management Policies	0.892	0.911	1.512
Diversity Management Programmes	0.949	0.950	1.775

Table 3.2 presents the Cronbach's alpha and composite reliability (CR) results for the study constructs, revealing that all CR values exceeded the minimum threshold of 0.7, thereby demonstrating a high degree of reliability for the items measuring the constructs. This outcome aligns with the benchmark established by Lai (2021), which stipulates that a composite reliability of 0.70 or higher indicates satisfactory reliability. Furthermore, the Value Inflation Factor (VIF) results unequivocally confirmed the absence of collinearity, as all VIF values fell below the maximum tolerance level of 5, thereby ruling out any multicollinearity concerns (Hair Jr et al., 2021). The results suggested that the constructs of the independent variable were independent and could be used to determine whether they predicted the dependent variable without any challenges.

3.7 Data Collection Procedure

After the proposal had been presented before the Higher Degrees Committee for Department of Educational Planning and Management and approved, the researcher obtained a letter for data collection from the head of department to

proceed to the field to collect data. Data was collected from the different schools, faculties and directorates of the university with the help of secretaries who worked as research assistants. The questionnaires contained a letter explaining to the respondents of the study the purpose of the study.

3.8 Data Analysis

The data collected were processed by providing each questionnaire a code before entering the data into the computer using the Statistical Package for Social Scientists (SPSS Version 24.0). After the data had been entered into the computer, they were processed to remove errors. The removing of errors from the data or data editing involved identifying of outliers and treatment of missing data after they had been identified using frequency tables. The data at preliminary level involved calculating of descriptives that are namely frequencies, percentages and means. The data thereafter was saved as comma delimited to make it amenable for analysis in SmartPLS for structural modeling. Partial Least Squares Structural Equation modeling (PLS-SEM) was carried by developing structural models and path estimates to make inference.

Descriptive statistics were used to summarize and describe the basic features of a dataset or population, provide an overview of the distribution of variables, identify patterns, trends, and correlations within the data, create visualizations, such as graphs, charts, and tables, to facilitate understanding and inform and guide inferential analysis (Cooksey & Cooksey, 2020). PLS-SEM was used because it can handle complex relationships between variables, is suitable for small to medium-sized datasets, and can model latent variables and their

relationships. PLS-SEM provides a comprehensive understanding of the data through path modeling. Using PLS-SEM, the study was able to uncover the underlying patterns and relationships in the data (Hair Jr et al., 2021). Descriptive statistics and PLS-SEM helped to carry out data analysis.

3.9 Ethical Considerations

The study meticulously adhered to stringent ethical standards, ensuring the protection of participants' rights and well-being. Informed consent was rigorously obtained, wherein all respondents voluntarily participated in the study after being thoroughly briefed on its objectives, enabling them to make informed decisions about their involvement. Anonymity and confidentiality were steadfastly maintained by de-identifying participant responses, presenting data in aggregate form, and ensuring the irretrievability of individual identities. Furthermore, potential risks were meticulously mitigated by conducting a thorough risk-benefit analysis, guaranteeing that participants' views were not exposed in a manner that could cause harm or distress. By upholding these ethical principles, the study demonstrated unwavering commitment to the welfare and dignity of its participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter delves into the comprehensive analysis and interpretation of the findings from the exploration the intricate relationships between diversity management and work engagement among the academic staff of Kyambogo University. The chapter commences with a detailed presentation of descriptive statistics, providing a foundational understanding of the data. This is followed by a sophisticated application of structural equation modeling, which enables a nuanced examination of the complex interplay between the variables. Through this rigorous analytical approach, the chapter uncovers meaningful insights and sheds light on the significant correlates of Diversity Management and Work Engagement, ultimately contributing to a deeper understanding of the dynamics at play within the academic community.

4.1 Response Rate

The study initially targeted a sample of 199 full-time academic staff at Kyambogo University, utilizing a questionnaire survey to collect data. A total of 191 respondents provided usable data, yielding a response rate of 191/199. However, three participants failed to complete all items on a construct, necessitating their exclusion from the analysis, as suggested by Hair Jr. et al. (2021). Consequently, a total of 188 individual responses were deemed suitable for analysis, representing 98.9% of the initial sample. This response rate exceeds the recommended

threshold of 50% for social science research, as emphasized by Pielsticker and Hiebl (2020), thereby ensuring the reliability and generalizability of the findings. The high response rate and rigorous data screening process underscore the methodological rigor and trustworthiness of the study.

4.2 Background Characteristics

This section of the study provides details on the background information of the study participants including the respondents' gender, age, highest level of education, and time spent while teaching at the University.

Table 4.1:

Background Characteristics of the Respondents

Variables	Categories	Frequency	Percentage (%)
Gender	Male	129	68.6
	Female	59	31.4
	Total	188	100.0
Age Groups	Up to 30 years	4	2.1
	30 but below 40	72	38.3
	40 and above	112	59.6
	Total	188	100.0
Highest level of education	Bachelors	14	7.4
	Post graduate diploma	94	50.0
	Master's degree	80	42.6
	Total	188	100.0
Working Experience	Less than 2 years	8	4.3
	2 to 5 years	78	41.5
	5 to 10 years	66	35.1
	10 years and above	36	19.1
	Total	188	100.0

Table 4.1 presents the gender distribution of the respondents, revealing a notable disparity, with males constituting (68.6%) of the sample, while females comprised (31.4%). This indicates a significant overrepresentation of male academic staff in the study. Although the proportion of female participants was substantial, the male-dominated sample reflects the general demographic composition of the academic staff at Kyambogo University. Further analysis of the age distribution reveals a skewed pattern, with a majority (59.6%) of respondents falling within the 40+ age bracket, followed by (38.3%) between 30-40 years, and a negligible (2.1%) below 30 years. This suggests that the study's participants were predominantly middle-aged to older adults, with a limited representation of younger academics.

Results of Highest level of education of academic staff showed that a larger percentage (50.0%) of full-time teaching staff who participated in the study were holding master's degree, (42.6%) held PhD, and those with bachelor's degree were (7.4%). Thus, results were representative of academic staff of all academic ranks. The analysis of working experience in teaching at the University revealed a notable distribution, with the largest proportion (41.5%) of respondents having accumulated 3-5 years of teaching experience, closely followed by (35.1%) with 6-9 years of experience. Additionally, (19.1%) of respondents had dedicated 10 years or more to teaching, while a smaller percentage (4.3%) had less than 2 years of experience. These findings indicate that the participating academic staff possessed a significant amount of teaching experience, with the majority having spent several years honing their craft at the University. This suggests a high level

of familiarity with the University's academic environment and a strong foundation for providing informed responses to the study's queries.

4.3 Work Place Engagement of Academic Staff

Work place engagement of academic staff (dependent variable) was investigated as a three-component concept that included absorption, dedication and vigor.

Below are the results.

4.3.1 Absorption. The concept of absorption was conceived as the first aspect of work engagement and was studied using six items. The results are described in Table 4.2.

Table 4.2:

Descriptive statistics for Academic Staff Workplace Absorption

Absorption		SD	D	NS	A	SA	Mean
I forget about time when I am doing my work tasks in this university	F 44	94			46	4	2.32
	% 23.4	50.0			24.5	2.1	
As I do my work tasks in this university, I totally forget whatever is around me	F 42	94	16		32	4	2.27
	% 22.3	50.0	8.5		17.0	2.1	
I feel thrilled when highly engaged on my job assignments in this university	F 34	52	46		46	10	2.71
	% 18.1	27.7	24.5		24.5	5.3	
I am totally focused on my job in this university	F 18	40	12		74	44	3.46
	% 9.6	21.3	6.4		39.4	23.4	
I get taken up when carrying out my assignments in this university	F 18	40	6		94	30	3.42
	% 9.6	21.3	3.2		50.0	16.0	
I find it challenging to separate myself from my job in this university	F 16	42	14		78	38	3.43
	% 8.5	22.3	7.4		41.5	20.2	

Key: F = Frequency, % = percentage

The results in Table 4.2 on whether academic staff forgot about time when doing work tasks in the university cumulatively showed that the majority (73.4%) disagreed while (26.6%) agreed. The low mean = 2.32 close 2 which on the five-point Likert Scale used in the study corresponded to disagree. Therefore, academic staff did not forget about time when doing work tasks in the university. As to whether when working tasks in the university, they totally forgot whatever was around them, the majority (72.3%) disagreed while (8.5%) were not sure and (19.1%) agreed. The low mean = 2.27 suggested that the academic staff disagreed. Therefore, when working tasks in the university, they did not totally forget whatever was around them.

Concerning whether academic staff felt thrilled when highly engaged their job assignments in the university, the larger percentage (45.8%) disagreed while (24.5%) were not sure and (29.8%) agreed. The average mean = 2.71 suggested that fairly, academic staff felt thrilled when highly engaged their job assignments in the university. With respect to whether academic staff totally focused on their job in the university, the majority (62.8%) agreed while (30.9%) disagreed and (6.4%) were not sure. The average mean = 3.46 implied that fairly, academic staff focused on their job in the university.

Further, regarding whether academic staff got taken up when carrying out their assignments in the university, the majority (66.0%) agreed while (30.9%) disagreed and (3.2%) were not sure. The average mean = 3.42 suggested that moderately academic staff got taken up when carrying out their assignments in the university. With regard to whether academic staff found it challenging to separate themselves from their jobs in university, the majority (61.6%) agreed while

(30.8%) were agreed and (7.4%) were not sure. The average mean = 3.43 mean that moderately, academic staff found it challenging to separate themselves from their jobs in university. To assess how the academic staff rated their workplace absorption, an average index for the indicators measuring the construct was calculated. The summary Table 4.3 provides the results.

Table 4.3:

Summary Table for Academic Staff Workplace Absorption

	Descriptives		Statistic	Std. Error
Absorption	Mean		2.93	0.06
	95% Confidence Interval for Mean	Lower Bound	2.81	
		Upper Bound	3.05	
	5% Trimmed Mean		2.93	
	Median		3.17	
	Variance		0.68	
	Std. Deviation		0.82	
	Minimum		1.50	
	Maximum		5.00	
	Range		3.50	
	Interquartile Range		1.33	
	Skewness		-0.14	0.18
	Kurtosis		-0.79	0.35

Table 4.3 show that mean = 2.93 for workplace absorption of academic staff was close to media = 3.17 suggesting that the results were normally distributed but with a negative skew (skew = -0.14). The average mean however meant academic staff rated their workplace absorption. The low standard deviation = 0.82 confirmed the normality of the results. The normality curve (Figure 4.1) confirms the normality of the results.

