

**LEADERSHIP COMMITMENT AND INCLUSIVITY CULTURE IN STATE  
CORPORATIONS IN KENYA: A CASE STUDY OF KENYA REVENUE  
AUTHORITY HEADQUARTERS**

**CAROLINE N MUNIALO**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT  
AND LEADERSHIP IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF THE DEGREE OF MASTER OF LEADERSHIP AND  
MANAGEMENT OF THE MANAGEMENT UNIVERSITY OF AFRICA**

**NOVEMBER 2024**

## DECLARATION

### Student Declaration

This project is my original work and has not been presented for a degree in any other University.

**Name: Caroline N. Munialo**

Signature..... Date

.....

**MML/29/00311/2/23**

### Declaration by the supervisor

This project has been submitted for examination with my approval as University Supervisor

**Name: Gladys Mabonga**

Signature..... Date

.....

## **DEDICATION**

I dedicate this research to my family dear husband Kenny Simiyu, my children Nikita, Vanessa, Phillip, Chloe and my beloved late father Anthony Munialo.

## **ACKNOWLEDGEMENT**

I am deeply grateful to everyone who played a role in the completion of this research study. My appreciations go to my supervisor, Lecturer Gladys Mabonga, whose guidance, encouragement, and invaluable insights were crucial throughout the research process. I also extend my appreciation to the lecturers at the Management University of Africa (MUA) for their dedication and insights, as well as to my colleagues and fellow students at MUA for their collaboration and support, which greatly enriched my learning experience. I am sincerely thankful to the management and staff of the Kenya Revenue Authority (KRA) for their cooperation and willingness to participate in this study, as their shared experiences and perspectives significantly enhanced the findings. Special thanks go to my friends and colleagues who offered encouragement, advice, and assistance, and to my classmates for their diverse insights and constructive feedback, which have greatly enriched the analysis of leadership commitment and inclusivity culture in organizations. The collaborative discussions and peer reviews were invaluable in refining the focus and implications of this research. Each of you has contributed significantly to shaping this study, and for that, I am deeply appreciative.

## ABSTRACT

The primary objective of this study was to examine the relationship between leadership commitment and an inclusivity culture within the Kenya Revenue Authority (KRA). Specifically, the study evaluated the effects of leadership vision, leadership policies, resource allocation, and leadership accountability on the development of an inclusivity culture at KRA. The research explored the intersection of leadership and organizational performance, integrating key theories such as Transformational Leadership Theory, Resource-Based View (RBV) Theory, Accountability Theory, and Social Identity Theory. Transformational Leadership Theory served as the anchor theory, emphasizing how leaders inspire and motivate employees toward higher performance levels and organizational change. The study targeted all 1,320 employees working at Times Tower, employing stratified random sampling to select 132 respondents for participation. Primary data were collected using questionnaires that contained both open and closed-ended questions, while secondary data were gathered from journals, books, and reports. Data analysis was performed using descriptive statistics, including regression analysis and standard deviations, alongside thematic analysis to identify and interpret patterns related to leadership commitment and inclusivity culture. The study found that leadership vision had a significant positive impact on inclusivity culture at KRA ( $\beta = 0.315$ ,  $p = 0.000$ ), with a mean score of 3.85 for leadership commitment to inclusivity, though the empowerment of underrepresented groups was lower at 3.65. Leadership policies also contributed positively ( $\beta = 0.245$ ,  $p = 0.001$ ), with a mean score of 3.85 for anti-discrimination measures, although diversity training programs scored lower at 3.60. Resource allocation showed the smallest impact ( $\beta = 0.185$ ,  $p = 0.020$ ), with mean scores of 3.40 for funding adequacy and 3.45 for the hiring of diversity officers, indicating resource constraints. Leadership accountability was positively linked to inclusivity ( $\beta = 0.208$ ,  $p = 0.004$ ), with mean scores of 3.80 for inclusivity targets, 3.50 for performance evaluations incorporating inclusivity, and 3.70 for transparency in inclusivity. It can be concluded that leadership vision is a key driver of inclusivity but requires continuous effort to translate into actionable outcomes. It can also be concluded that diversity policies at KRA foster equality but need consistent enforcement to address challenges effectively. Additionally, it can be concluded that insufficient resource allocation limits the impact of diversity and empowerment initiatives. Furthermore, accountability mechanisms ensure leaders prioritize diversity efforts but require measurable and regular reporting for sustained impact. Finally, it can be concluded that progress in inclusivity culture at KRA depends on sustained engagement, equal opportunities, and collaboration. The study recommends that leaders actively promote inclusivity as a core value and set specific diversity goals to inspire broader participation. The study also recommends that KRA update inclusivity policies regularly, mandate employee training, and establish a task force to oversee compliance. Moreover, the study recommends that KRA increase funding for diversity programs, hire dedicated diversity officers, and invest in mentorship initiatives. Lastly, the study recommends embedding inclusivity metrics into leader evaluations and publishing regular progress reports to foster transparency and align accountability with organizational goals.

## TABLE OF CONTENTS

<b>DECLARATION .....</b>	<b>ii</b>
<b>DEDICATION .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>xiv</b>
<b>OPERATIONAL DEFINITION OF TERMS .....</b>	<b>XV</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.0 Introduction .....	1
1.1 Background of the Study.....	1
1.1.1 Leadership Vision .....	3
1.1.2 Leadership Policies .....	3
1.1.3 Resource Allocation.....	4
1.1.4 Leadership Accountability .....	4
1.1.5 Inclusivity Culture .....	4
1.1.6 Profile of the Kenya Revenue Authority (KRA) .....	4
1.2 Statement of the problem .....	7
1.3 General Objective .....	9
1.3.1 Specific Objectives .....	9
1.4 Research Questions.....	9

1.5 Significance of the study.....	10
1.5.1 Management of KRA.....	10
1.5.2 Other Organizations.....	10
1.5.3 Policy Makers.....	11
1.5.4 Other Researchers and Scholars.....	11
1.6 Scope of the Study.....	11
1.7 Chapter Summary.....	12
<b>CHAPTER TWO.....</b>	<b>13</b>
<b>LITERATURE REVIEW.....</b>	<b>13</b>
2.0 Introduction.....	13
2.1 Theoretical Literature Review.....	13
2.1.1 Transformational Leadership Theory.....	13
2.1.2 Resource-Based View (RBV) Theory.....	15
2.1.3 Accountability Theory.....	16
2.1.4 Social Identity Theory.....	17
2.2 Empirical Literature Review.....	18
2.2.1 Leadership Vision and an Inclusivity Culture.....	18
2.2.2 Leadership Policies and Creation of Inclusivity Culture.....	21
2.2.3 Resource Allocation and Creation of Inclusivity Culture.....	24
2.2.4 Leadership Accountability and Creation of Inclusivity Culture.....	27
2.3 Summary and Research Gaps.....	29
2.4 Conceptual Framework.....	36
2.5 Operationalization of Variables.....	39
2.6 Chapter Summary.....	42

<b>CHAPTER THREE.....</b>	<b>43</b>
<b>RESEARCH DESIGN AND METHODOLOGY.....</b>	<b>43</b>
3.0 Introduction .....	43
3.1 Research Design .....	43
3.2 Target Population .....	43
3.3 Sample and Sampling Technique .....	44
3.4 Data Collection Instruments.....	45
3.5 Pilot Study.....	45
3.5.1 Validity.....	46
3.5.2 Reliability .....	46
3.6 Data Collection Procedure .....	47
3.7 Data Analysis and Presentation .....	47
3.8 Ethical Considerations .....	48
3.8.1 Informed Consent .....	48
3.8.2 Voluntary Participation .....	49
3.8.3 Confidentiality .....	49
3.8.4 Privacy .....	49
3.8.5 Anonymity.....	49
3.9 Chapter Summary .....	50
<b>CHAPTER FOUR .....</b>	<b>51</b>
<b>DATA ANALYSIS, PRESENTATION, AND INTERPRETATION .....</b>	<b>51</b>
4.0 Introduction .....	51
4.1 Response Rate .....	51
4.2 Reliability test.....	51

4.3 Demographic Information.....	52
4.3.1 Gender of Respondents .....	52
4.3.2 Age Distribution .....	53
4.3.3 Educational Attainment.....	53
4.3.4 Job Position/Role .....	54
4.3.5 Years of Employment at KRA .....	55
4.4 Descriptive Analysis of Variables .....	55
4.4.1 Leadership Vision.....	55
4.4.2 Leadership Policies .....	56
4.4.3 Resource Allocation.....	57
4.4.4 Leadership Accountability .....	58
4.4.5 Inclusivity Culture .....	60
4.5.1 Correlation Coefficient .....	61
4.5.2 Regression Analysis.....	63
4.5.3 ANOVA for Regression.....	69
4.5.4 Regression Coefficients .....	70
4.6 Limitations of the study .....	71
4.7 Chapter Summary .....	71
<b>CHAPTER FIVE .....</b>	<b>73</b>
<b>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....</b>	<b>73</b>
5.0 Introduction .....	73
5.1 Summary of Findings.....	73
5.1.1 Leadership Vision and Inclusivity Culture .....	73
5.1.2 Leadership Policies and and Inclusivity Culture .....	74

5.1.3 Resource Allocation and Inclusivity Culture .....	74
5.1.4 Leadership Accountability and Inclusivity Culture .....	75
5.1.5 Inclusivity Culture at KRA .....	75
5.2 Conclusions .....	76
5.3 Recommendations.....	77
5.4 Areas for Further Research .....	78
<b>REFERENCES .....</b>	<b>79</b>
<b>APPENDICES</b>	
<b>APPENDIX I: LETTER OF INTRODUCTION.....</b>	<b>83</b>
<b>APPENDIX II: RESEARCH STUDY QUESTIONNAIRE.....</b>	<b>84</b>
<b>APPENDIX III: RESEARCH PERMIT.....</b>	<b>89</b>

## LIST OF TABLES

Table 1 Summary and Research Gaps .....	29
Table 2 Summary of Operationalization of Variables .....	40
Table 3 Target Population.....	44
Table 4 Sample Size .....	45
Table 5 Response Rate.....	51
Table 6 Reliability Test Results .....	52
Table 7 Age Distribution .....	53
Table 8 Leadership Vision on Inclusivity.....	56
Table 9 Leadership Policies on Inclusivity.....	57
Table 10 Resource Allocation for Inclusivity.....	58
Table 11 Leadership Accountability.....	59
Table 12 Inclusivity Culture at KRA.....	60
Table 13 Pearson’s Correlation Coefficient.....	61
Table 14 Model Summary .....	64
Table 15 ANOVA.....	64
Table 16 Regression Coefficients.....	65
Table 17 Model Summary .....	65
Table 18 ANOVA.....	66
Table 19 Regression Coefficients.....	66
Table 20 Model Summary .....	66
Table 21 ANOVA.....	67
Table 22 Regression Coefficients.....	67
Table 23 Model Summary .....	67

Table 24 ANOVA.....	68
Table 25 Regression Coefficients.....	68
Table 26 Model Summary .....	69
Table 27 ANOVA.....	69
Table 28 Coefficients.....	70

## LIST OF FIGURES

Figure 1 Conceptual Framework.....	37
Figure 2 Gender Distribution .....	52
Figure 3 Education Level.....	54
Figure 4 Job Position .....	54

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	Analyses of Variance
<b>DNA</b>	Deoxyribonucleic Acid
<b>IT</b>	Information Technology
<b>KRA</b>	Kenya Revenue Authority
<b>MANOVA</b>	Multivariate Analysis of Variance
<b>MNCs</b>	Multinational Corporations
<b>RBV</b>	Resource-Based View
<b>SEM</b>	Structural Equation Modeling
<b>UK</b>	United Kingdom
<b>US</b>	United States

## DEFINITION OF TERMS

**Inclusivity Culture:** Inclusivity culture refers to an organizational environment where policies, practices, and behaviors support respect, fairness, and equal opportunity for individuals from diverse backgrounds (Harrison et al., 2022). It emphasizes creating a workplace where all employees feel valued and included, regardless of their demographic characteristics (Shore et al., 2021). Indicators of inclusivity in an organization include diverse workforce representation, equitable access to opportunities, inclusive leadership, psychological safety, and fair policies that promote respect and fairness.