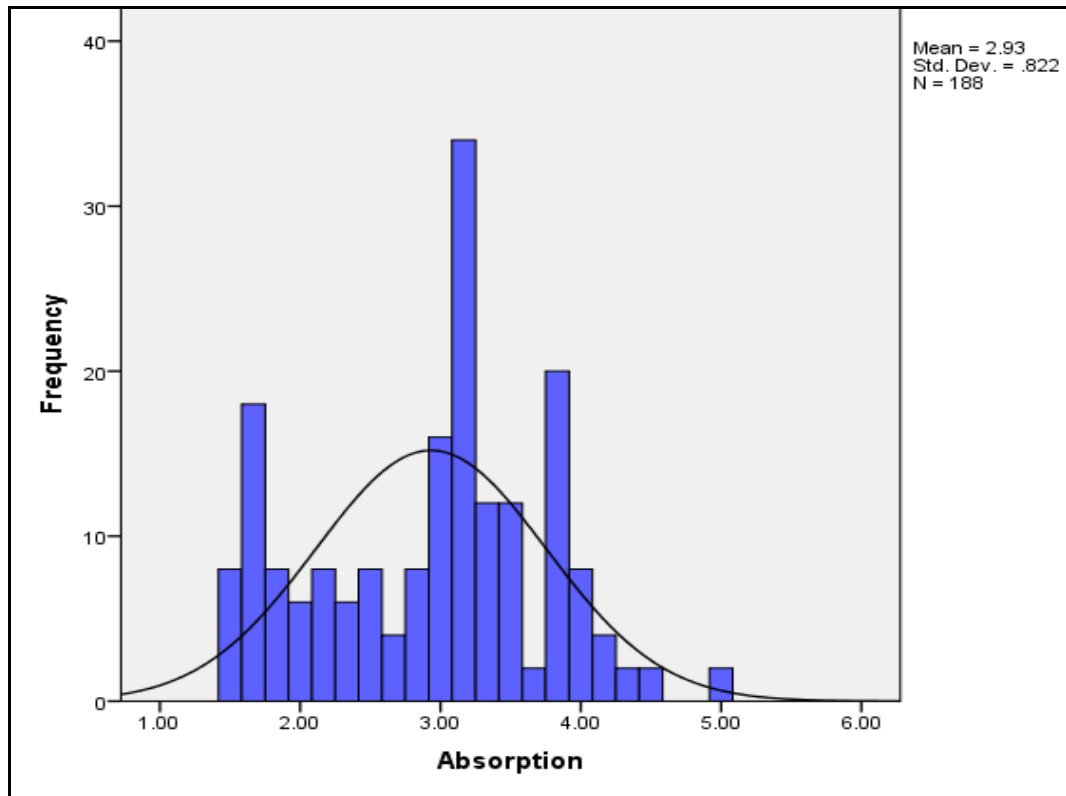


Figure 4.1:

Histogram for Workplace Absorption of Academic Staff

The values in Figure 4.1 indicate a mean = 2.93 and standard deviation = 0.82 confirmed the normality of the results. The average mean however meant academic staff rated their workplace absorption moderate while low standard deviation indicated normality of the results. With the results normally distributed, they confirmed the parametric condition of normality hence appropriate for linear analysis.

4.3.2 Dedication. The concept of dedication was conceived as the second aspect of work engagement and was studied using five items. The results are described in Table 4.4.

Table 4.4:*Descriptive statistics for Academic Staff Workplace Dedication*

Dedication	F	SD	D	NS	A	SA	Mean
The work I do in this university gives me satisfaction	F	12	18	2	130	26	3.74
	%	6.4	9.6	1.1	69.1	13.8	
I am passionate about what I do this university	F		10	40	86	52	3.96
	%		5.3	21.3	45.7	27.7	
My job in this university gives me inspiration	F	2	8	38	82	58	3.99
	%	1.1	4.3	20.2	43.6	30.9	
I take pride in the work I do in this university	F	2	16	36	64	70	3.98
	%	1.1	8.5	19.1	34.0	37.2	
My work in this university challenges me to carry on	F	2	48	6	92	40	3.64
	%	1.1	25.5	3.2	48.9	21.3	

The results in Table 4.4 on whether the work academic staff did in the university was satisfying to them, cumulatively showed that the majority (82.9%) agreed while (16.0%) disagreed and (1.1%) was not sure. The high mean = 3.74 close 4 which on the five-point Likert Scale used in the study corresponded to agree. Therefore, the work academic staff did in the university was satisfying to them. As to whether academic staff were passionate about what I do this university, they totally forgot whatever was around them, the majority (73.4%) agreed while (1.3%) were not sure and (5.3%) disagreed. The high mean = 3.96 suggested that the academic staff disagreed. Therefore, academic staff were passionate about what I do this university.

A significant majority (74.5%) of academic staff respondents affirmed that their jobs at the university served as a source of inspiration, while a smaller proportion (20.2%) remained uncertain, and a marginal percentage (5.4%) disagreed. The mean score of 3.99 further reinforces this finding, indicating a

strong consensus among respondents that their roles within the university fostered inspiration. With respect to whether academic staff took pride in the work they did in university, the majority (71.2%) agreed while (9.6%) disagreed and (19.1%) were not sure. The high mean = 3.98 implied that academic staff took pride in the work they did in university.

Further, regarding whether academic staff felt challenged by their work to carry on, the majority (70.1%) agreed while (26.6%) disagreed and (3.2%) were not sure. The high mean = 3.64 suggested that academic staff felt challenged by their work to carry on. To examine how the academic staff rated their workplace dedication, an average index for the indicators measuring the construct was calculated. The summary Table 4.5 provides the results.

Table 4.5:

Summary Table for Academic Staff Workplace Dedication

Descriptives		Statistic	Std. Error
Dedication	Mean	3.86	0.05
	95% Confidence Interval for Mean	Lower Bound 3.76	
		Upper Bound 3.97	
	5% Trimmed Mean	3.90	
	Median	4.10	
	Variance	0.53	
	Std. Deviation	0.73	
	Minimum	2.00	
	Maximum	5.00	
	Range	3.00	
	Interquartile Range	1.20	
	Skewness	-0.67	0.18
	Kurtosis	-0.37	0.35

Table 4.5 show that mean = 3.86 for workplace dedication of academic staff was close to media = 4.10 suggesting that the results were normally distributed but with a negative skew (skew = -0.67). The average mean however meant academic staff rated their workplace absorption. The low standard deviation = 0.73 confirmed the normality of the results. The normality curve (Figure 4.2) confirms the normality of the results.

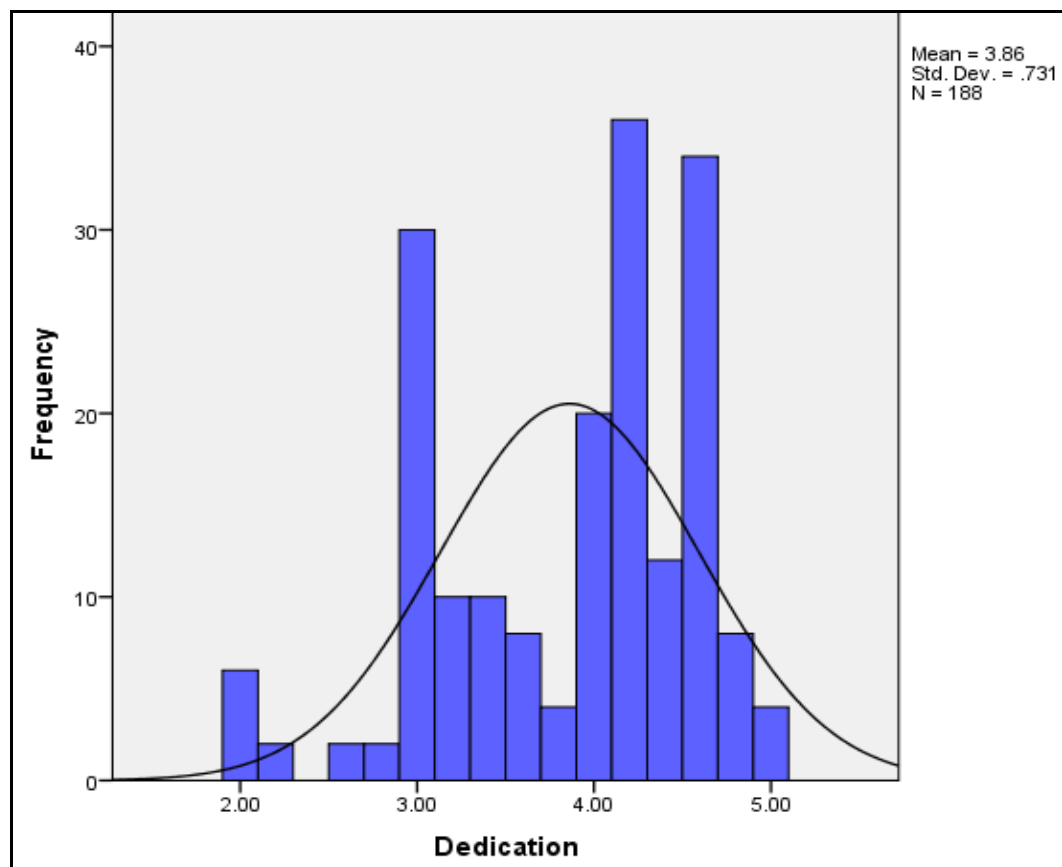


Figure 4.2:

Histogram for Workplace Absorption of Academic Staff

The values in Figure 4.2 indicate a mean = 3.86 and standard deviation = 0.731 confirmed the normality of the results. The high mean meant academic staff rated

their workplace dedication high while low standard deviation indicated normality of the results. With the results normally distributed, they confirmed the parametric condition of normality hence appropriate for linear analysis.

4.3.3 Dedication. The concept of vigor was conceived as the second aspect of work engagement and was studied using six items. The results are described in Table 4.6.

Table 4.6:

Descriptive statistics for Academic Staff Workplace Vigor

Vigor	F	SD	D	NS	A	SA	Mean
When at my work in this university I feel exploding with energy	F %	20 10.6	68 36.2	18 9.6	70 37.2	12 6.4	2.93
I feel energized and vigorous when concentrating on job in this university	F %	8 4.3	36 19.1	28 14.9	98 52.1	18 9.6	3.44
Every morning, I look forward to proceed to the university to work on my assignments	F %	6 3.2	30 16.0	8 4.3	134 71.3	10 5.3	3.60
I keep working for a long time when I am on my job in this university without losing steam	F %	14 7.4	20 10.6	8 4.3	106 56.4	40 21.3	3.73
I am always mentally resilient when at my job in this university	F %	4 2.1	18 9.6	6 3.2	120 63.8	40 21.3	3.93
I find it easy to persevere even when certainly the situation is not going on well	F %	6 3.2	12 6.4	40 21.3	94 50.0	36 19.1	3.76

The results in Table 4.6 on whether the when at work academic staff felt exploding with energy, cumulatively showed that the larger percentage (48.8%) disagreed

while (43.6%) agreed and (9.6%) was not sure. The average mean = 2.93 close 3 which on the five-point Likert Scale used in the study corresponded to not sure. Therefore, fairly, when at work academic staff felt exploding with energy. As to whether academic staff felt energized and vigorous when concentrating on their jobs in university, the majority (61.7%) agreed while (23.4%) disagreed and (14.9%) were not sure. The average mean = 3.44 suggested that fairly academic staff were not sure. Therefore, academic staff felt energized and vigorous when concentrating on their jobs in university.

With respect to whether every morning academic staff forward to proceed to the university to work on their assignments, the majority (76.6%) agreed while (19.2%) disagreed and (4.3%) were not sure. The high mean = 3.60 implied that every morning academic staff forward to proceed to the university to work on their assignments. Further, regarding whether academic staff keep working for a long time when on their job in this university without losing steam, the majority (77.7%) agreed while (18.0%) disagreed and (4.3%) were not sure. The high mean = 3.73 suggested that academic staff keep working for a long time when on their job in this university without losing steam. With regard to whether the respondents were always mentally resilient when at their jobs in the university, the majority (75.1%) agreed while (11.7%) disagreed and (3.2%) were not sure. This high mean = 3.93 meant that the respondents were always mentally resilient when at their jobs in the university

About finding it easy to persevere even when certainly the situation was not going on well, the majority (69.1%) agreed while (9.6%) disagreed and (6.4%) were not sure. The high mean = 3.76 suggested that finding it easy to persevere

even when certainly the situation was not going on well. To examine how the academic staff rated their workplace vigor, an average index for the indicators measuring the construct was calculated. The summary Table 4.7 presents the results.

Table 4.7:

Summary Table for Academic Staff Workplace Vigor

	Descriptives	Statistic	Std. Error
Vigor	Mean	3.56	0.06
	95% Confidence Interval for Mean	Lower Bound 3.45 Upper Bound 3.68	
	5% Trimmed Mean	3.62	
	Median	3.83	
	Variance	0.646	
	Std. Deviation	0.80	
	Minimum	1.33	
	Maximum	5.00	
	Range	3.67	
	Interquartile Range	0.83	
	Skewness	-1.13	0.18
	Kurtosis	0.77	0.35

Table 4.7 show that mean = 3.56 for workplace vigor of academic staff was close to media = 3.83 suggesting that the results were normally distributed but with a negative skew (skew = -0.67). The high mean however meant academic staff rated their workplace vigor high. The low standard deviation = 0.80 confirmed the normality of the results. The normality curve (Figure 4.3) confirms the normality of the results.

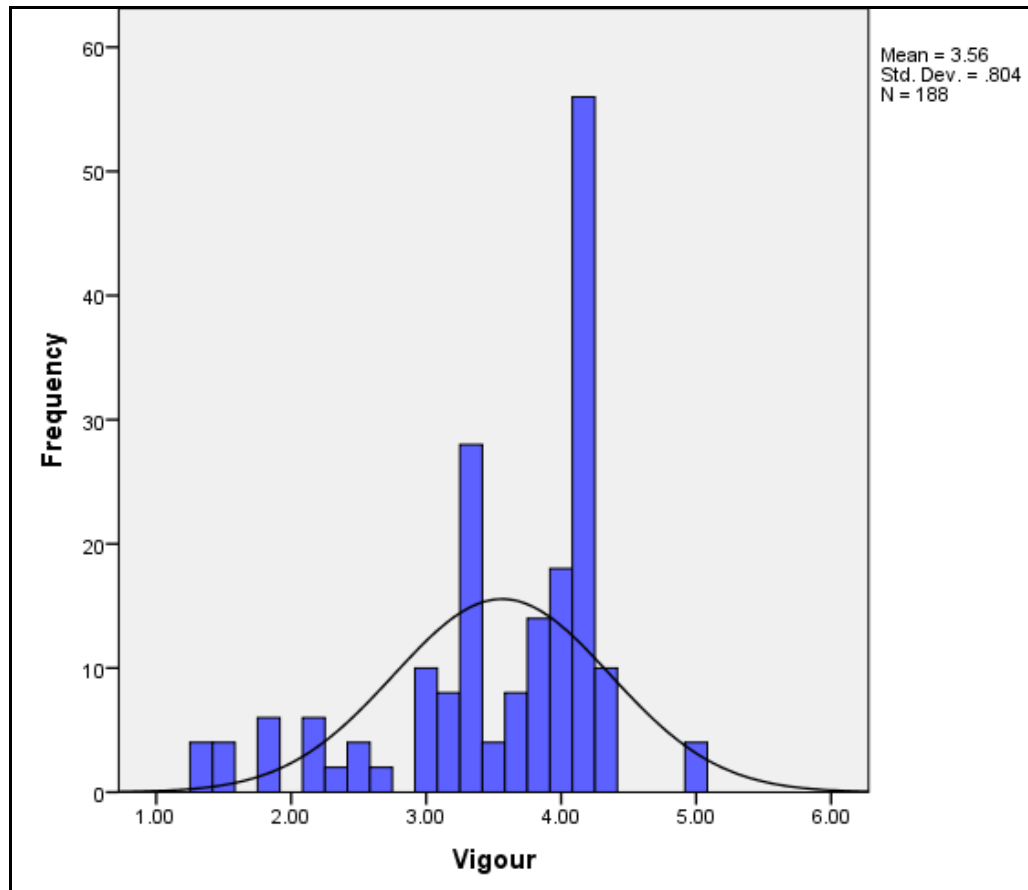


Figure 4.3:

Histogram for Workplace Absorption of Academic Staff

The values in Figure 4.3 indicate a mean = 3.56 and standard deviation = 0.804 confirmed the normality of the results. The high mean meant academic staff rated their workplace vigour high while low standard deviation indicated normality of the results. With the results normally distributed, they confirmed the parametric condition of normality hence appropriate for linear analysis.

4.3.4 Work Engagement of Academic Staff. To find out how overall academic staff rated their work engagement, an average index was calculated for the

indicators of three constructs measuring the variable. The summary Table 4.8 presents the results.

Table 4.8:

Summary Table for Academic Staff Work engagement

		Descriptives	Statistic	Std. Error
Work engagement	Mean		3.43	0.04
	95% Confidence Interval for Mean	Lower Bound	3.34	
		Upper Bound	3.51	
	5% Trimmed Mean		3.45	
	Median		3.44	
	Variance		0.34	
	Std. Deviation		0.58	
	Minimum		1.94	
	Maximum		4.76	
	Range		2.82	
	Interquartile Range		0.82	
	Skewness		-0.57	0.18
	Kurtosis		0.17	0.35

Table 4.8 show that mean = 3.34 for workplace vigor of academic staff was close to media = 3.44 suggesting that the results were normally distributed but with a negative skew (skew = -0.57). The average mean however meant academic staff rated their work engagement fair. The low standard deviation = 0.58 confirmed the normality of the results. The normality curve (Figure 4.4) confirms the normality of the results.

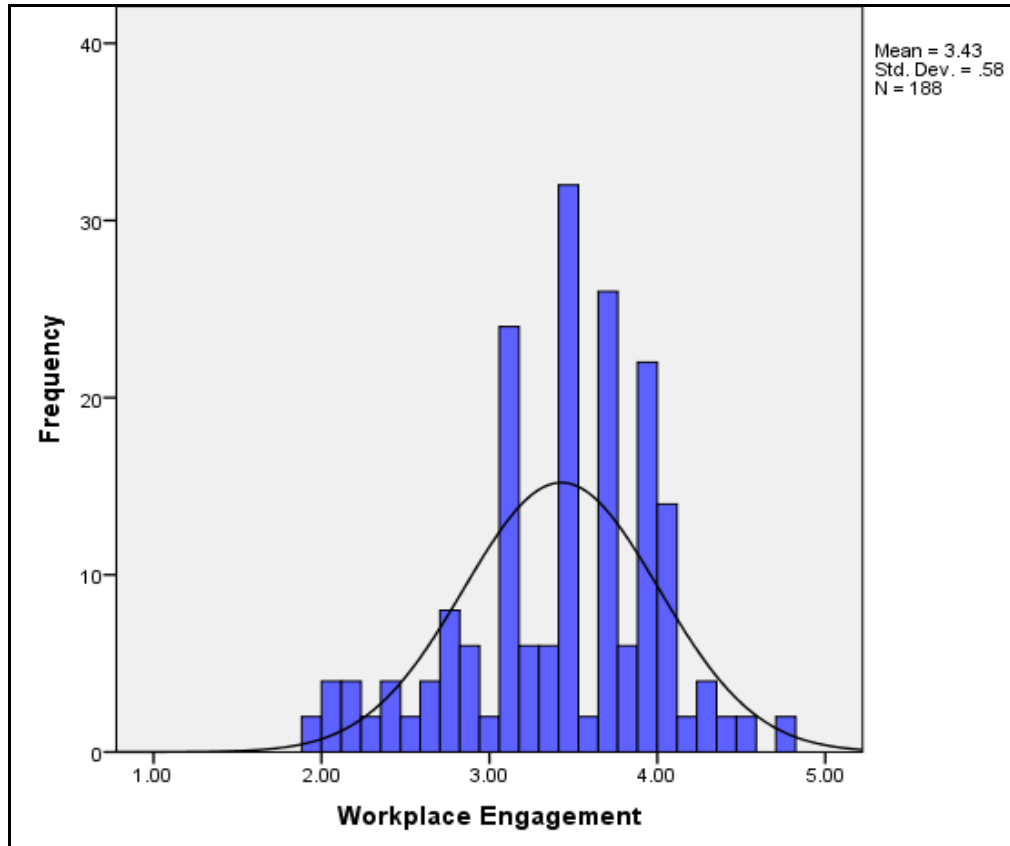


Figure 4.4:

Histogram for Work engagement of Academic Staff

The values in Figure 4.4 indicate a mean = 3.56 and standard deviation = 0.80 confirmed the normality of the results. The high mean meant academic staff rated their work engagement high while low standard deviation indicated normality of the results. With the results normally distributed, they confirmed the parametric condition of normality hence appropriate for linear analysis. The results were the basis for developing the structural model for work engagement and structural equation modeling.

4.3.5 Work engagement Structural Model. To establish the measures of work engagement, a structural equation model was developed for work engagement. Figure 4.5 shows the appropriate indicators of the constructs measuring work engagement.

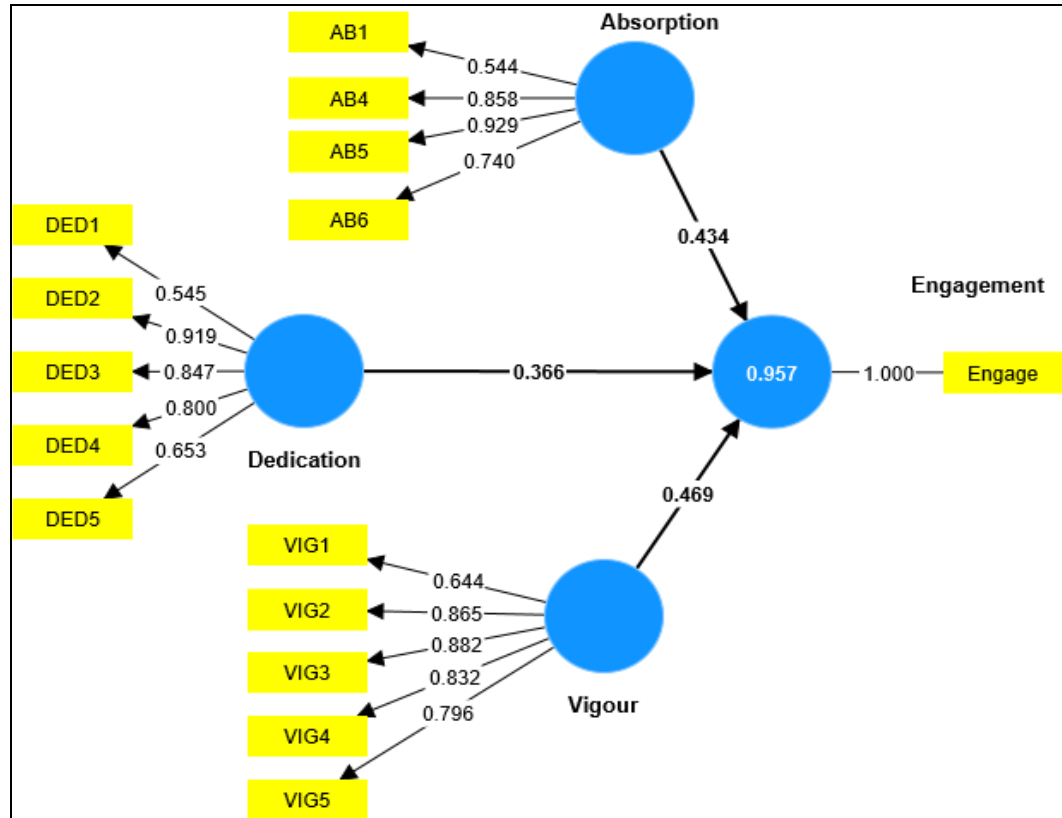


Figure 4.5:
Work engagement Model

Figure 4.5 shows that that work engagement was considered a three-dimensional concept covering absorption, dedication and vigor. Factor loadings show that for absorption, out of six, only four indicators were retained and two dropped (2 and 3), for dedication all the five indicators were retained while for vigor, five out of

six were retained with indicator six dropped. All the indicators retained had factor loadings of above 0.50 which is the lowest accepted level (Hair Jr. et al (2021)). Therefore, the retained for the different dimensions in the model were valid measures of the respective work engagement aspects.