**Leadership Accountability:** Leadership accountability involves the responsibility of leaders to answer for their actions and decisions, ensuring they are transparent and answerable for outcomes (Baker et al., 2020). It includes holding leaders accountable for their behavior and ensuring they act in line with organizational values and goals (Jensen et al., 2019). This concept emphasizes that leaders should be answerable for their decisions and the impact those decisions have on the organization (Hall et al., 2021).

**Leadership Commitment:** Leadership commitment refers to the dedication of leaders to actively participate in decision-making and guide the organization towards its objectives (Farahani & Zarei, 2021). It involves inspiring employees to contribute to achieving organizational goals while being responsible for fostering a positive work culture (Afsar & Badir, 2020). Committed leaders demonstrate their dedication by aligning their actions with the organization's vision and motivating

others to work towards common objectives (Kang & Kim, 2020).

**Leadership Policies:**

Leadership policies are formalized rules and guidelines created by leaders to direct organizational actions and ensure consistency in decision-making (Bielby, 2020). These policies help align behavior with organizational values and set standards for how leaders make decisions (Parker et al., 2022). They also ensure that decisions are made with fairness and transparency, in alignment with the organization's overall objectives (Davis & Sweeney, 2021).

**Leadership Vision:**

Leadership vision is the ability of leaders to define and communicate a clear, compelling future direction that motivates and aligns the organization toward common goals (Smith & Brown, 2020). It provides a long-term strategic framework that guides the organization's actions and inspires employees to work towards shared aspirations (Johnson et al., 2020). This vision helps shape the future of the organization by fostering unity and motivating individuals to contribute towards the organization's success (Lee & Lee, 2021).

**Resource Allocation:**

Resource allocation is the process of distributing financial, human, and material resources across various initiatives to support the achievement of organizational goals (Choi et al., 2020). It involves ensuring resources are used efficiently to maximize the effectiveness of organizational operations (Müller et al., 2022). Proper resource allocation is essential to ensuring that the right assets are available to meet the needs of strategic projects and objectives (Müller Turner, 2019).

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter sets the foundation for this research study by presenting the background and context of the investigation into the impact of leadership commitment on inclusivity in workplace cultures at Kenya Revenue Authority (KRA). The chapter proceeds to articulate the problem statement, objectives of the study, research questions, significance of the study, scope, limitations, and definitions of key terms, thereby providing a comprehensive overview of the research framework and its intended contributions to both theory and practice.

### 1.1 Background of the Study

The importance of leadership commitment in fostering an inclusive culture within organizations has gained global recognition, as it significantly enhances performance, innovation, and employee satisfaction. For instance, studies conducted by organizations such as Catalyst in the U.S. (Catalyst, 2020) and the Chartered Institute of Personnel and Development (CIPD) in the U.K. (CIPD, 2021) demonstrate that leadership behaviors play a crucial role in creating an inclusive environment, leading to increased employee engagement and reduced turnover. Furthermore, research by Mazzei, Flynn, and Haynie (2020) and Shore et al. (2020) emphasizes that inclusive leadership not only fosters a positive work atmosphere but also contributes to higher engagement levels and lower turnover rates.

The global landscape reflects a trend where leaders who prioritize inclusivity are more successful in retaining talent, promoting job satisfaction, and establishing a cohesive team culture. Despite these advancements in diversity policies worldwide, many multinational corporations continue to face challenges in effectively translating these policies into practice. This is often attributed to inadequate leadership commitment and a lack of strategic focus, as highlighted by Kumar and Sam (2021). These findings

underscore the necessity for leaders across different contexts to enhance their commitment to inclusivity to realize the full benefits of diverse workforces globally.

Leadership in the broader African context is crucial in addressing systemic inequalities and promoting inclusivity within organizations. For instance, leadership commitment to diversity management in South Africa has helped address racial and gender disparities, particularly in post-apartheid organizations (Phiri & Matanda, 2021). Similarly, in Nigeria, Adetunji and Olaniyi (2020) found that leadership engagement is crucial for the successful implementation of diversity policies, but gaps in leadership training and awareness often result in inconsistent application. These findings underscore the importance of sustained leadership focus on inclusivity to achieve meaningful diversity outcomes.

Awareness of inclusivity is increasing in East Africa, yet inconsistent leadership commitment continues to impede the effective implementation of diversity policies.. Studies in Tanzania, for example, reveal that despite having diversity policies, many organizations struggle to integrate these into their operations due to insufficient leadership support and resource constraints (Mwangi, Njuguna, & Kamau, 2021). In Uganda, similar challenges persist, as a lack of leadership engagement in public institutions leads to disparities in representation and participation (Nanyanzi & Kigozi, 2022). This regional trend highlights the need for stronger leadership to prioritize and effectively implement inclusivity initiatives.

In Kenya, leadership commitment to inclusivity within state corporations has gained increased attention, but challenges remain. Research indicates that while policies aimed at fostering inclusivity exist, their implementation is often inconsistent due to varying levels of leadership advocacy and engagement (Mutiso, 2021). Studies focusing on gender inclusivity also highlight that the absence of women in leadership roles continues to hinder the overall effectiveness of diversity initiatives within public institutions (Kinyua & Njoroge, 2022). These findings emphasize the need for stronger leadership commitment to inclusivity in Kenyan organizations.

Specifically, within the Kenya Revenue Authority (KRA), leadership commitment to fostering an inclusive organizational culture has seen some progress, though gaps persist. Njenga (2020) found that while gender inclusivity initiatives have been implemented, uneven leadership support across departments has hindered full realization of inclusivity goals. Similarly, Mwangi (2021) noted challenges in promoting broader diversity, including resistance to change and inadequate resource allocation. These studies suggest that while KRA is committed to diversity, sustained leadership engagement is needed to ensure the consistent implementation of inclusivity policies across the organization.

### **1.1.1 Leadership Vision**

Leadership vision refers to the ability of leaders to articulate a clear and compelling picture of the future that inspires and motivates employees to work toward achieving organizational goals. A strong leadership vision provides direction and purpose, enabling organizations to navigate challenges and seize opportunities for growth and inclusivity. Research has shown that leaders who effectively communicate their vision for inclusivity can foster an environment where diverse perspectives are valued, ultimately enhancing organizational performance and employee engagement (Mazzei, Flynn, & Haynie, 2020). In the context of the Kenya Revenue Authority (KRA), a well-defined leadership vision is essential for driving inclusivity initiatives that align with the organization's goals of equitable service delivery and enhanced stakeholder engagement.

### **1.1.2 Leadership Policies**

Leadership policies are the formal guidelines and frameworks established by organizational leaders to promote inclusivity and diversity within the workplace. These policies serve as a foundation for implementing practices that support equitable treatment and opportunities for all employees. Effective leadership policies are critical in ensuring that inclusivity is embedded in the organizational culture, and they should be regularly reviewed and updated to reflect the evolving needs of the workforce and the goals of the organization (Kumar & Sam, 2021). At KRA, strong leadership policies are vital to ensuring that all employees feel valued and have equal access to opportunities, thereby fostering a culture of inclusivity that enhances overall organizational effectiveness.

### **1.1.3 Resource Allocation**

Resource allocation involves the distribution of financial, human, and material resources necessary to support inclusivity initiatives within an organization. Leaders must ensure that adequate resources are available for training, development, and implementation of diversity programs. Proper allocation of resources is essential for creating an inclusive environment, as it demonstrates the organization's commitment to fostering diversity and enables the execution of policies aimed at enhancing employee engagement and satisfaction (Shore, Cleveland, & Sanchez, 2018). For KRA, effective resource allocation is crucial for the successful implementation of inclusivity initiatives that not only promote fairness but also drive operational excellence.

### **1.1.4 Leadership Accountability**

Leadership accountability refers to the responsibility of leaders to ensure that inclusivity initiatives are effectively implemented and that their impact is measured. This involves setting clear expectations, monitoring progress, and being answerable for the outcomes of diversity and inclusion efforts. Leaders who hold themselves accountable for fostering an inclusive culture not only enhance trust and credibility but also create a sense of ownership among employees, encouraging them to engage actively in promoting inclusivity within the organization (Adetunji & Olaniyi, 2020). Within the Kenya Revenue Authority, establishing clear accountability mechanisms is essential for monitoring the effectiveness of inclusivity strategies and ensuring that all employees contribute to and benefit from an inclusive work environment.

### **1.1.5 Inclusivity Culture**

Inclusivity was conceptualized by employing a funnel strategy that gradually narrows from general definitions of inclusivity culture to specific organizational practices and contextual challenges, particularly in the African context. At its core, inclusivity in organizations is defined as creating an environment where all employees, regardless of their backgrounds, identities, or demographic characteristics, feel valued, respected, and supported (Yang & Konrad, 2020). It involves policies and practices designed to promote equity, eliminate barriers, and integrate diverse perspectives and experiences into the

organizational fabric. An inclusive culture ensures that all employees have equitable opportunities to contribute and succeed, fostering innovation and improved performance by leveraging the diverse skills and viewpoints within the workforce (Shore, Cleveland, & Sanchez, 2018).

Research highlights inclusivity as a vital component of modern organizational culture, linking it to increased employee morale, engagement, and organizational performance. Inclusive leadership behaviors play a critical role in fostering such a culture. Leaders who actively advocate for inclusivity influence the organizational climate positively, resulting in higher employee satisfaction, reduced turnover intentions, and enhanced engagement (Mazzei, Flynn, & Haynie, 2020). These leaders prioritize open communication, ensure fair treatment, and actively address unconscious biases, creating a workplace where all employees feel a sense of belonging and psychological safety.

However, the integration of inclusivity into organizational culture often encounters significant challenges. One major obstacle is the gap between inclusivity policies and their implementation. Despite the articulation of diversity and inclusivity policies, organizations frequently fail to translate these policies into actionable strategies due to insufficient leadership commitment, lack of strategic alignment, or inadequate resources (Kumar & Sam, 2021). This disconnect undermines the intended outcomes of inclusivity initiatives and highlights the need for consistent application across all organizational levels.