4.4 Diversity Management

Diversity Management (independent variable) was investigated a management practice involving diversity management policies, programmes and climate. Below follows the results.

4.4.1 Diversity Management Policies. Diversity management policies were examined at the first diversity management practice and were studied using eight indicators. The results are described in Table 4.9.

Table 4.9:*Descriptive statistics for Diversity Management Policies*

Diversity Management Policies		SD	D	NS	A	SA	Mean
Recruitment policies favor every candidate irrespective of tribe, sex, age, or social background	F %	18 9.6	20 10.6	24 12.8	122 64.9	4 2.1	3.39
The university's policies and procedures are rigorously applied with utmost fairness and impartiality to all staff, without exception	F %	12 6.4	20 10.6	32 17.0	116 61.7	8 4.3	3.46
The university is steadfast in its commitment to fostering a culture of inclusivity and diversity, unwaveringly upholding and actively promoting the organization's recruitment and equal employment opportunity policies	F %	8 4.3	22 11.7	54 28.7	74 39.4	30 16.0	3.51
The remuneration policies are rigorously designed and implemented to uphold the fundamental principles of equity and equality	F %	6 3.2	28 14.9	14 7.4	112 59.6	28 14.9	3.68
This university offers equal opportunities for career growth, as well as for occupying management positions	F %	10 5.3	66 35.1	8 4.3	104 55.3		3.10
The university ensures transparent and unfettered access to comprehensive policy information regarding diversity management practices	F %	38 20.2	24 12.8	6 3.2	116 61.7	4 2.1	3.13
The university's management is deeply committed to cultivating a richly diverse and inclusive workforce	F %	32 17.0	18 9.6	34 18.1	50 26.6	54 28.7	3.40
In this university practices are aimed at the recognition of all kinds of staff	F %	8 4.3	18 9.6	46 24.5	100 53.2	16 8.5	3.52

The results in Table 4.9 on whether recruitment policies favored every candidate irrespective of tribe, sex, age, or social background, cumulatively showed that the majority (67.0%) agreed while (20.2%) disagreed, and (12.8%) were not sure. The average mean of 3.39, close to 3, on the five-point Likert Scale, corresponded to "not sure", indicating that fairly, recruitment policies favored every candidate irrespective of tribe, sex, age, or social background. A majority of (66.0%) agreed that the policies and procedures of the university apply fairly to all staff regardless of factors such as tribe, sex, age, or social background, while (17.0%) disagreed and (17.0%) were not sure, with an average mean of 3.46 suggesting that fairly, academic staff were not sure.

The university's support for diversity-related efforts and adherence to recruitment and equal employment opportunity policies was agreed upon by (55.4%), while (28.5%) disagreed and (16.0%) were not sure, with a high mean of 3.51 implying strong support. Furthermore, (74.5%) agreed that remuneration policies followed the principle of equity and equality, while (18.1%) disagreed and (7.4%) were not sure, with a high mean of 3.68 confirming this finding. A large percentage of (55.3%) agreed that the university offered equal opportunities for career growth and occupying management positions, while (40.6%) disagreed and (4.3%) were not sure, with an average mean of 3.10 indicating fair opportunities. Additionally, (63.8%) agreed that staff had access to policy information regarding diversity management practices, while (33.0%) disagreed and (3.2%) were not sure, with an average mean of 3.13 suggesting fair access.

The management's emphasis on having a diverse workforce was agreed upon by (55.4%), while (26.6%) disagreed and (18.1%) were not sure, with an

average mean of 3.40 indicating a commitment to diversity. Finally, (61.7%) agreed that university practices aimed to recognize all kinds of staff, while (13.9%) disagreed and (24.5%) were not sure, with a high mean of 3.52 indicating a strong commitment to inclusivity. To examine how the academic staff rated diversity management policies of the university, an average index for the indicators measuring the construct was calculated. Table 4.10 provides the summary of the results.

Table 4.10:

Summary Table for Diversity Management Policies

	Descriptives	Statistic	Std. Error
Diversity management policies	Mean	3.40	0.06
	95% Confidence Interval for Mean	Lower Bound	3.28
		Upper Bound	3.52
	5% Trimmed Mean	3.45	
	Median	3.50	
	Variance	0.68	
	Std. Deviation	0.83	
	Minimum	1.00	
	Maximum	4.63	
	Range	3.63	
	Interquartile Range	1.50	
	Skewness	-0.58	0.18
	Kurtosis	-0.64	0.35

Table 4.10 show that mean = 3.40 for diversity management policies was close to media = 3.50 suggesting that the results were normally distributed but with a negative skew (skew = -0.64). The average mean meant academic staff rated

diversity management policies in the university as fair. The low standard deviation = 0.82 confirmed the normality of the results. The normality curve (Figure 4.6) confirms the normality of the results.

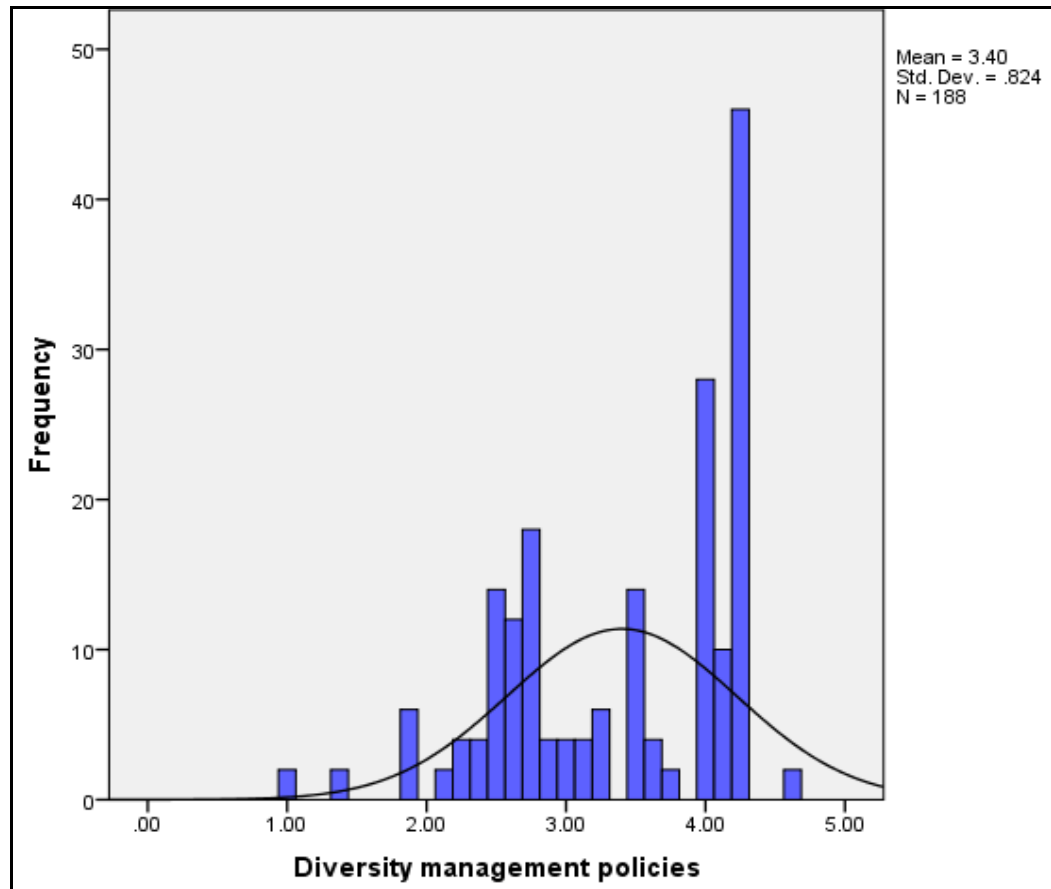


Figure 4.6:

Histogram for Workplace Diversity Management Policies

The values in Figure 4.6 indicate a mean = 3.40 and standard deviation = 0.824 confirmed the normality of the results. The high average meant that diversity management policies of the university were fair while low standard deviation indicated normality of the results. With the results normally distributed, they

confirmed the parametric condition of normality hence appropriate for linear analysis.

4.4.2 Diversity Management Programmes. Diversity management programmes were examined at the first diversity management practice and were studied using eight indicators. The results are described in Table 4.11.

Table 4.11:*Descriptive statistics for Diversity Management Programmes*

Diversity Management Programmes		SD	D	NS	A	SA	Mean
In this university, staff are equipped with skills for co-existence	F	1	79	13	77	18	3.17
	%	0.5	42.0	6.9	41.0	9.6	
In this university, co-existence is communicated about	F	4	86	6	71	21	3.10
	%	2.1	45.7	3.2	37.8	11.2	
The university has instituted robust and structured mechanisms for soliciting and incorporating feedback on its diversity management practices	F	17	82	6	60	23	2.95
	%	9.0	43.6	3.2	31.9	12.2	
The university demonstrates a profound commitment to fostering a culture of inclusivity by investing substantial resources in diversity awareness programs	F	12	90	32	44	10	2.73
	%	6.4	47.9	17.0	23.4	5.3	
The university rigorously assesses and evaluates the impact and effectiveness of its diversity training programs for staff	F	10	81	20	48	29	3.03
	%	5.3	43.1	10.6	25.5	15.4	
The university prioritizes the on-going professional development of its staff, providing regular and comprehensive training on diversity-related employment issues	F	25	82	24	47	10	2.65
	%	13.3	43.6	12.8	25.0	5.3	
The university maintains a culture of transparency, sharing diversity management-related issues	F	4	94	23	40	27	2.96
	%	2.1	50.0	12.2	21.3	14.4	
The university's comprehensive formal orientation program places a strong emphasis on the importance of fostering a culture of inclusivity and collaboration	F	3	99	8	71	7	2.89
	%	1.6	52.7	4.3	37.8	3.7	
Internal communication in this university is made about diversity issues	F	5	91	18	71	3	2.87
	%	2.7	48.4	9.6	37.8	1.6	
The recruitment practices of the university consider inclusion of staff	%	16	88	12	44	28	2.89
	F	8.5	46.8	6.4	23.4	14.9	
The university implements team building programmes	%	3	79	15	80	11	3.09
	F	1.6	42.0	8.0	42.6	5.9	
The promotion policy favors meritocracy	%	18	74	9	61	26	3.02
	F	9.6	39.4	4.8	32.4	13.8	

The results in Table 4.11 on whether the university equipped staff with skills for co-existence cumulatively showed that the majority (50.6%) agreed while (42.5%) disagreed and (6.9%) were not sure. The average mean of 3.17, close to 3, on the five-point Likert Scale corresponded to "not sure". Similarly, the communication of co-existence principles was met with uncertainty, as a larger percentage (49.0%) agreed, while (47.8%) disagreed and (3.2%) were not sure, with an average mean of 3.10 suggesting that fairly, academic staff were not sure. In contrast, the university's establishment of formal procedures for obtaining feedback on diversity management practices was lacking, as a larger percentage (52.6%) disagreed, while (44.1%) agreed and (3.2%) were not sure, with an average mean of 2.95 implying that fairly, the university lacked formal procedures.

Regarding the university's investment in diversity awareness and related training was deemed inadequate, as a larger percentage (54.3%) disagreed, while (28.7%) agreed and (17.0%) were not sure, with an average mean of 2.73 suggesting insufficient investment. The evaluation of diversity training effectiveness was also found lacking, as a large percentage (48.4%) disagreed, while (40.9%) agreed and (10.6%) were not sure, with an average mean of 3.03 indicating a lack of evaluation. Furthermore, the provision of training in diversity-related employment issues was deemed insufficient, as a majority (56.9%) disagreed, while (28.3%) agreed and (12.8%) were not sure, with an average mean of 2.65 suggesting inadequate training.

In addition, the sharing of university diversity management-related issues/memos with staff was found to be lacking, as a larger percentage (52.1%) disagreed, while (35.7%) agreed and (12.2%) were not sure, with an average mean

of 2.96 indicating a lack of communication. However, the formal orientation program's emphasis on working with staff of diverse backgrounds was a relative bright spot, as a larger percentage (54.3%) agreed, while (41.5%) disagreed and (4.3%) were not sure, with an average mean of 2.89 suggesting some emphasis on diversity. With respect to whether internal communication in this university was made about diversity issues, the larger percentage (52.1%) disagreed while (39.4%) agreed and (19.6%) were not sure. The average mean = 2.87 suggested that fairly, internal communication in this university was made about diversity issues.

Concerning, whether the recruitment practices of the university considered inclusion of staff from different background (e.g. tribes, religion and education backgrounds), the larger percentage (55.3%) agreed while (38.3%) disagreed and (6.4%) were not sure. The average mean = 2.89 suggested that fairly, the recruitment practices of the university considered inclusion of staff from different background (e.g. tribes, religion and education backgrounds). As to whether the university implemented team building programmes, the larger percentage (48.5%) agreed while (43.6%) disagreed and (8.0%) were not sure. The average mean = 3.09 suggested that fairly, the university implemented team building programmes. Regarding whether the university promotion policy favored meritocracy, the larger percentage (49.0%) agreed while (46.1%) disagreed and (4.8%) were not sure. The average mean = 3.02 suggested that fairly, the university promotion policy favored meritocracy. To ascertain how the academic staff rated diversity management programmes of the university, an average index for the indicators measuring the construct was calculated. The summary Table (4.10) provides the results.

Table 4.12:*Summary Table for Diversity Management Programmes*

	Descriptives		Statistic	Std. Error
Diversity management programmes	Mean		2.95	0.07
	95% Confidence Interval for Mean	Lower Bound	2.81	
		Upper Bound	3.09	
	5% Trimmed Mean		2.94	
	Median		2.71	
	Variance		0.96	
	Std. Deviation		0.98	
	Minimum		1.33	
	Maximum		4.50	
	Range		3.17	
	Interquartile Range		2.00	
	Skewness		0.26	0.18
	Kurtosis		-1.52	0.35

Table 4.12 show that mean = 3.40 for diversity management programmes was close to media = 3.50 suggesting that the results were normally distributed but with a negative skew (skew = -0.64). The average mean meant academic staff rated Diversity management programmes in the university as fair. The low standard deviation = 0.82 confirmed the normality of the results. The normality curve (Figure 4.7) confirms the normality of the results.

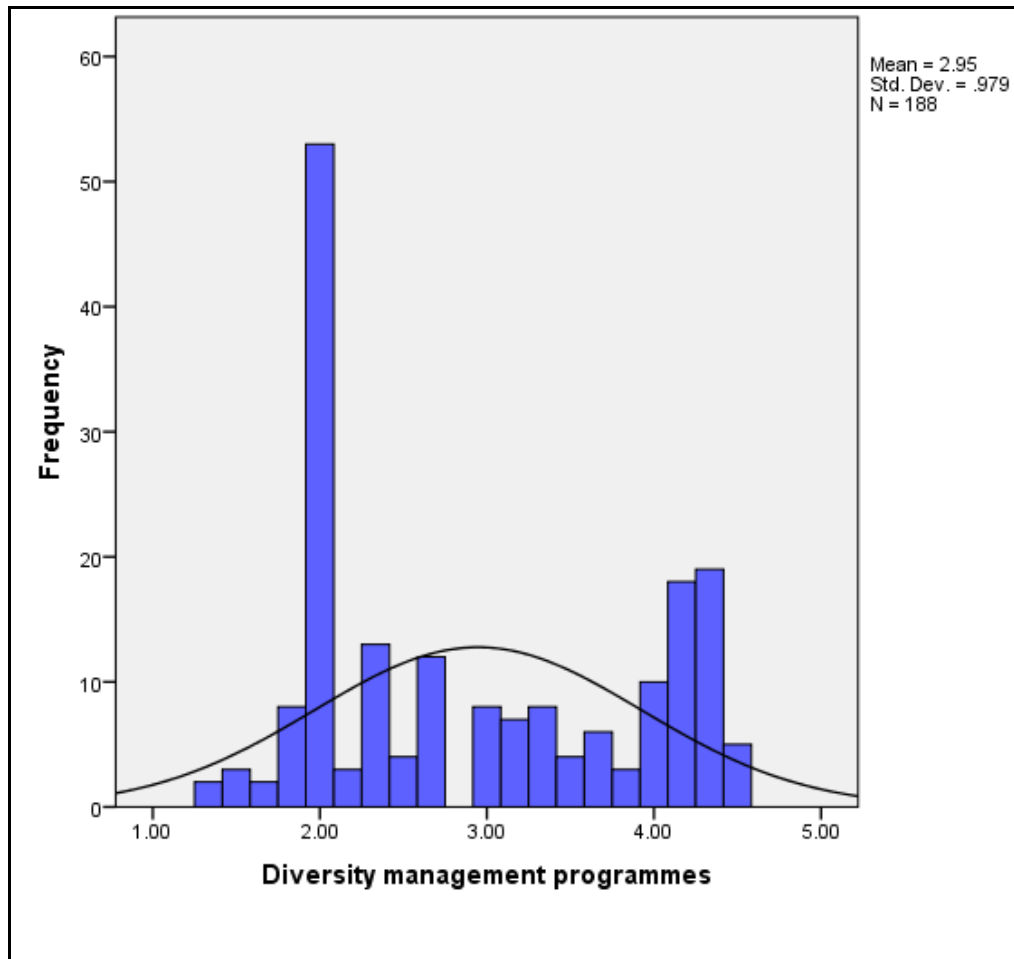


Figure 4.7:

Histogram for Workplace Diversity Management Programmes

The values in Figure 4.7 indicate a mean = 2.95 and standard deviation = 0.979 confirmed the normality of the results. The high average meant that diversity management programmes of the university were fair while low standard deviation indicated normality of the results. With the results normally distributed, they confirmed the parametric condition of normality hence appropriate for linear analysis.

4.4.3 Diversity Management Climate. Diversity management climate were examined at the first diversity management practice and were studied using eight indicators. The results are described in Table 4.13.

Table 4.13:

Descriptive statistics for Diversity Management Climate

Diversity Management Climate		SD	D	NS	A	SA	Mean
The university prioritizes diversity awareness, ensuring all employees are well-informed and equipped to promote inclusivity and equity in the workplace	F %	24 12.8	85 45.2	13 6.9	61 32.4	5 2.7	2.67
In this university cooperation among staff of diverse work groups is emphasized	F %	22 11.7	77 41.0	3 1.6	80 42.6	6 3.2	2.85
The university offers staff easy access to a wealth of diversity resources, promoting a culture of inclusivity and equity	F %	9 4.8	92 48.9	14 7.4	53 28.2	20 10.6	2.91
Staff in this university make suggestions on how to improve cooperation among the diverse workforce	F %	23 12.2	90 47.9	6 3.2	46 24.5	23 12.2	2.77
The university offers personalized training to make work more engaging and attractive to a diverse range of employees	F %	18 9.6	82 43.6	19 10.1	60 31.9	9 4.8	2.79
The university has practices that promote the mixing of workers from different background	F %	34 18.1	59 31.4	10 5.3	60 31.9	25 13.3	2.91
The university provides flexible work options for workers such as for prayers convenience, nursing of babies and maternity leave	F %	29 15.4	73 38.8	7 3.7	52 27.7	27 14.4	2.87
In this university, everyone is treated the same despite of tribe, sex, religion, or age	F %	24 12.8	88 46.8	19 10.1	44 23.4	13 6.9	2.65
In this university, human resource policies are fairly interpreted for all staff	F %	5 2.7	86 45.7	24 12.8	59 31.4	14 7.4	2.95

The results in Table 4.13 revealed that a majority (58.0%) of respondents agreed that the university adequately informed every employee about the importance of diversity management issues, while (35.1%) disagreed and (6.9%) were uncertain, yielding an average mean of 2.67, corresponding to "not sure" on the five-point Likert Scale, suggesting that the university fairly equipped employees with knowledge on diversity management. Furthermore, a larger percentage (52.7%) agreed that the university emphasized cooperation among staff from diverse work groups, while (45.8%) disagreed and (1.6%) was uncertain, with an average mean of 2.85, indicating fair emphasis on cooperation. Additionally, a larger percentage (53.6%) agreed that staff had access to diversity materials, while (38.8%) disagreed and (7.4%) were uncertain, with an average mean of 2.91, implying fair access to diversity materials.

However, the results also showed that a larger percentage (60.1%) disagreed that staff made suggestions on improving cooperation among the diverse workforce, while (36.7%) agreed and (3.2%) were uncertain, with an average mean of 2.77, suggesting limited suggestions. Moreover, a large percentage (53.2%) disagreed that the university offered training to make work attractive to different workers, while (36.7%) agreed and (10.1%) were uncertain, with an average mean of 2.79, indicating limited training. Further, a majority (49.5%) disagreed that the university had practices promoting the mixing of workers from different backgrounds, while (45.1%) agreed and (5.3%) were uncertain, with an average mean of 2.91, suggesting limited practices promoting diversity. Overall, the results indicate that while the university has made some efforts to promote diversity and inclusion, there is still room for improvement in several areas.