Contextual factors further complicate the implementation of inclusivity, particularly in the African context. Historical and systemic inequalities, as observed in South Africa, often hinder the effectiveness of diversity management initiatives (Phiri & Matanda, 2021). For instance, while leadership may express commitment to inclusivity, entrenched socio-economic disparities can limit the scope of inclusivity efforts. In Nigeria, gaps in leadership training and awareness contribute to the inconsistent application of inclusivity practices, weakening their impact (Adetunji & Olaniyi, 2020). Similarly, in East Africa, limited resources and weak leadership commitment are recurring challenges, despite

growing awareness of the importance of inclusivity (Mwangi, Njuguna, & Kamau, 2021; Nanyanzi & Kigozi, 2022).

These regional studies underscore the need for a dual approach: fostering robust leadership training to enhance awareness and commitment, and developing resource-efficient strategies that align with local realities. Addressing these challenges requires embedding inclusivity into organizational structures through clear leadership accountability, consistent monitoring of inclusivity practices, and employee feedback mechanisms. Furthermore, organizations need to prioritize cultural competence and provide leaders with tools to navigate systemic barriers effectively.

By conceptualizing inclusivity through this detailed framework, it becomes evident that inclusivity is not just about drafting policies but about fostering an ongoing commitment to equity, fairness, and diversity. This approach emphasizes the dynamic interplay between leadership, organizational culture, and context-specific barriers, offering a comprehensive understanding of inclusivity in both global and regional contexts.

### **1.1.6 Profile of the Kenya Revenue Authority (KRA)**

The Kenya Revenue Authority (KRA) is a government agency established in 1995 under the Kenya Revenue Authority Act, tasked with the responsibility of assessing, collecting, and accounting for all revenues that are due to the Government of Kenya. KRA plays a crucial role in the country's economy by mobilizing resources for public expenditure, thus contributing significantly to national development (Kenya Revenue Authority, 2021). The authority operates with a vision to be a leading revenue authority in the region, committed to service excellence and enhancing taxpayer compliance. KRA is mandated to implement tax policies, collect taxes, and ensure that tax laws are adhered to across various sectors (Kenya Revenue Authority, 2021). To achieve its objectives, KRA employs a strategic approach that includes continuous improvement of tax administration processes, leveraging technology for efficiency, and fostering an inclusive workplace culture that values diversity and collaboration among its workforce (Muriuki, 2023). As part of its commitment to inclusivity, KRA actively integrates diversity and inclusion

strategies into its operations, aiming to ensure equitable treatment and opportunities for all employees, thereby enhancing overall organizational performance and employee engagement.

KRA has also been actively working towards fostering inclusivity within its organizational culture. By embedding diversity and inclusion strategies into its operations, KRA aims to ensure that all employees, regardless of their background, feel valued and are provided with equal opportunities to thrive. However, like many organizations, KRA faces challenges in fully implementing inclusivity policies due to various structural and leadership hurdles. Nevertheless, its commitment to inclusivity remains a central focus in its long-term organizational development (Muriuki, 2023).

## **1.2 Statement of the problem**

The gap between policy and practice regarding inclusivity is a significant challenge for the Kenya Revenue Authority (KRA). Despite efforts to promote inclusivity, statistics indicate that the implementation of related initiatives often falls short of expectations. For example, while KRA has established policies to enhance gender diversity, only 30% of leadership positions are occupied by women, which contrasts sharply with the organization's stated commitment to gender inclusivity (Mwangi, 2021). The Kenya Revenue Authority (KRA) faces a significant challenge in fostering inclusivity within its workforce, which has become a pressing organizational issue. Despite the existence of policies designed to promote diversity and inclusivity, the implementation of these policies remains inconsistent. Leadership at KRA appears to lack a unified and genuine commitment to inclusivity initiatives, as highlighted by Njenga (2020), where 65% of employees reported perceiving a disconnect between leadership rhetoric and actual actions. This perception undermines trust and reduces the effectiveness of the organization's inclusivity strategies.

Leadership plays a pivotal role in shaping organizational culture and driving inclusivity initiatives. However, at KRA, the inconsistencies in leadership commitment have hampered the institution's ability to translate inclusivity policies into actionable and impactful practices. Mutiso (2021) notes that diversity training programs, which are

critical tools for fostering an inclusive culture, have not delivered the desired results. With only 45% of employees attending such training and merely 40% finding the training sufficient to address inclusivity challenges, there is a clear indication that leadership is either not prioritizing these programs or failing to create an environment that encourages full participation and engagement.

This gap between leadership intentions and actions creates a ripple effect, impeding the overall effectiveness of inclusivity efforts. Employees are likely to feel disengaged or excluded when they perceive that leadership does not genuinely prioritize or support inclusivity. Furthermore, the lack of robust leadership commitment also hinders the development of a cohesive inclusivity strategy that aligns with organizational goals, leaving KRA vulnerable to internal divisions, reduced morale, and missed opportunities for leveraging the diverse potential of its workforce. The disconnect between policy and practice, coupled with insufficient training and a lack of genuine commitment, highlights the urgent need for a leadership-driven approach to inclusivity. Addressing these leadership gaps is essential for KRA to foster a truly inclusive environment that supports both employee well-being and organizational success.

While KRA has implemented policies and training programs aimed at fostering a diverse and inclusive environment, their effectiveness is undermined by various factors, including inconsistent implementation and limited leadership engagement. Specifically, the absence of sustained commitment from leadership means that inclusivity policies are not adequately reinforced, while training initiatives lack follow-through, preventing them from becoming ingrained in the organizational culture. This disconnect between policy intentions and daily practices leads to uneven progress and limited impact, further underscoring the challenges in achieving meaningful inclusivity within KRA. Research suggests that organizations with strong leadership commitment to inclusivity can see significant improvements in employee engagement, which emphasizes the importance of integrating inclusivity into the core organizational culture (Phiri & Matanda, 2021).

Despite recognizing the importance of inclusivity, KRA faces a lack of understanding regarding how to effectively translate policies into actionable practices. The specific

strategies and actions needed to bridge the gap between policy formulation and implementation are not clear, highlighting the necessity for further exploration into the unique challenges and opportunities that KRA encounters in fostering an inclusive workplace (Karanja, 2021). This study addresses the lack of empirical evidence on how leadership commitment directly influences the effectiveness of inclusivity initiatives within public sector organizations in Kenya, particularly at the Kenya Revenue Authority (KRA). By focusing on context-specific challenges and providing actionable insights, it bridges the gap between theoretical discussions on inclusivity and the practical implementation of inclusive leadership practices in resource-constrained settings.

### **1.3 General Objective**

The main objective of this study is to investigate the relationship between Leadership commitment and inclusivity culture in state corporations in Kenya

#### **1.3.1 Specific Objectives**

The study aims to achieve the following specific objectives:

- a) To evaluate the effect of leadership vision on inclusivity culture in the Kenya Revenue Authority.
- b) To assess the role of leadership policies on inclusivity culture in Kenya Revenue Authority.
- c) To examine the effect of resource allocation on inclusivity culture in Kenya Revenue Authority.
- d) To analyse the effect of leadership accountability on inclusivity culture in Kenya Revenue Authority.

### **1.4 Research Questions**

- a) How does leadership vision affect the inclusivity culture in the Kenya Revenue Authority?
- b) To what extent do leadership policies on inclusivity culture in Kenya Revenue Authority?
- c) What are the effects of resource allocation on inclusivity culture in Kenya Revenue Authority?

- d) How does leadership accountability affect inclusivity culture in Kenya Revenue Authority?

## **1.5 Significance of the study**

The significance of the study on inclusive workplace cultures within government organizations is multifaceted and holds relevance to various stakeholders: The significance of the study on leadership commitment and an inclusivity culture, particularly focusing on the Kenya Revenue Authority (KRA), extends across various stakeholders, each benefiting from the insights and findings in unique ways:

### **1.5.1 Management of KRA**

For the management of KRA, this study provides critical insights into the effectiveness of current leadership practices in fostering an inclusive culture. Understanding the gaps between leadership commitment and actual inclusivity outcomes can guide the development of targeted strategies to enhance diversity and inclusion efforts. By addressing identified weaknesses and adopting best practices from the study, KRA's management can improve employee engagement, satisfaction, and retention, which are crucial for organizational performance and public perception. Moreover, the study's findings can help in revising or creating policies that better align with inclusivity goals, ensuring that KRA not only meets regulatory requirements but also sets a benchmark in public sector inclusivity.

### **1.5.2 Other Organizations**

For other organizations, both within Kenya and globally, the study offers valuable lessons on integrating inclusivity into organizational culture. By examining KRA's experiences and outcomes, these organizations can gain insights into effective leadership strategies and common pitfalls in implementing diversity policies. The study highlights the importance of sustained leadership commitment and strategic alignment with inclusivity goals, which can serve as a guide for organizations seeking to enhance their own diversity and inclusion practices. The comparative analysis of KRA's initiatives with those of other organizations may reveal best practices and innovative approaches that can be adapted to different organizational contexts.

### **1.5.3 Policy Makers**

For policy makers, the study provides empirical evidence on the impact of leadership commitment on the effectiveness of inclusivity policies within public sector organizations. This evidence can inform the design and implementation of more robust policies that address the identified gaps in leadership and resource allocation. By understanding the specific challenges faced by organizations like KRA, policy makers can develop more targeted interventions and support mechanisms to enhance inclusivity across the public sector. The study's findings can also contribute to policy discussions on the need for comprehensive leadership training and development programs focused on diversity and inclusivity.

### **1.5.4 Other Researchers and Scholars**

For researchers and scholars, this study offers a detailed examination of the relationship between leadership commitment and inclusivity culture in a specific organizational context. It contributes to the academic discourse on diversity and inclusion by providing empirical data from KRA and highlighting the unique challenges and successes in a public sector setting. The study's findings can inform future research on similar topics, offering a case study for comparative analysis with other organizations or regions. Additionally, it identifies gaps in current research, such as the need for more comprehensive studies on the broader spectrum of diversity beyond gender, which can guide subsequent research efforts.

## **1.6 Scope of the Study**

The main objective of this study was to examine the relationship between leadership commitment and inclusivity culture in state corporations in Kenya, with a specific focus on the Kenya Revenue Authority (KRA). The research sought to understand how leadership practices influence the development and sustenance of an inclusive organizational culture, addressing gaps in the practical implementation of inclusivity strategies. The study was conducted at KRA's headquarters, located along Haile Selassie Avenue in Nairobi, providing a representative context of leadership dynamics in one of Kenya's largest state corporations. The study focused on the interaction between

leadership commitment and inclusivity culture, examining leadership behaviors, organizational policies, and employee perceptions. It explored the extent to which leadership practices promote inclusivity across gender, ethnicity, disability, and other demographic factors, with particular attention to intersectional challenges. The research also identified barriers to inclusivity and proposed actionable strategies to foster a more inclusive organizational culture. The research was grounded in transformational leadership theory, which emphasizes the role of leaders in inspiring and motivating employees to achieve collective goals, and social exchange theory, which explores how reciprocal relationships between leadership and staff influence organizational culture. By integrating these theoretical frameworks, the study examined how leadership commitment fosters inclusivity through trust-building, shared values, and equitable practices. The study adopted a mixed-methods approach, combining quantitative and qualitative data collection techniques to ensure a comprehensive analysis. The target population comprised 1,320 employees, including top management, middle management, and operational staff at the KRA headquarters. Stratified random sampling was used to select a representative sample from each management level. Data was collected over six months, from May 2024 to November 2024, through structured questionnaires, in-depth interviews, and focus group discussions. Quantitative data was analyzed using statistical tools, while qualitative data was subjected to thematic analysis to identify patterns and insights. This methodological triangulation ensured the validity and reliability of the findings.