Regarding whether the university provides flexible work options for workers such as for prayers convenience, nursing of babies and maternity leave, the larger percentage (54.2%) disagreed while (42.1%) agreed and (3.7%) were not sure. The average mean = 2.87 suggested that fairly, the university provides flexible work options for workers such as for prayers convenience. Further, as to whether in the university, everyone was treated the same despite of tribe, sex, religion, or age, the larger percentage (59.6%) agreed while (30.3%) disagreed and (10.1%) were not sure. The average mean = 2.95 suggested that fairly, in the university, everyone was treated the same despite of tribe, sex, religion, or age.

With respect to whether in the university, human resource policies were fairly interpreted for all staff, the larger percentage (48.4%) disagreed while (38.8%) agreed and (12.8%) were not sure. The average mean = 2.95 suggested that fairly, in the university, human resource policies were fairly interpreted for all staff. To ascertain how the academic staff rated diversity management climate of the university, an average index for the indicators measuring the construct was calculated. The summary Table (4.14) provides the results.

Table 4.14:*Summary Table for Diversity Management Climate*

		Descriptives	Statistic	Std. Error
Diversity Management Climate	Mean		2.82	0.08
	95% Confidence Interval for Mean	Lower Bound	2.66	
		Upper Bound	2.97	
	5% Trimmed Mean		2.80	
	Median		2.39	
	Variance		1.13	
	Std. Deviation		1.06	
	Minimum		1.33	
	Maximum		4.56	
	Range		3.22	
	Interquartile Range		2.00	
	Skewness		0.34	0.18
	Kurtosis		-1.53	0.35

Table 4.14 show that mean = 2.82 for diversity management climate was close to media = 2.39 suggesting that the results were normally distributed but with a positive skew (skew = 0.34). The average mean meant academic staff rated diversity management climate in the university as fair. The normality curve (Figure 4.8) confirms the normality of the results.

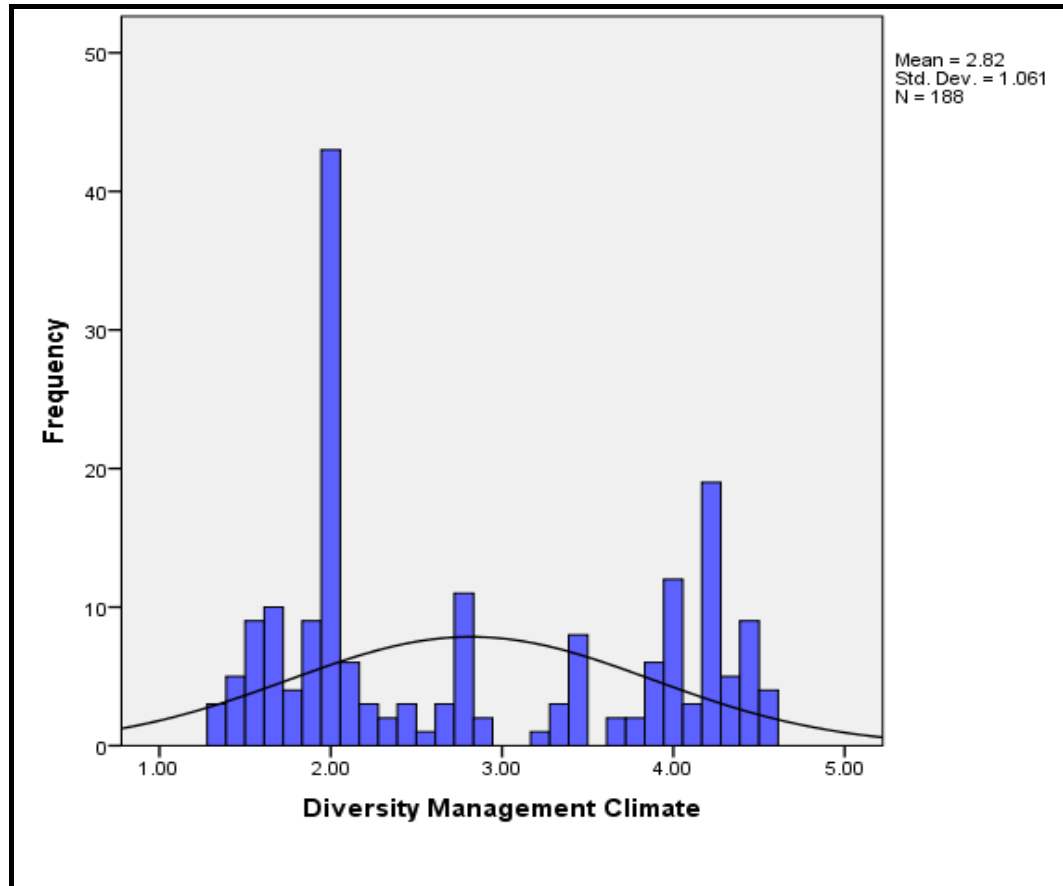


Figure 4.8:

Histogram for Workplace Diversity management climate

The values in Figure 4.8 indicate a mean = 2.82 and standard deviation = 1.061 confirmed. The high average meant that diversity management climate of the university was fair while the high standard deviation indicated the results. However, with mean close to the median (Table 4.14), could be subjected to inferential analysis.

4.4.4 Diversity Management Structural Model. To establish the measures of diversity management, a structural equation model was developed for indicators of

the measures of diversity management. Figure 9 shows the appropriate indicators of the constructs measuring diversity management.

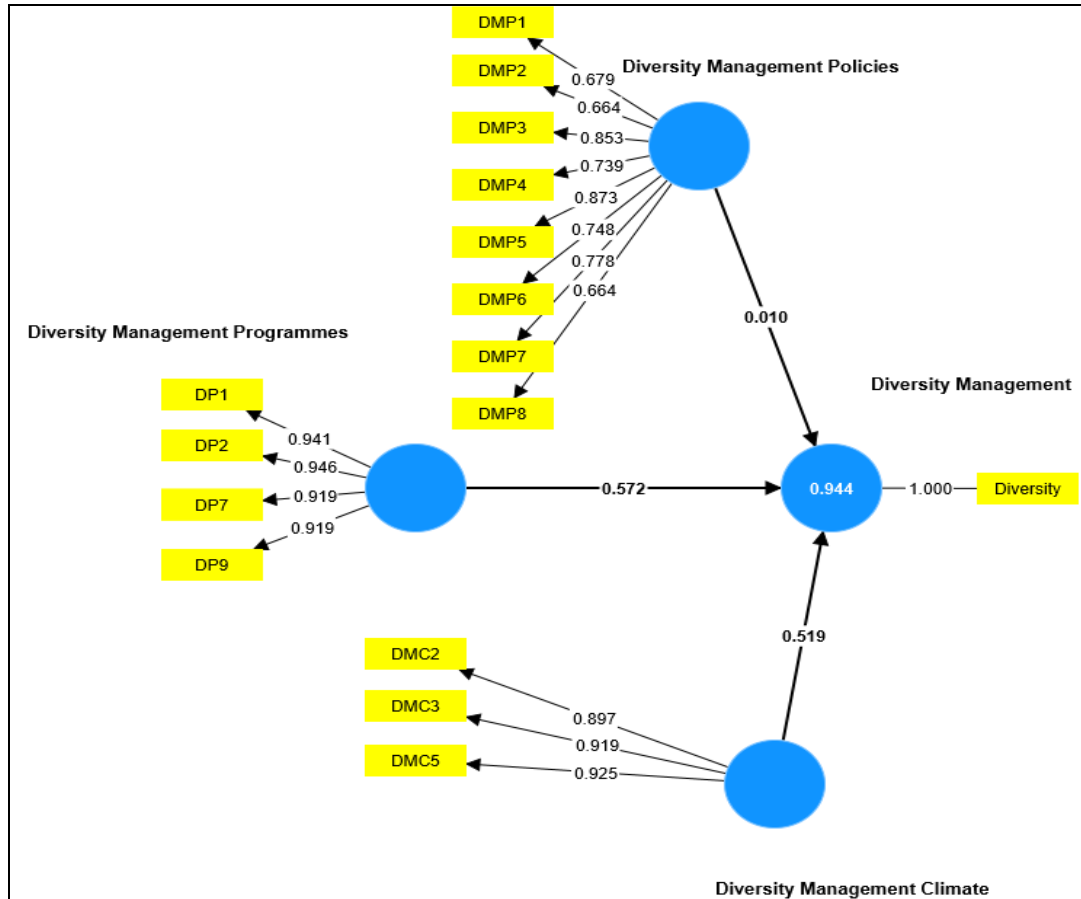


Figure 4.9:

Diversity Management Model

Figure 4.9 show that that diversity management was considered a managerial practice comprising of diversity management policies, programmes and climate. Factor loadings show that for diversity management policies, all the indicators were retained and two dropped, for diversity programmes, four out of 12 indicators (DP1, 2, 7, and 9) were retained while for diversity climate only three indicators

(DMC2, 3 and 5) out of nine were retained with indicator six dropped. All the indicators retained had factor loadings above 0.50 which is the lowest accepted level. Therefore, the retained for the different dimensions in the model were valid measures of the respective diversity management.

4.4.5 Structural Model for Diversity Management and Work engagement. A structural equation model (Figure 4.10) was developed to explore the relationship between diversity management and work engagement, showing how diversity management impacts engagement.

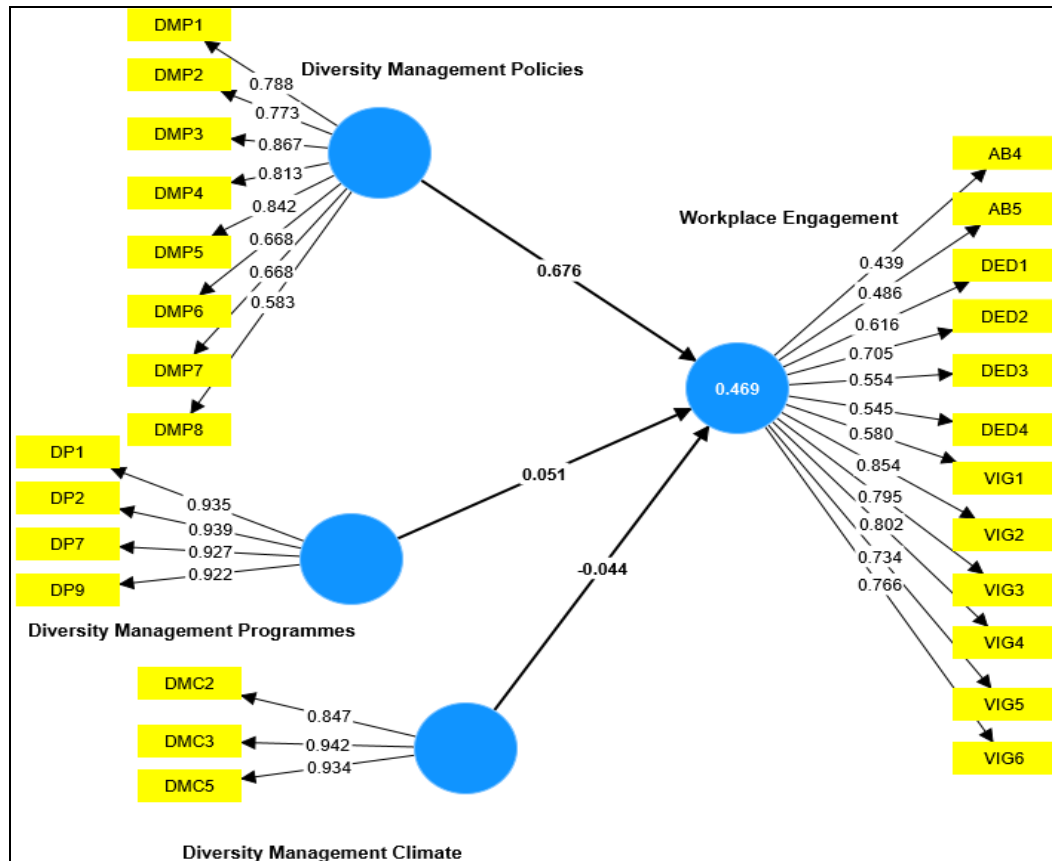


Figure 4.10:

Structural Model for Diversity Management and Work engagement

The structural equation model (Figures 4.10) for diversity management and work engagement reveals that work engagement comprised of three measures that are absorption, dedication and vigor. Diversity management comprised managerial practice comprising of diversity management policies, programmes and climate. Table 4.15 presents the structural equation model results, which examine the relationships between diversity management and work engagement. The coefficients of determination highlight the predictive power of diversity management on work engagement, supporting the hypotheses that diversity management policies, programmes, and climate have a positive significant influence on work engagement.

Table 4.15:

Structural Equation Model for Diversity Management and Work engagement

Path Estimates	B	T	P
Diversity Management Policies → Work engagement	0.676	8.822	0.000
Diversity Management Programmes → Work engagement	0.051	0.491	0.624
Diversity Management Climate → Work engagement	-0.044	0.553	0.580
R ² = 0.469			
Adjusted R ² = 0.460			

The structural equation model estimates (Table 4.15) revealed that diversity management policies had a profound impact on work engagement, with a positive and significant influence ($\beta = 0.676$, $t = 8.822$, $p = 0.000 < 0.05$). This suggests that effective diversity management policies can significantly enhance work engagement among academic staff. In contrast, diversity management programmes

had a negligible effect ($\beta = 0.051$, $t = 0.491$, $p = 0.624 > 0.05$), indicating that simply having programmes in place may not be enough to drive engagement. Furthermore, diversity management climate had a marginally negative but insignificant influence ($\beta = -0.044$, $t = 0.553$, $p = 0.580 > 0.05$) on work engagement, implying that a positive climate may not be sufficient to foster engagement.

The model explained 46.9% ($R^2 = 0.469$) of the variation in work engagement among academic staff, with diversity management policies being the sole significant predictor, accounting for 4.60% (adjusted $R^2 = 0.460$) of the variance. This highlights the importance of policies in driving engagement, while programmes and climate play a lesser role. Consequently, Hypothesis 1, which posited a positive significant influence of diversity management policies on work engagement, was accepted. However, Hypotheses 2 and 3, which proposed positive significant influences of diversity management programmes and climate on work engagement, respectively, were rejected due to their insignificant effects. These findings underscore the need for academic institutions to focus on developing and implementing effective diversity management policies to enhance work engagement among staff.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a comprehensive discussion of the study's findings, conclusions, and recommendations, drawing on relevant literature to contextualize the results. The discussion is followed by an examination of the study's limitations and suggestions for future research directions.

5.1 Discussion

This chapter is the discussion of the finding while cross-referencing with the literature. The discussion is organized according to the study objectives.

5.1.1 Diversity Management Policies and Work engagement. The first objective of the study investigated the impact of diversity management policies on work engagement among academic staff at Kyambogo University in Uganda. The corresponding hypothesis posited that diversity management policies have a positive and significant influence on work engagement. The hypothesis test yielded a statistically significant result, confirming that diversity management policies indeed have a profound impact on work engagement among academic staff. This finding resonates with existing literature, which consistently demonstrates a positive correlation between human resources management policies and employee work engagement (Alzyoud, 2018; Chiemeké et al., 2018). Furthermore, research has shown that organizational policies significantly

influence employee engagement (Chiemeké et al., 2018), and that diversity practices positively predict employee engagement (Downey et al., 2015).

The study's findings are further corroborated by recent research, which consistently demonstrates a positive relationship between diversity management policies and employee engagement. For instance, Ganji et al. (2021) found that diversity management policies significantly predict employee engagement, reinforcing the current study's results. While Indrayani and Yasa (2021) reported an insignificant direct effect of company policies on employee engagement, their findings still suggest a potential link between the two variables. Moreover, Luu et al. (2019) discovered a positive correlation between diversity-focused human resources practices and work engagement, aligning with the current study's findings. Additionally, Rainaye (2012) established a significant influence of organizational policies on employee commitment, which is closely related to work engagement. The cumulative evidence from these studies confirms that diversity management policies have a positive and significant impact on work engagement among academic staff. This consistency across studies underscores the critical role of diversity management policies in fostering a positive and engaging work environment, ultimately contributing to the well-being and productivity of academic staff. The current study's findings, therefore, contribute to a growing body of research highlighting the importance of diversity management policies in promoting work engagement.

5.1.2 Diversity Management Programmes and Work engagement. The second objective of the study examined the impact of diversity management programmes on work engagement among academic staff at Kyambogo University in Uganda.

The corresponding hypothesis posited that diversity management programmes have a positive and significant influence on work engagement. However, the test results revealed a surprising outcome, rejecting the hypothesis and indicating that diversity management programmes had a positive but insignificant influence on work engagement. This finding diverges from existing literature, which suggests a significant positive relationship between diversity management programmes and employee engagement. For instance, Alshaabani et al. (2021) found a significant positive effect of diversity training on employee engagement, while Ganji et al. (2021) reported that diversity management training predicted employee engagement. Similarly, Gupta and Gomathi (2022) discovered a significant impact of diversity management practices on employee engagement, and Mistry et al. (2021) revealed that diversity management practices, including training, had a positive effect on workforce-related outcomes, including employee engagement.

The study's findings are further contradicted by existing literature, which consistently highlights the positive impact of internal communication, teamwork, and diversity management programmes on work engagement. For instance, Kang and Sung (2017) found a strong relationship between effective internal communication management and employee engagement, while Mbhele and De Beer (2021) revealed that internal communication significantly contributes to achieving employee engagement. Similarly, Verčič and Men (2023) discovered a positive influence of satisfaction with internal communication on employee engagement. Moreover, Jayashree et al. (2019) reported a significant positive relationship between teamwork and work engagement, and Ravikumar (2013) found a meaningful positive association between teamwork and employee

engagement. These findings collectively underscore the importance of internal communication, teamwork, and diversity management programmes in fostering work engagement.

In contrast, the current study's findings suggest that diversity management programmes had a limited influence on work engagement among academic staff at Kyambogo University. This discrepancy can be attributed to the lack of prominence given to these programmes within the university, highlighting a missed opportunity for enhancing work engagement. The study's results, therefore, emphasize the need for institutions to prioritize and effectively implement diversity management programmes to reap their benefits on work engagement.

5.1.3 Diversity Management Climate and Work engagement. The third objective of the study investigated the impact of diversity management climate on work engagement among academic staff at Kyambogo University in Uganda. The corresponding hypothesis posited that diversity management climate has a significant influence on work engagement. However, the hypothesis was rejected, contradicting existing literature. Previous studies have consistently shown a positive relationship between organizational climate and work engagement. For instance, Abun et al. (2021) found a significant association between organizational climate and work engagement, while Albrecht et al. (2018) revealed a positive association between organizational engagement climate and employee engagement. Similarly, Higgins (2020) discovered a link between diversity climate perceptions and employee work engagement, and Jenkins (2019) established that a climate of inclusion drives positive work-related outcomes, including employee engagement, in higher education.

The study's findings contradict existing literature, which consistently highlights a significant positive relationship between organizational climate and work engagement. For instance, Mangkang and Chutima (2022) found a substantial link between engagement and organizational climate, while Mansoor et al. (2021) reported a significant impact of organizational diversity climate on employee outcomes. Similarly, McCallaghan et al. (2019) confirmed that diversity climate predicts organizational employee outcomes, and Rožman and Štrukelj (2021) discovered that organizational climate enhances work engagement.

In stark contrast, the current study found an insignificant influence of diversity management climate on work engagement among academic staff at Kyambogo University. This discrepancy can be attributed to the relatively low rating of the university's diversity climate by academic staff, suggesting a gap between the desired and actual climate. This finding underscores the need for the university to prioritize improving its diversity management climate to foster a more engaging work environment. The cumulative evidence from previous studies emphasizes the significance of organizational climate in shaping work engagement, highlighting the importance of creating a positive and inclusive climate that supports employee engagement. The current study's findings, therefore, serve as a call to action for the university to address the shortcomings in its diversity management climate and promote a more engaging work environment.

5.2 Conclusion

The discussion above led to the main of the following conclusions on diversity management climate and work engagement of academic staff.

1. Diversity management policies play a vital role in fostering work engagement among academic staff. This scenario occurs when a university's recruitment policies embody inclusivity, ensuring equal opportunities for all candidates, and policies and procedures are applied fairly and consistently to all staff members. The institution actively supports diversity-related initiatives and adheres to its own recruitment and equal employment opportunity policies. Remuneration policies uphold the principles of equity and equality, providing equal opportunities for career growth and advancement. Staff members have access to clear policy information regarding diversity management practices, and the university places a strong emphasis on cultivating a diverse workforce. The institution's practices promote equal recognition and value for all staff members, regardless of their background or characteristics. This comprehensive and inclusive approach to diversity management creates a fair, equitable, and supportive work environment that values and celebrates diversity in all its forms.
2. Inadequate diversity management programs contribute minimally to work engagement. Particularly this is when staff is not equipped with essential skills for coexistence and collaboration, and diversity and inclusion values are not clearly communicated or emphasized. This lack of emphasis is further exacerbated when staff is not informed about diversity

management-related issues or memos, and internal communication about diversity issues is lacking or inadequate. As a result, diversity management programs fail to foster a culture of inclusivity, respect, and empathy, leading to minimal improvements in work engagement.

3. A suboptimal diversity management climate hinders work engagement. This is characterized by inadequate efforts to foster cooperation and collaboration among staff from diverse work groups, leading to a lack of unity and cohesion, and limited access to diversity materials and resources, restricting staff's ability to understand and appreciate diverse perspectives. Furthermore, insufficient training and development opportunities fail to make work more inclusive and attractive to diverse workers, ultimately stifling work engagement. As a result, staff may feel undervalued, unsupported, and disconnected from the organization's goals and values, leading to a lack of motivation and productivity.

5.3 Recommendations

The conclusions above on diversity management climate and work engagement of academic staff led to the following recommendations.