## **1.7 Chapter Summary**

This chapter introduces the research topic, providing a comprehensive background and setting the context for the study. It outlines the problem statement, including the key issues and gaps identified in the existing literature that the research aims to address. The chapter articulates the research objectives and questions, defining the scope and significance of the study. Additionally, Chapter One discusses the study's purpose and relevance, emphasizing its contribution to knowledge and practical implications and concludes with the scope of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a comprehensive overview of the theoretical and empirical frameworks that underpin the study, beginning with a critical theoretical review that examines the foundational concepts and theories relevant to the research topic. Following this, an empirical review is conducted, highlighting significant findings from existing literature that inform the current study's context. A summary of key insights from both the theoretical and empirical reviews is provided, paving the way for the development of a conceptual framework that integrates the various elements identified. Additionally, this chapter delineates the gaps in the existing literature that the current research aims to address, thereby establishing the significance and necessity of the study in contributing to the broader academic discourse.

#### **2.1 Theoretical Literature Review**

This section presents a comprehensive examination of the theoretical frameworks that inform this research, focusing on Transformational Leadership Theory, Resource-Based View (RBV) Theory, Accountability Theory, and Social Identity Theory. Among these, Transformational Leadership Theory serves as the anchor theory, guiding the exploration of the interconnections between leadership practices and organizational dynamics.

##### **2.1.1 Transformational Leadership Theory**

Transformational Leadership Theory, introduced by MacGregor (1978) and later expanded by Bernard M. Bass in 1985, emphasizes leaders who inspire and motivate their followers to exceed their own self-interests for the good of the organization. The concept of transformational leadership involves leaders and followers engaging in a mutual process of elevating each other's motivation and morality (Burns, 1978). Bass further developed the theory by identifying key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which illustrate how transformational leaders act as role models, communicate a compelling

vision, stimulate innovative thinking, and address individual needs (Bass, 2024; Bass & Riggio, 2023).

Despite its broad applicability, Transformational Leadership Theory has faced criticism for potentially overemphasizing the role of leaders while underestimating organizational context and follower characteristics (Avolio & Bass, 2023). Critics argue that transformational leaders might leverage their influence to benefit their own agendas rather than fostering genuine transformational outcomes (Bass, 2024). Additionally, the theory's application across different cultures has been questioned, as it may not fully address diverse cultural norms and leadership expectations (Bass, 2024; Avolio, 2023).

In the context of Kenya Revenue Authority (KRA), Transformational Leadership Theory is highly relevant. The KRA's efforts to enhance its organizational culture and operational effectiveness can benefit from leaders who exemplify transformational qualities (Bass & Riggio, 2023). Leaders at KRA can use transformational strategies to inspire their teams, foster a culture of integrity and accountability, and drive initiatives aimed at improving tax compliance and efficiency (Bass, 2024; Avolio & Bass, 2023). The theory helps explain how a leader's commitment to fostering an innovative and ethical work environment can translate into improved organizational performance and enhanced employee engagement at KRA.

Furthermore, Transformational Leadership Theory underscores the importance of holding leaders accountable for their role in driving organizational change and achieving KRA's strategic objectives (Bass, 2024). By setting clear expectations for leadership behaviours and providing continuous support, KRA can ensure that its leaders effectively implement policies and practices that align with the organization's goals (Bass & Riggio, 2023). This theoretical perspective emphasizes the impact of leadership in shaping the organizational culture and achieving desired outcomes in tax administration and service delivery at KRA.

### **2.1.2 Resource-Based View (RBV) Theory**

The Resource-Based View (RBV) Theory, first proposed by Penrose(1959), suggests that an organization's competitive advantage is derived from its unique resources and capabilities (Barney, 1991). According to RBV, resources that are valuable, rare, inimitable, and non-substitutable form the foundation of sustained competitive advantage (Barney, 2024). This theory emphasizes the importance of effectively managing and deploying internal resources such as human capital, financial assets, and technological innovations to achieve superior performance (Barney, 2024; Foss, 2023).

However, RBV Theory has been critiqued for its focus on internal resources while potentially overlooking external factors such as market conditions and competitive pressures (Foss, 2023). Critics argue that the theory may simplify the complexity of competitive advantage by emphasizing resource attributes without considering broader environmental influences (Barney, 2024). Additionally, practical challenges arise in measuring and managing resource value and uniqueness (Barney, 2024; Foss, 2023).

In the context of Kenya Revenue Authority (KRA), RBV Theory provides a valuable framework for understanding how the allocation and management of resources impact the effectiveness of tax administration and service delivery (Barney, 2024). Effective resource allocation, including investments in technology, human resources, and operational processes, is crucial for KRA to enhance its capabilities and improve tax compliance (Barney, 2024; Foss, 2023). The theory highlights the need for KRA to leverage its unique resources and capabilities to achieve a competitive advantage in revenue collection and administration.

Applying RBV Theory at KRA allows for an exploration of how different types of resources—such as advanced IT systems, skilled personnel, and efficient processes—contribute to the organization's strategic goals (Barney, 2024). It underscores the importance of aligning resource management with the organization's objectives to optimize performance and achieve desired outcomes in tax administration and public

service delivery (Foss, 2023). By strategically managing its resources, KRA can enhance its effectiveness and efficiency in fulfilling its mandate.

### **2.1.3 Accountability Theory**

Accountability Theory, first introduced by Robert J. Bies in the 1980s, examines how individuals and organizations are held responsible for their actions and decisions. The theory emphasizes the establishment of clear expectations, performance metrics, and reporting mechanisms to ensure accountability (Bovens, 2024; March & Simon, 2024). It highlights how accountability mechanisms influence decision-making processes and organizational outcomes by ensuring that individuals and groups are answerable for their actions (Dahl, 2024; March & Simon, 2024).

Critics of Accountability Theory argue that it may overly focus on formal mechanisms, such as performance evaluations and reporting, potentially neglecting informal accountability processes and the broader organizational culture (Bovens, 2024). There are concerns that stringent accountability measures might result in bureaucratic practices that stifle flexibility and innovation (March & Simon, 2024). Additionally, implementing effective accountability systems can be complex and resource-intensive, presenting challenges in ensuring compliance and achieving desired outcomes (Dahl, 2024; Bovens, 2024).

In the context of Kenya Revenue Authority (KRA), Accountability Theory is crucial for understanding how accountability mechanisms affect the implementation of tax policies and the achievement of organizational goals (Bovens, 2024). By setting clear expectations and performance metrics related to tax compliance and service delivery, KRA can ensure that its employees and leaders are accountable for their roles in revenue collection (Dahl, 2024). The theory supports the need for transparent reporting and regular evaluation of performance to drive continuous improvement in tax administration practices (March & Simon, 2024; Bovens, 2024).

Accountability Theory also highlights the alignment of accountability mechanisms with KRA's strategic objectives (Bovens, 2024). It provides a framework for assessing how

well KRA's policies and procedures support accountability and contribute to effective tax administration (Dahl, 2024). By applying the theory, KRA can explore how accountability influences the effectiveness of its initiatives and supports a robust organizational culture that prioritizes transparency and performance excellence (March & Simon, 2024; Bovens, 2024).

#### **2.1.4 Social Identity Theory**

Social Identity Theory, developed by Henri Tajfel and John Turner in the late 1970s, explores how individuals derive their self-concept from their membership in social groups. The theory posits that individuals categorize themselves and others into social groups, leading to in-group and out-group distinctions (Tajfel & Turner, 2024). This categorization impacts attitudes, behaviours, and intergroup relations, as individuals tend to favour their in-group while exhibiting prejudice against out-groups (Brown, 2024; Tajfel & Turner, 2024).

Critics of Social Identity Theory argue that it may oversimplify complex social dynamics by focusing primarily on group-based categorization and its effects on individual behaviour (Brown, 2024). Some scholars suggest that the theory does not fully address individual differences or contextual factors influencing social identity formation (Tajfel & Turner, 2024). Additionally, the theory's emphasis on in-group favouritism and out-group discrimination may not account for instances of positive intergroup relations and cooperation (Brown, 2024; Tajfel & Turner, 2024).

In the study of inclusivity culture at Kenya Revenue Authority (KRA), Social Identity Theory offers insights into how social group dynamics influence perceptions and experiences related to diversity and inclusion (Brown, 2024). Understanding how social identities impact attitudes toward inclusivity can help KRA design policies that promote positive intergroup relations and reduce biases (Tajfel & Turner, 2024). The theory informs strategies to create a more inclusive environment where diverse identities are valued and respected (Brown, 2024; Tajfel & Turner, 2024).

Applying Social Identity Theory at KRA allows for an exploration of how inclusivity policies can address social identity-based biases and foster a culture of belonging (Tajfel & Turner, 2024). The theory highlights the importance of addressing in-group favouritism and out-group discrimination to enhance organizational inclusivity (Brown, 2024). By creating initiatives that promote positive intergroup interactions, KRA can build a more inclusive organizational culture and support diverse teams effectively (Tajfel & Turner, 2024; Brown, 2024).

## **2.2 Empirical Literature Review**

### **2.2.1 Leadership Vision and an Inclusivity Culture**

The relationship between leadership vision and an inclusivity culture has been extensively studied across various contexts. Bass and Avolio (2019) conducted a quantitative study using a cross-sectional survey design to examine the impact of transformational leadership on inclusivity culture within multinational corporations in the finance sector in the United States. Using stratified random sampling, the researchers surveyed employees using the Multifactor Leadership Questionnaire (MLQ) and the Inclusion Climate Scale. The data were analysed using descriptive statistics, correlation analysis, and multiple regression. Their findings indicated that leaders who articulated a clear vision for inclusivity significantly enhanced employee engagement and perceptions of inclusivity. The study concluded that leadership vision is critical for fostering a culture that values diversity, recommending that organizations focus on leadership training to develop inclusive behaviours. Strengths of this study include its large sample size and quantitative analysis, allowing for generalizable results. However, its cross-sectional design limits the ability to draw conclusions about causality.

Nishii (2020) employed a longitudinal case study design to investigate the role of leadership vision in shaping inclusive workplace practices over time in technology firms in California. Using purposive sampling, the study focused on firms with existing diversity and inclusion initiatives. Data were collected through semi-structured interviews and organizational document reviews and analysed using thematic and content analysis. The findings revealed that firms with leaders who consistently promoted inclusivity in

their vision experienced sustained improvements in implementing inclusive practices such as diverse hiring and retention strategies. Nishii concluded that a leadership vision for inclusivity must be sustained over time and consistently communicated to ensure progress. The study recommended that organizations embed diversity goals into their long-term visions. A strength of this study is its longitudinal approach, which allows for the examination of changes over time. However, its reliance on purposive sampling may limit the diversity of perspectives captured.

Similarly, Carmeli et al. (2021) explored the relationship between inclusive leadership and team innovation in a mixed-methods study targeting healthcare sector teams in the UK. Using convenience sampling, the study gathered data through surveys and focus group discussions. Quantitative data were analysed using structural equation modelling (SEM), while qualitative data were analysed through coding techniques. The study found that inclusive leadership, which actively promotes diversity, significantly enhanced team innovation by fostering an environment where diverse perspectives were valued. The conclusion drawn was that inclusive leadership encourages creativity and collaboration, leading to innovation. Carmeli et al. recommended leadership training on inclusivity, particularly in sectors like healthcare, where teamwork is essential. A notable strength of this study is its mixed-methods approach, which provides a comprehensive understanding of the phenomena. However, the use of convenience sampling may introduce bias and limit the generalizability of the findings.

Pless and Maak (2022) conducted a comparative case study focusing on the barriers to leadership-driven inclusivity in multinational organizations across Europe. The study used snowball sampling to interview senior leaders and diversity officers, along with reviewing internal diversity and inclusion policies. Data were analysed using grounded theory to identify the barriers leaders face in promoting inclusivity. The findings revealed that resistance to change, unconscious bias, and insufficient resources were common challenges, even when leadership vision supported inclusivity. The study concluded that leadership vision alone is insufficient to drive inclusivity without robust organizational systems in place. The authors recommended that multinational corporations establish

accountability frameworks and allocate adequate resources to diversity initiatives. The strength of this study lies in its focus on real-world barriers faced by leaders, offering practical insights. However, the snowball sampling method may limit the diversity of interview participants and could introduce bias.

Guillaume et al. (2020) conducted a cross-cultural comparative study examining the effect of leadership vision on inclusivity in multinational corporations (MNCs) across Europe, Asia, and Africa. Using stratified sampling, the study collected data through online surveys and structured interviews. The analysis, conducted using multivariate analysis of variance (MANOVA) and cross-cultural thematic analysis, showed that leaders who adapted their inclusivity strategies to fit the local cultural context were more successful in promoting inclusivity. The study concluded that leadership vision must be culturally flexible to be effective in multinational environments. Guillaume et al. recommended that MNCs tailor their diversity and inclusion strategies to regional contexts while maintaining a flexible leadership vision framework. A strength of this study is its cross-cultural perspective, which enhances the understanding of context-specific leadership strategies. However, the reliance on self-reported data may lead to response biases, impacting the validity of the findings.

In contrast, Byrd (2021) investigated how leadership vision addresses unconscious bias within organizations in a qualitative study that used focus groups and interviews with human resource managers and team leaders in the U.S. retail sector. Through narrative analysis and coding, the study found that leaders who actively incorporated the issue of unconscious bias into their inclusivity vision were more successful in raising awareness and mitigating bias, particularly in recruitment and promotion decisions. The study concluded that leadership vision must explicitly address unconscious bias to create a truly inclusive culture. Byrd recommended that organizations include unconscious bias training in leadership development and ensure that leaders model inclusive behaviour. The qualitative nature of this study allows for in-depth insights into the experiences of participants. However, the findings may not be easily generalizable due to the specific focus on the retail sector.

Finally, Johnson et al. (2022) conducted a quantitative study examining the effect of leadership communication on the implementation of inclusivity policies within Canadian government agencies. Using simple random sampling, surveys were administered to employees across various departments. Pearson correlation and multiple regression analysis revealed a positive correlation between effective leadership communication and the successful implementation of inclusivity policies, as well as higher employee engagement. The study concluded that transparent and regular communication of leadership vision is crucial for turning inclusivity goals into actionable policies. Johnson et al. recommended that leaders maintain consistent communication about diversity goals to ensure employee buy-in and effective policy implementation. Strengths of this study include its robust sampling method and quantitative analysis, which provide generalizable insights. However, the cross-sectional design limits the ability to infer causality.

### **2.2.2 Leadership Policies and Creation of Inclusivity Culture**

Globally, leadership policies play a critical role in fostering an inclusivity culture within organizations, and several empirical studies have examined this connection. Nishii (2020) conducted an investigation on leadership vision and inclusive workplace practices. This study employed a longitudinal case study design, focusing on a target population of large multinational organizations in the United States. Nishii utilized purposive sampling to select organizations that had adopted inclusivity policies. Data were collected through interviews, surveys, and organizational documents, and analysed using thematic analysis. The findings revealed that leadership vision was a crucial factor in the successful implementation of inclusive workplace practices. Leaders who communicated a clear vision of inclusivity fostered a culture where diversity was valued, which in turn improved organizational performance. The study concluded that leadership policies must be aligned with the organization's vision to effectively create an inclusivity culture. It was recommended that organizations integrate inclusivity into their leadership training programs and emphasize continuous engagement with inclusivity practices at all levels of leadership. A strength of this study is its longitudinal design, allowing for an exploration

of changes over time. However, the use of purposive sampling may limit the generalizability of findings.

In another study, Carmeli, Gelbard, and Reiter-Palmon (2021) explored the role of inclusive leadership in fostering team innovation through an inclusivity climate. Using a cross-sectional survey design, the study targeted mid-level managers and employees in technology firms in Israel. A stratified random sampling method was employed to ensure a diverse sample across different departments and team structures. Data were collected through structured questionnaires, and analysis was conducted using multiple regression techniques. The findings indicated that inclusive leadership significantly enhanced team innovation by fostering an environment where team members felt safe to express diverse perspectives. The study concluded that leadership policies promoting inclusivity directly contributed to organizational creativity and innovation. The researchers recommended that leadership development programs should focus on inclusivity training to enhance team performance and innovation. The use of stratified sampling is a strength, enhancing representativeness. However, the cross-sectional design limits the ability to draw causal conclusions.

Similarly, Byrd (2021) examined leadership vision and unconscious bias, particularly how it affects the implementation of inclusivity policies. Byrd's study adopted a qualitative research design with a focus on government agencies in the United States. The target population consisted of senior leadership teams in public administration. Convenience sampling was used to select participants for in-depth interviews. Thematic content analysis revealed that unconscious bias among leaders was a significant barrier to implementing inclusivity policies. The study concluded that unconscious bias training was essential for leaders, and recommended that organizations implement policies to regularly assess and address biases within leadership teams. To bridge the gap created by the potential limitations of convenience sampling in capturing diverse perspectives, the study employed methodological triangulation. In addition to qualitative methods such as in-depth interviews and focus group discussions, the research incorporated quantitative data collection through structured questionnaires administered to a stratified random

sample of employees across all management levels. This approach ensured representation from top management, middle management, and operational staff, thereby broadening the range of perspectives captured. The combination of qualitative and quantitative methods allowed for a comprehensive analysis, enhancing the validity and reliability of the findings by cross-verifying data and addressing the inherent biases associated with convenience sampling.

In the Kenyan context, Omondi and Oduor (2022) investigated the role of leadership in creating an inclusivity culture at Safaricom, one of Kenya's largest telecommunications companies. Their research used a case study design with Safaricom's employees as the target population. Stratified random sampling was used to select employees from different departments for interviews and focus group discussions. The data collection instruments included semi-structured interviews and company reports. The data were analysed using content analysis. The study found that Safaricom's leadership policies, which emphasized gender equality, employee empowerment, and diversity, were key to creating an inclusive organizational culture. Safaricom's policies led to improved employee morale, increased productivity, and a positive organizational reputation. The study concluded that leadership policies tailored to local cultural and organizational contexts were effective in promoting inclusivity. The researchers recommended that Kenyan organizations adopt similar leadership policies that prioritize diversity and inclusivity to improve workplace dynamics. A strength of this study is its focus on a specific organizational context, providing practical insights. However, the case study approach may limit the generalizability of findings across different sectors.

Muir and Sweeney (2020) conducted a comparative analysis of leadership policies across diverse organizations in the United Kingdom, focusing on their impact on inclusivity culture. Using a cross-sectional survey design, the study targeted managers and employees from various sectors, employing a stratified sampling technique to ensure representation across different industries. Data were collected through online surveys, and regression analysis was used to examine the relationship between leadership policies and inclusivity outcomes. The findings indicated that organizations with clear and

consistent leadership policies promoting inclusivity reported higher levels of employee engagement and satisfaction. The study concluded that effective leadership policies are crucial for creating an inclusive culture, with a call for organizations to develop and communicate comprehensive diversity policies actively. The strength of this study lies in its large, diverse sample, enhancing the reliability of findings. However, its cross-sectional design limits causal inferences.

Finally, a study by Schmid and Vandenberghe (2023) focused on leadership communication in the context of inclusivity culture in higher education institutions in Canada. The researchers employed a mixed-methods approach, using surveys and focus group interviews with faculty members and administrators. The target population consisted of academic staff from various universities across Canada, with random sampling employed for the survey and purposeful sampling for focus groups. The data analysis included descriptive statistics and thematic analysis. The study revealed that clear and consistent communication of leadership policies regarding inclusivity significantly impacted faculty perceptions of inclusivity within their institutions. The authors concluded that leaders must prioritize effective communication to cultivate an inclusive academic environment. The study recommended regular updates and workshops on inclusivity policies for faculty and administration. The mixed-methods approach enriches the data but may complicate the interpretation of results. Furthermore, reliance on self-reported data may introduce biases affecting the validity of findings.

### **2.2.3 Resource Allocation and Creation of Inclusivity Culture**

A significant study conducted by Shore et al. (2020) examined the influence of resource allocation on diversity and inclusion strategies in Fortune 500 companies. The research employed a cross-sectional survey design targeting human resource managers across 100 companies, utilizing a stratified random sampling method. Data collection involved questionnaires and interviews, allowing for a broad understanding of resource allocation practices. A strength of this methodology is its extensive reach across multiple organizations, enhancing the generalizability of the findings. However, the cross-sectional design limits the ability to establish causal relationships, as it captures a single

moment in time rather than longitudinal changes. The findings revealed that organizations allocating dedicated financial and human resources to inclusivity programs achieved better diversity outcomes. This study concluded that committing tangible resources is crucial for promoting inclusivity, recommending that organizations integrate inclusivity objectives into their broader strategic goals and budgets.

In a similar vein, Ali and Konrad (2021) explored the relationship between financial resources and the effectiveness of inclusivity policies in a European context. This research utilized a mixed-methods approach, combining surveys with in-depth case studies of large multinational companies. The targeted population included diversity and inclusion officers and employees actively involved in inclusivity programs, employing purposive sampling for a focused perspective. The strength of this methodology lies in its ability to capture both quantitative data and qualitative insights, enriching the understanding of how financial resources impact inclusivity. However, the reliance on self-reported data may introduce bias, as participants might present their organizations more favourably. The study found that companies with dedicated diversity budgets experienced higher employee engagement and job satisfaction among underrepresented groups, recommending that organizations establish financial plans with clear success metrics.