1. Universities managers should develop and implement comprehensive diversity management policies to enhance work engagement. The policies should promote inclusivity, equity, and equality. These policies should also include active support for diversity-related initiatives and adherence to recruitment and equal employment opportunity policies, as well as remuneration policies grounded in the principles of equity and equality.

Furthermore, universities should offer equal opportunities for career growth and development, provide access to clear policy information regarding diversity management practices for all staff, and place a strong emphasis on cultivating a diverse workforce. Ultimately, practices should recognize and value all staff members equally, regardless of their role or position, creating a work environment that fosters engagement, motivation, and productivity among staff, and leading to a more inclusive and successful institution.

2. University leaders should design and execute effective diversity management programs to promote work engagement. This should involve taking a multifaceted approach that includes equipping staff with essential skills for coexistence, collaboration, and cultural competence, enabling them to work effectively in a diverse environment, and fostering an inclusive culture by openly communicating about coexistence, diversity, and inclusion, and encouraging staff to share their perspectives and experiences. In addition, sharing diversity management-related issues, memos, and resources with staff keeps them informed and engaged in diversity initiatives, while facilitating regular internal communication about diversity issues, concerns, and successes creates a safe and supportive space for staff to share their thoughts and idea.
3. University leaders should cultivate a climate that values and supports diversity, thereby fostering work engagement among academic staff. This should involve by implementing strategies that promote cooperation and collaboration among staff from diverse work groups, providing staff with

access to diversity materials and resources, and offering them training and development opportunities to make their work more inclusive and attractive to diverse workers. This inclusive climate should encourage active participation, foster a sense of belonging, and empower staff to contribute their unique perspectives and experiences, leading to enhanced work engagement, productivity, and job satisfaction. By promoting diversity and inclusion, university leaders can create a vibrant and dynamic work environment that values and celebrates the diversity of its academic staff.

5.4 Practical Contribution for Kyambogo University

Kyambogo University stands to benefit significantly from this study, as it provides valuable insights and recommendations for enhancing diversity management and work engagement among its staff. By adopting the proposed diversity management policies and programs, the university can create a more inclusive and equitable work environment, leading to improved job satisfaction, increased productivity, and better overall performance. Additionally, the study's findings can inform the university's strategic planning and decision-making processes, enabling it to better support the needs of its diverse staff and promote a culture of inclusivity and respect.

5.5 Limitations and Suggestions for Further Research

This study makes a significant contribution to the existing body of knowledge by highlighting the relationship between diversity management and workplace

wellbeing. However, the findings also reveal limitations that necessitate further research. Notably, the study's second and third hypotheses, which posited a positive significant influence of diversity management programs and climate on academic staff's work engagement, were unexpectedly rejected. This contradictory outcome warrants further investigation and testing of the hypotheses in diverse contexts, such as multiple universities in Uganda. Moreover, the study's single-university setting poses generalizability challenges, underscoring the need for future research to be conducted across multiple institutions to enhance the validity and applicability of the findings. By building upon this study's foundation, future research can provide a more comprehensive understanding of the complex dynamics between diversity management, work engagement, and wellbeing in academic settings.

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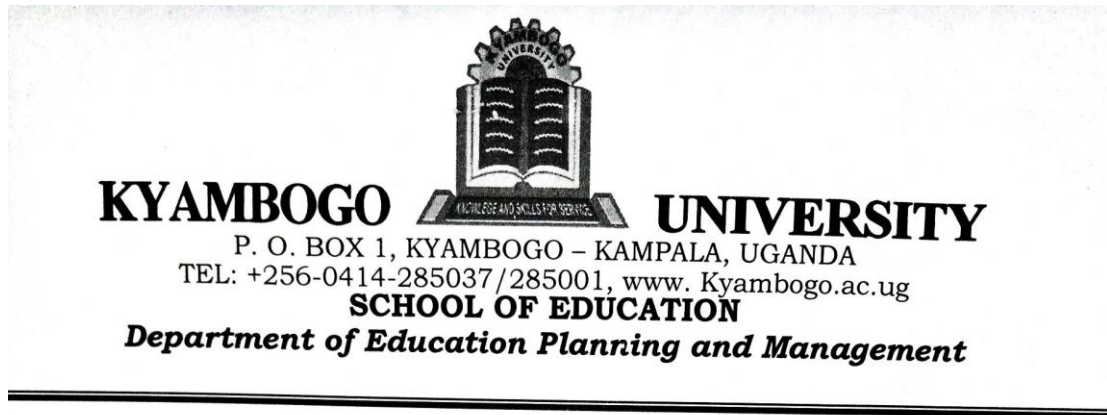
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APPENDICES

Appendix A: Letter of Introduction



09th July 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: NANTEZA RESTY-21/U/GMED/14464/PE

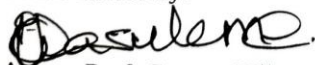
This is to introduce to you the above-named student **Nanteza Resty Reg.No. 21/U/GMED/14464/PE** pursuing a **Master of Education in Policy Planning and Management** in the department of **Education Planning and Management of Kyambogo University**.

She intends to carry out research on “**Diversity Management and Work Engagement of Academic Staff of Kyambogo University Uganda**” in partial fulfilment of the requirements for the award of a Master of Education in Policy, Planning and management.

The purpose of this letter therefore is to request you permit her carry out her study in your Unit/Department/School/Faculty.

Any assistance rendered to her will be highly appreciated.

Yours sincerely.



Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT, EDUCATION PLANNING & MANAGEMENT

Appendix B: Questionnaire for the Respondents

Kyambogo University

P. O. Box 71

Kyambogo

May 2023

Dear respondent,

I am undertaking a study entitled, “Diversity Management and Work engagement of academic staff of Kyambogo University, Uganda.” I have chosen you to take part in this study because you have pertinent information necessary for the success of this study based on your experience as a staff of the University. I request you diligently to provide responses necessary for success of the study. The information you provide will be used only for the purposes of study. Your involvement in this study is fully out of your volition and will be handled with utmost confidentiality.

Faithfully

.....

Resty Nanteza

Section A: Background Characteristics

Instructions: On the alternatives provided, tick on the choice you consider appropriate for you.

- A1. Gender: 1) Male 2) Female
- A2. Age group: Up to 30 years 2) below 40 years 3) 40 years and above
- A3. Highest level of education attained: 1) Bachelors 2) Master's degree 3) PhD degree
- A4. Working Experience: 1) Less than one year 2) 1 but less than 5 years, 3) 5 but less than 10 years 4) More than 10 years

Section B: Work engagement (IV)

This section presents items on work engagement of staff (DV) in a university and is divided into three sections that are absorption, dedication and vigor. You are kindly requested to indicate your feelings on each of the motivations in your university using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly Agree.

AB	Absorption	SD	D	NS	A	SA
		1	2	3	4	5
AB1	I forget about time when I am doing my work tasks in this university					
AB2	As I do my work tasks in this university, I totally forget whatever is around me					
AB3	I feel thrilled when highly engaged on my job assignments in this university					
AB4	I am totally focused on my job in this university					
AB5	I get taken up when carrying out my assignments in this university					
AB6	I find it challenging to separate myself from my job in this university					
DED	Dedication	SD	D	NS	A	SA
		1	2	3	4	5
DED1	The work I do in this university gives me satisfaction					
DED2	I am passionate about what I do this university					
DED3	My job in this university gives me inspiration					
DED4	I take pride in the work I do in this university					

DED5	My work in this university challenges me to carry on					
VIG	Vigor	SD	D	NS	A	SA
		1	2	3	4	5
VIG1	When at my work in this university I feel exploding with energy					
VIG2	I feel energized and vigorous when concentrating on job in this university					
VIG3	Every morning, I look forward to proceed to the university to work on my assignments					
VIG4	I keep working for a long time when I am on my job in this university without losing steam					
VIG5	I am always mentally resilient when at my job in this university					
VIG6	I find it easy to persevere even when certainly the situation is not going on well					

Section B: Diversity Management (IV)

This section presents items on diversity management (IV) in universities and is divided into three sections that are diversity management policies, programmes and climate. You are kindly requested to indicate your feelings on each of the motivations in your university using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly Agree.

DMP	Diversity management policies	SD	D	NS	A	SA
		1	2	3	4	5
DMP1	Recruitment policies favor every candidate irrespective of tribe, sex, age, or social background					
DMP2	The university's policies and procedures are rigorously applied with utmost fairness and impartiality to all staff, without exception					
DMP3	The university is steadfast in its commitment to fostering a culture of inclusivity and diversity, unwaveringly upholding and actively promoting the organization's recruitment and equal employment opportunity policies					
DMP4	The remuneration policies are rigorously designed and implemented to uphold the fundamental principles of equity and equality					
DMP5	This university offers equal opportunities for career growth, as well as for occupying management positions					
DMP6	The university ensures transparent and unfettered access to comprehensive policy information regarding diversity					

	management practices					
DMP7	The university's management is deeply committed to cultivating a richly diverse and inclusive workforce					
DMP8	In this university practices are aimed at the recognition of all kinds of staff					
DP	Diversity management programmes	SD	D	NS	A	SA
		1	2	3	4	5
DP1	In this university, staff are equipped with skills for co-existence					
DP2	In this university, co-existence is communicated about					
DP3	The university has instituted robust and structured mechanisms for soliciting and incorporating feedback on its diversity management practices					
DP4	The university demonstrates a profound commitment to fostering a culture of inclusivity by investing substantial resources in diversity awareness programs					
DP5	The university rigorously assesses and evaluates the impact and effectiveness of its diversity training programs for staff					
DP6	The university prioritizes the on-going professional development of its staff, providing regular and comprehensive training on diversity-related employment issues					
DP7	The university maintains a culture of transparency, sharing diversity management-related issues					
DP8	The university's comprehensive formal orientation program places a strong emphasis on the importance of fostering a culture of inclusivity and collaboration					
DP9	Internal communication in this university is made about diversity issues					
DP10	The recruitment practices of the university consider inclusion of staff					
DP11	The university implements team building programmes					
DP12	The promotion policy favors meritocracy					
DMC	Diversity Management Climate	SD	D	NS	A	SA
		1	2	3	4	5
DMC1	The university prioritizes diversity awareness, ensuring all employees are well-informed and equipped to promote inclusivity and equity in the workplace					
DMC2	In this university cooperation among staff of diverse work groups is emphasized					
DMC3	The university offers staff easy access to a wealth of diversity resources, promoting a culture of inclusivity and equity					

DMC4	Staff in this university make suggestions on how to improve cooperation among the diverse workforce					
DMC5	The university offers personalized training to make work more engaging and attractive to a diverse range of employees					
DMC6	The university has practices that promote the mixing of workers from different background					
DMC7	The university provides flexible work options for workers such as for prayers convenience, nursing of babies and maternity leave					
DMC8	In this university, everyone is treated the same despite of tribe, sex, religion, or age					
DMC9	In this university, human resource policies are fairly interpreted for all staff					

End

Thanks for participating in the study

Appendix C: Plagiarism Test Report

DIVERSITY MANAGEMENT AND WORK ENGAGEMENT OF ACADEMIC STAFF OF KYAMBOGO UNIVERSITY, UGANDA

by Resty Nanteza

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