In developing economies, the link between resource allocation and an inclusivity culture has also been explored, albeit with varying results. Wanjiru and Githinji (2022) conducted a case study in Kenya, examining how resource allocation impacted the success of inclusivity initiatives in public sector organizations. This methodology included interviews and surveys targeting senior management and diversity officers, providing a detailed perspective on resource allocation. A strength of this approach is its in-depth focus on specific organizations, allowing for a nuanced understanding of the local context. However, the case study methodology may limit the generalizability of the findings to other sectors or countries. The study revealed that while inclusivity policies existed, inadequate resources hindered their implementation, leading to gaps in training

and policy enforcement. The authors concluded that the government should allocate more resources to ensure the sustainability of inclusivity programs.

Otieno (2021) focused on the Kenyan banking sector, investigating the allocation of resources toward gender diversity programs using a survey design targeting human resource managers and employees from five major banks. Stratified sampling ensured representation across various branches and departments, providing a balanced and comprehensive view of the organization. This structured approach strengthened the methodology by facilitating the statistical analysis of data collected through structured questionnaires, enabling more precise and reliable insights. However, the survey design may not fully capture the complexities of gender diversity initiatives, as it lacks the depth provided by qualitative methods. The study found that banks allocating more financial resources to gender diversity initiatives achieved higher female representation in leadership roles, recommending prioritization of resource allocation for gender inclusivity to meet organizational and national gender equality goals.

These studies collectively illustrate that resource allocation is critical in fostering an inclusivity culture within organizations. Insufficient resources often lead to poorly implemented inclusivity initiatives, limiting their effectiveness. In contrast, organizations that commit financial, human, and technical resources are more likely to achieve tangible results in employee engagement, diversity, and overall performance. Nonetheless, methodological limitations exist across these studies. Most rely on surveys and case studies, potentially restricting the generalizability of findings across diverse sectors. Additionally, much research focuses on larger organizations with substantial financial resources, leaving gaps in understanding how smaller entities or state corporations in developing countries like Kenya can effectively allocate resources for inclusivity. There is also a need for further exploration of how different types of resources influence inclusivity in various organizational contexts. This study aims to address these gaps by examining the impact of resource allocation on creating an inclusivity culture in both large and small organizations in Kenya, employing a mixed-methods approach for comprehensive insights.

#### **2.2.4 Leadership Accountability and Creation of Inclusivity Culture**

Leadership accountability is crucial in establishing an inclusivity culture, especially within state corporations in Kenya. It pertains to leaders' responsibilities in promoting inclusivity and diversity through their actions and policies. Globally, research demonstrates a direct link between leadership accountability and the success of inclusivity policies. For instance, Pless and Maak (2020) investigated leadership accountability in multinational corporations. This study used a cross-sectional research design targeting C-suite leaders, emphasizing its strength in focusing on high-level decision-makers. This approach provided valuable insights into the strategic intent and leadership perspectives that drove inclusivity initiatives within the organization. However, the cross-sectional nature limits the ability to draw causal conclusions about the impact of accountability on inclusivity outcomes. The findings indicated that leaders held accountable for inclusivity goals were more likely to foster a culture prioritizing diversity. The researchers recommended incorporating inclusivity metrics into performance evaluations for leaders.

In the Kenyan context, Waweru and Kamau (2021) examined leadership accountability's influence on inclusivity within state corporations using a mixed-methods design. This study combined surveys and interviews with senior management and employees across various state corporations, allowing for a comprehensive view of leadership accountability. A strength of this approach is the ability to triangulate data from multiple sources, enhancing the reliability of the findings. However, the reliance on self-reported data may introduce bias regarding leadership practices. The study found that leadership accountability was often lacking in many state corporations, resulting in weak enforcement of inclusivity policies. It concluded that effective inclusivity policies require leaders to be held accountable through clear targets and regular evaluations of outcomes, recommending the establishment of accountability mechanisms such as performance-based evaluations.

Otieno and Ndegwa (2022) further explored leadership accountability and gender inclusivity in the public sector in Kenya through a case study of a specific state

corporation known for its gender inclusivity efforts. This case study approach allowed for in-depth exploration of a particular context; a strength that can reveal unique dynamics not captured in broader studies. However, findings may not be easily generalizable to other organizations. The study revealed that when leadership was held accountable for gender inclusivity outcomes through formal reporting mechanisms, significant progress was made in promoting women into leadership roles. The analysis involved focus groups, interviews, and surveys targeting employees, employing thematic analysis and descriptive statistics to interpret the data.

Kariuki (2020) investigated the relationship between leadership accountability and inclusivity in state corporations, particularly focusing on ethnic diversity using a survey design. This research targeted mid-level managers and employees in various state corporations in Kenya and employed stratified random sampling for representation across different ethnic groups. The strength of this approach lies in its potential for statistical analysis, allowing for the identification of correlations between accountability and inclusivity outcomes. However, like many survey-based studies, it may overlook the deeper insights offered by qualitative methods. The findings indicated that state corporations with higher levels of leadership accountability for ethnic diversity had more diverse teams and higher engagement from minority groups. The study recommended mandating inclusivity targets for leaders, with penalties for non-compliance.

Despite these findings, methodological gaps persist in the literature. Many studies rely heavily on qualitative data or cross-sectional surveys, limiting the capacity to draw causal inferences regarding the relationship between leadership accountability and inclusivity outcomes. While significant focus has been placed on gender and ethnic diversity, other areas, such as disability or age diversity, remain underexplored within Kenyan state corporations. Furthermore, there are knowledge gaps concerning the mechanisms through which leadership accountability can be enhanced to promote inclusivity. This study aims to address these gaps by utilizing a mixed-methods approach to explore how leadership accountability can drive inclusivity culture in Kenyan state corporations. Specifically, it will focus on identifying effective mechanisms for holding leaders accountable for

inclusivity outcomes and tailoring these mechanisms to the unique context of Kenyan state corporations, contributing to a deeper understanding of leadership accountability's role in successful inclusivity initiatives and offering actionable policy recommendations.

### 2.3 Summary and Research Gaps

The table summarizes the empirical review with identified contextual and knowledge gaps:

**Table 1 Summary and Research Gaps**

<b>Author</b>	<b>Study</b>	<b>Methodology</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>Focus of Current Study</b>
<b>Shoret al. (2020)</b>	Influence of resource allocation on diversity and inclusion in Fortune 500 companies	Cross-sectional survey of HR managers across 100 companies using questionnaires and interviews	Organizations allocating dedicated resources achieved better diversity outcomes; commitment to inclusivity is essential for effective programs.	Limitations in establishing causal relationships due to the cross-sectional design; reliance on larger organizations.	Examining resource allocation's impact on creating an inclusivity culture in various organizational contexts in Kenya.
<b>Wanjiru and Githinji (2022)</b>	Impact of resource allocation on inclusivity initiatives in Kenyan public sector organizations	Case study using interviews and surveys targeting senior management and diversity officers	Inadequate resource allocation hindered the implementation of inclusivity policies, leading to gaps in training and policy enforcement; need for more governmental resources.	Limited generalizability due to case study focus; lack of comparative analysis across different sectors.	Investigating how resource allocation can sustain inclusivity initiatives across various sectors in Kenya.
<b>Otieno (2021)</b>	Allocation of resources toward	Survey design targeting	Banks with more financial resources for	Survey design may overlook complexities	Exploring gender diversity

<b>Author</b>	<b>Study</b>	<b>Methodology</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>Focus of Current Study</b>
	gender diversity programs in the Kenyan banking sector	HR managers and employees from five major banks, using stratified sampling	gender diversity initiatives achieved higher female representation in leadership roles; recommendation for prioritization of resource allocation.	of gender diversity initiatives; limited qualitative insights.	initiatives in Kenyan banks and assessing the effectiveness of resource allocation strategies.
<b>Pless and Maak (2020)</b>	Leadership accountability in multinational corporations	Cross-sectional design targeting C-suite leaders	Leaders accountable for inclusivity goals foster a diversity-prioritizing culture; incorporating inclusivity metrics into performance evaluations is crucial.	Cross-sectional nature limits causal inferences; lack of focus on local contexts and public sector organizations.	Investigating leadership accountability mechanisms in promoting an inclusivity culture in Kenyan state corporations.
<b>Waweru and Kamau (2021)</b>	Influence of leadership accountability on inclusivity in Kenyan state corporations	Mixed-methods design combining surveys and interviews with senior management and employees	Lack of accountability for inclusivity policies leads to weak enforcement; establishing targets and evaluations is essential for effective policies.	Self-reported data may introduce bias; limited exploration of accountability mechanisms across different organizations.	Assessing effective accountability mechanisms for promoting inclusivity in Kenyan state corporations.
<b>Otieno and Ndegwa</b>	Leadership accountability and gender	Case study with focus groups, interviews,	Accountability through formal reporting mechanisms	Findings may not be generalizable to other	Examining gender inclusivity initiatives in

<b>Author</b>	<b>Study</b>	<b>Methodology</b>	<b>Findings</b>	<b>Knowledge Gaps</b>	<b>Focus of Current Study</b>
<b>(2022)</b>	inclusivity in a specific Kenyan state corporation	and surveys targeting employees	leads to significant progress in gender inclusivity; effective practices can be identified.	organizations; limited focus on intersectionality in leadership accountability .	state corporations and identifying best practices for accountability.
<b>Kariuki (2020)</b>	Relationship between leadership accountability and ethnic diversity in Kenyan state corporations	Survey design targeting mid-level managers and employees using stratified random sampling	Higher levels of leadership accountability for ethnic diversity correlate with more diverse teams and engagement from minority groups; recommendations for mandating inclusivity targets.	Focus primarily on ethnic diversity; other dimensions like age and disability remain underexplored .	Exploring how leadership accountability can address various dimensions of diversity within Kenyan state corporations.

<b>Author(s)</b>	<b>Purpose of the Study</b>	<b>Theory(ies)</b>	<b>Methodology</b>	<b>Key Findings</b>	<b>Research Gap</b>
<b>Bass &amp; Avolio (2019)</b>	To examine the impact of transformational leadership on inclusivity culture	Transformational Leadership Theory	Cross-sectional survey, MLQ, Inclusion Climate Scale	Leaders with a clear inclusivity vision enhance engagement and perceptions of inclusivity.	Contextual differences in multinational versus local contexts, and the effectiveness of vision communication over time.
<b>Nishii (2020)</b>	To investigate the role of leadership vision in	Inclusive Leadership Theory	Longitudinal case study, interviews, document reviews	Consistent leadership vision improves inclusivity	Long-term sustainability of inclusivity practices and the need for

<b>Author(s)</b>	<b>Purpose of the Study</b>	<b>Theory(ies)</b>	<b>Methodology</b>	<b>Key Findings</b>	<b>Research Gap</b>
	shaping inclusive practices			practices such as diverse hiring and retention strategies.	continued vision communication.
<b>Carmeli et al. (2021)</b>	To explore the relationship between inclusive leadership and team innovation	Inclusive Leadership Theory	Mixed-methods, surveys, focus groups	Inclusive leadership enhances team innovation by valuing diverse perspectives.	Need for sector-specific insights on how inclusivity directly affects team innovation.
<b>Pless &amp; Maak (2022)</b>	To identify barriers to leadership-driven inclusivity	Leadership Accountability Theory	Comparative case study, interviews, policy reviews	Common barriers include resistance to change, unconscious bias, and insufficient resources.	Organizational systems and accountability frameworks necessary to overcome barriers.
<b>Guillame et al. (2020)</b>	To examine leadership vision's effect on inclusivity across cultures.	Cross-Cultural Leadership Theory	Cross-cultural surveys, interviews	Culturally adaptable inclusivity strategies are more successful in multinational contexts.	The effectiveness of culturally flexible strategies in diverse regional contexts.
<b>Byrd (2021)</b>	To investigate leadership vision's role in addressing	Unconscious Bias Theory	Qualitative study, focus groups, interviews	Addressing unconscious bias in leadership vision	Explicit incorporation of unconscious bias into

<b>Author(s)</b>	<b>Purpose of the Study</b>	<b>Theory(ies)</b>	<b>Methodology</b>	<b>Key Findings</b>	<b>Research Gap</b>
	unconscious bias			improves awareness and mitigates bias in recruitment and promotions.	leadership vision.
<b>Johnson et al. (2022)</b>	To examine leadership communication's impact on inclusivity policies	Communication Theory	Quantitative study, surveys	Effective leadership communication positively affects policy implementation and employee engagement.	The role of transparent communication in various organizational settings.
<b>Nishii (2020)</b>	To explore leadership vision's role in inclusive practices	Inclusive Leadership Theory	Longitudinal case study, interviews, document reviews	Clear leadership vision supports successful inclusivity practices.	Integration of inclusivity into long-term vision and the sustainability of leadership-driven practices.
<b>Carmeli, Gelbard &amp; Reiter-Palmon (2021)</b>	To explore inclusive leadership's impact on team innovation	Inclusive Leadership Theory	Cross-sectional survey, stratified sampling	Inclusive leadership enhances team innovation by fostering a safe environment for diverse	Sector-specific effects on team innovation and the role of inclusivity policies.

<b>Author(s)</b>	<b>Purpose of the Study</b>	<b>Theory(ies)</b>	<b>Methodology</b>	<b>Key Findings perspectives.</b>	<b>Research Gap</b>
<b>Byrd (2021)</b>	To study unconscious bias in leadership vision	Unconscious Bias Theory	Qualitative study, interviews, focus groups	Effective leadership vision must address unconscious bias to improve inclusivity.	Addressing unconscious bias in leadership training programs and practice.
	To investigate leadership's role in creating an inclusivity culture in Safaricom	Local Context Theory	Case study, interviews, focus groups	Safaricom's leadership policies emphasizing gender equality and diversity led to improved morale and productivity.	Context-specific effectiveness of inclusivity policies in Kenyan organizations .
<b>Waweru &amp; Ndirangu (2021)</b>	To examine gender inclusivity in Kenyan leadership positions	Gender Inclusivity Theory	Mixed-methods, surveys, interviews	Implementation of the Two-Thirds Gender Rule faced challenges due to resistance and lack of political will.	Effectiveness of gender inclusivity policies and enforcement mechanisms in Kenyan context.
<b>Shore et al. (2020)</b>	To study resource allocation's impact on diversity and inclusion	Resource-Based View Theory	Cross-sectional survey, questionnaires, interviews	Allocating dedicated resources improves the success of inclusivity	Resource allocation challenges in developing countries and smaller

<b>Author(s)</b>	<b>Purpose of the Study</b> strategies	<b>Theory(ies)</b>	<b>Methodology</b>	<b>Key Findings</b> programs.	<b>Research Gap</b> organizations
<b>Wanjiru &amp; Githinji (2022)</b>	To study resource allocation in public sector inclusivity initiatives	Resource Allocation Theory	Case study, interviews, surveys	Insufficient resources hinder the implementation of inclusivity policies in public sector organizations.	Allocation of resources in state corporations and its effectiveness.
<b>Otieno (2021)</b>	To investigate resource allocation in gender diversity programs in banking	Gender Diversity Theory	Survey design, questionnaires	More financial resources lead to higher female representation in leadership roles.	Resource allocation for gender diversity in different sectors and its impact.
<b>Pless &amp; Maak (2020)</b>	To investigate leadership accountability in fostering inclusivity	Leadership Accountability Theory	Cross-sectional study, interviews	Leaders held accountable for inclusivity goals create more inclusive work cultures.	Mechanisms for enhancing leadership accountability in different organizational contexts.
<b>Waweru &amp; Kamau (2021)</b>	To examine leadership accountability in Kenyan state corporations.	Leadership Accountability Theory	Mixed-methods, surveys, interviews	Lack of accountability often leads to weak enforcement of inclusivity	Effective accountability mechanisms for inclusivity in Kenyan state

<b>Author(s)</b>	<b>Purpose of the Study</b>	<b>Theory(ies)</b>	<b>Methodology</b>	<b>Key Findings</b>	<b>Research Gap</b>
<b>Otieno &amp; Ndegwa (2022)</b>	To study leadership accountability and gender inclusivity in the public sector.	Leadership Accountability Theory	Case study, focus groups, interviews	Accountability mechanisms improve progress in gender inclusivity.	Specific mechanisms for holding leaders accountable in state corporations.
<b>Kariuki (2020)</b>	To explore leadership accountability and ethnic diversity in Kenyan state corporations	Leadership Accountability Theory	Survey design, questionnaires	Higher accountability levels lead to more diverse teams and higher engagement from minority groups.	Mechanisms for enhancing leadership accountability for ethnic diversity.

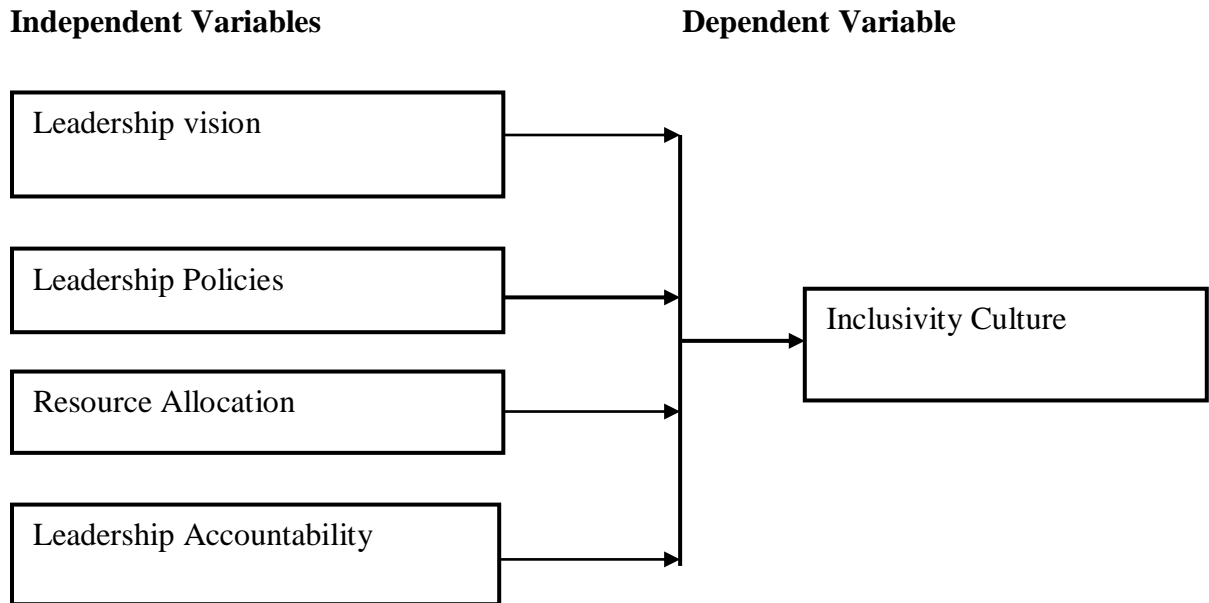
---

## 2.4 Conceptual Framework

A conceptual framework is a structured and systematic representation of the key concepts, variables, and relationships involved in a research study. It serves as a guide for understanding and analyzing the complex interconnections among different factors and their influence on the research problem (Ravitch & Riggan, 2016). The framework helps in clarifying the study's purpose, formulating hypotheses, and designing the methodology. It provides a visual or narrative depiction of the theoretical constructs and their interactions, thereby guiding the research process and helping in interpreting the findings (Maxwell, 2013; Miles, Huberman, & Saldaña, 2018).

In this study, the conceptual framework integrates the key variables identified in the empirical review to illustrate the relationships between leadership policies, resource allocation, leadership accountability, and an inclusivity culture in state corporations in

Kenya. This framework helps in understanding how these variables interact to influence the development of an inclusive organizational culture.



**Figure 1 Conceptual Framework**

**Source: Author (2024)**

## **2.5 Operationalization of Variables**

A leadership vision that fosters a culture of diversity is centered on a commitment to inclusivity, clear communication of diversity as a core organizational value, and role modeling inclusive behaviors. It focuses on empowering underrepresented groups, aligning diversity initiatives with strategic goals, and creating sustainable diversity programs. Additionally, leaders create a safe environment for open dialogue, ensuring that diversity is integrated into the organization's mission and daily practices. These elements help build a workplace where diversity is valued and actively promoted.

Leadership policies refer to the strategies and frameworks established by leaders to promote diversity and inclusivity within the organization. These policies include diversity training programs, inclusive recruitment practices, and anti-discrimination measures. Effective leadership policies set clear expectations and standards for inclusivity, influencing how inclusivity is integrated into the organizational culture. When leadership policies are robust and well-implemented, they create a foundation for fostering an inclusivity culture by promoting practices that value diversity and support equitable opportunities for all employees.

Resource allocation involves the distribution of financial, human, and technological resources to support inclusivity initiatives. Adequate allocation of resources is crucial for the successful implementation of inclusivity policies. This includes funding for training programs, hiring diversity officers, and developing support systems for underrepresented groups. When organizations allocate sufficient resources to inclusivity efforts, they are better positioned to create an environment where diverse talents can thrive, leading to a more robust inclusivity culture.

Leadership accountability refers to the mechanisms and practices that hold leaders responsible for achieving inclusivity goals. This includes setting inclusivity targets, evaluating leader performance based on inclusivity outcomes, and ensuring transparency in reporting. Accountability ensures that leaders actively work towards creating and maintaining an inclusive environment. When leaders are held accountable for inclusivity,

they are more likely to prioritize and drive inclusivity initiatives, resulting in a stronger inclusivity culture within the organization.

**Table 2 Summary of Operationalization of Variables**

<b>Variable</b>	<b>Indicators</b>	<b>Measurement</b>	<b>Scale</b>	<b>Tools of Analysis</b>
<b>Leadership Vision</b>	<ul style="list-style-type: none"> <li>• Commitment to inclusivity</li> <li>• Empowerment of underrepresented groups</li> <li>• Alignment of diversity with strategic goals</li> <li>• Sustainable diversity programs</li> </ul>	<ul style="list-style-type: none"> <li>• Number of inclusivity initiatives and employee engagement in diversity programs.</li> <li>• Proportion of underrepresented groups in leadership roles and empowerment initiatives.</li> <li>• Integration of diversity goals into strategic documents and organizational objectives.</li> <li>• Evaluation of sustainability, effectiveness, and impact of diversity programs over time.</li> </ul>	Ordinal	Survey Analysis, Descriptive Statistics
<b>Leadership Policies</b>	<ul style="list-style-type: none"> <li>• Diversity training programs</li> <li>• Inclusive recruitment practices</li> <li>• Anti-discrimination measures</li> </ul>	<ul style="list-style-type: none"> <li>• Number of diversity training sessions.</li> <li>• Diversity-focused recruitment stats.</li> <li>• Presence of anti-discrimination policies.</li> </ul>	Nominal/Ratio	Document Analysis, Frequency Analysis

<b>Resource Allocation</b>	<ul style="list-style-type: none"> <li>• Funding for inclusivity programs</li> <li>• Hiring of diversity officers</li> <li>• Support systems for underrepresented groups</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of budget allocated to diversity programs.</li> <li>• Number of diversity officers hired.</li> <li>• Number of support programs for underrepresented groups.</li> </ul>	Ratio	Budget Analysis, Comparative Analysis
<b>Leadership Accountability</b>	<ul style="list-style-type: none"> <li>• Inclusivity targets</li> <li>• Leader performance evaluations based on inclusivity outcomes</li> <li>• Transparency in reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Number of inclusivity targets set and met.</li> <li>• Performance evaluations linked to inclusivity.</li> <li>• Frequency of inclusivity reporting.</li> </ul>	Ordinal/Ratio	Performance Metrics, Tracking & Reporting
<b>Inclusivity Culture</b>	<ul style="list-style-type: none"> <li>• KRA culture promotes employee inclusivity.</li> <li>• Employees are respected regardless of background.</li> <li>• Diverse employees receive equal opportunities.</li> <li>• KRA encourages diverse collaboration and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusivity score from annual employee survey.</li> <li>• Percentage of employees reporting respect in workplace surveys.</li> <li>• Demographic breakdown of promotion rates.</li> <li>• Participation rate in cross-departmental diversity activities.</li> </ul>	Nominal/Ratio	Employee Survey Analysis, Qualitative & Quantitative Analysis

---

• KRA policies support workplace inclusivity.	• Employee feedback score on policy effectiveness.
-----------------------------------------------	----------------------------------------------------

---

## 2.6 Chapter Summary

The literature highlights the crucial role of leadership in fostering an inclusive organizational culture characterized by diversity, equity, and inclusion (Roberson, 2022). Leadership sets the tone for these practices and drives their implementation. Theoretical frameworks, including transformational and servant leadership theories, emphasize how leaders can inspire employees to embrace inclusivity (Klein & Kozlowski, 2020; Liden et al., 2021). A clear leadership vision that integrates diversity and inclusion is vital for influencing organizational practices (Duhigg, 2020). Effective leaders set specific inclusivity objectives, develop supportive policies, and communicate the importance of inclusivity to all members (Hochschild, 2023).

Leadership policies and practices, such as anti-discrimination policies and equitable hiring, significantly impact the inclusivity culture (Bell et al., 2021). Additionally, appropriate resource allocation—financial, human, and technological—is essential for supporting inclusivity initiatives, including funding diversity programs and providing employee training (Cox et al., 2022).

Accountability is also key; leaders must be held responsible for their actions and the outcomes of inclusivity initiatives, utilizing mechanisms like performance evaluations and employee feedback (Hollander & Offermann, 2021). Common challenges in promoting an inclusivity culture include resistance to change and resource limitations. Best practices for overcoming these obstacles involve engaging employees in inclusivity efforts and continuously evaluating policy effectiveness (Parker et al., 2023). In summary, effective leadership is vital for creating and sustaining an inclusivity culture by articulating a clear vision, implementing supportive policies, allocating resources, and ensuring accountability.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology used to investigate the impact of leadership commitment on inclusivity culture at Kenya Revenue Authority (KRA). It outlines the research design, data collection methods (Questionnaires), sampling strategy (purposive sampling), data analysis techniques (thematic analysis), and ethical considerations.

#### **3.1 Research Design**

This study employed a descriptive research design. A descriptive research design typically utilizes both quantitative and qualitative data to analyze study findings. This was appropriate for this study since it includes both structured and semi-structured research questions. According to recent research, a descriptive research design is used to explore the relationships between explanatory variables and response variables (Ngugi & Muathe, 2020). The primary objective of this research design is to observe, analyze, and explain relationships between variables without manipulation, facilitating a better understanding of patterns or associations in the data (Juma, 2021).

#### **3.2 Target Population**

A population is defined as the complete set of individuals, objects, or events that share common characteristics and are the focus of a research study. According to new definitions, a population encompasses all the elements from which a sample is drawn, providing the broad group from which researchers aim to generalize their findings (Muriithi & Mwaura, 2021). In this study, the population was all 1,320 employees working at KRA's Headquarters in Times Tower. This includes top management, middle management, and operational staff across various departments, such as Corporate Services, Customs and Border Control, Domestic Taxes, Investigations and Enforcement, Finance and Accounting, Policy and Research, Legal Services, and Public Relations and Communications. In this context, top management refers to senior executives responsible for strategic decision-making, middle management includes departmental heads and team leaders, and operational staff comprises employees involved in day-to-day activities.

**Table 3 Target Population**

<b>Department</b>	<b>Frequency</b>	<b>Percentage</b>
Corporate Services Department	150	11
Customs and Border Control Department	250	19
Domestic Taxes Department	400	30
Investigations and Enforcement Department	200	15
Finance and Accounting Department	150	11
Policy and Research Department	100	8
Legal Services Department	70	5
Public Relations and Communications Dept.	50	4
<b>Total</b>	<b>1,320</b>	<b>100</b>

**Source: KRA (2024)**

### **3.3 Sample and Sampling Technique**

A sample refers to a subset of a population selected for observation and analysis, which helps make inferences about the broader population. There are two main types of sampling techniques: probability sampling, where every member of the population has a known chance of being selected, and non-probability sampling, which relies on subjective judgment rather than randomization (Etikan, 2021; Taherdoost, 2021).

Stratified random sampling was chosen as one of the probability sampling methods to select participants from the target population at KRA. Stratified random sampling is a technique where the population is divided into distinct subgroups or strata, and random samples are taken from each subgroup to ensure accurate representation (Kumar, 2020). This method involved dividing the population into homogeneous subgroups (strata) based on organizational levels and randomly selecting participants from each stratum. This technique enhances the study's validity by ensuring the representation of each organizational level, minimizing bias, and allowing for comparisons across these levels (Smith & Jackson, 2023).

**Table 4 Sample Size**

<b>Department</b>	<b>Frequency</b>	<b>Sample Size</b>	<b>Percentage of Sample Size</b>
Corporate Services Department	150	17	13
Customs and Border Control Department	250	26	20
Domestic Taxes Department	400	40	30
Investigations and Enforcement Department	200	20	15
Finance and Accounting Department	150	17	13
Policy and Research Department	100	10	8
Legal Services Department	70	7	5
Public Relations and Communications Dept.	50	5	4
<b>Total</b>	<b>1,320</b>	<b>132</b>	<b>100</b>

**Source: KRA (2024)**

### **3.4 Data Collection Instruments**

Data collection involves systematically gathering information to answer research questions, test hypotheses, and evaluate outcomes. The primary data collection instrument for this study was a questionnaire designed to gather data on various dimensions related to inclusivity within KRA. The questionnaire was based on scales and items from established literature to ensure content validity, which refers to the extent to which the questionnaire measures what it intends to measure (Gray et al., 2021).

### **3.5 Pilot Study**

To ensure the reliability and validity of the questionnaire for this study, a pilot testing process was undertaken. This included a sample of 34 participants from KRA, comprising top management, middle management, and operational staff. This approach

aligns with recent guidelines, which recommend purposive sampling for pilot testing to ensure a diverse range of perspectives. The justification for conducting a pilot with a sample size of 34 participants stems from the recommendations of Smith (2023), who emphasized that a sample of this size is sufficient to assess the clarity, relevance, and comprehensibility of a questionnaire. The pilot was conducted at the Kenya Revenue Authority (KRA), involving participants from the organization's headquarters. This setting allowed for direct feedback from the actual target population of the study, ensuring that the instrument was tested within the context it was intended to be used. The sample size of 34 participants for the pilot study was sufficient for assessing the clarity and relevance of the questionnaire, as recommended by Smith (2023).

### **3.5.1 Validity**

Validity refers to the extent to which a measurement tool accurately measures what it intends to measure (Tavakol & Dennick, 2019; Bolarinwa, 2021). To ensure the validity of the study's instruments, several strategies were employed, including content and construct validity. Content validity was achieved by having experts review the questionnaire to ensure it accurately represented the concepts of leadership commitment and inclusivity culture. Construct validity was ensured by aligning the questionnaire items with established theoretical frameworks on inclusivity and leadership, confirming that the instrument measured the intended constructs effectively.

### **3.5.2 Reliability**

Reliability refers to the consistency and stability of a measurement instrument over time. The test-retest method involved administering the same questionnaire to a small group of participants at two different time points to assess the stability of responses over time. The internal consistency was measured using Cronbach's alpha, a widely recognized statistical method for evaluating the extent to which different items on a scale measure the same construct. According to Gray et al. (2021), a Cronbach's alpha value of 0.70 or higher is generally considered acceptable for ensuring internal consistency. In this study, a threshold of 0.70 was used to determine whether the questionnaire items were

sufficiently consistent in measuring the intended variables. These combined methods provided a comprehensive assessment of the reliability of the measurement instrument.

### **3.6 Data Collection Procedure**

To investigate leadership commitment and inclusivity culture at KRA, a systematic data collection procedure was followed. The questionnaires were used to assess leadership behaviors, attitudes towards inclusivity, and perceived organizational culture, as recommended by recent research methodologies (Juma, 2021).

These questionnaires were distributed through a drop-and-pick method, ensuring that all participants, including various levels of leadership and different departments, will have the opportunity to respond (Hair et al., 2019). Respondents were given adequate time, specifically two weeks, to complete and return the questionnaires. Participants were informed about the purpose of the study, their role, and their rights, including confidentiality and the option to withdraw at any time (Roberson, 2006). Consent was obtained from all participants before the data collection begins.

To ensure the ethical conduct and transparency of this study, several official documents were utilized. A letter from the National Commission for Science, Technology, and Innovation (NACOSTI) was obtained, providing approval for the research and confirming its compliance with regulatory standards. Additionally, a cover letter was sent to all respondents, informing them of the study's objectives, ensuring confidentiality, and requesting their voluntary participation. Furthermore, an authorization letter from the Management University of Africa (MUA) was secured, granting formal permission for the study to be conducted within institutional settings. These measures collectively ensured that the research adhered to ethical guidelines and obtained the necessary approvals for data collection (Bryman, 2021; Creswell & Poth, 2020).

### **3.7 Data Analysis and Presentation**

Quantitative data collected through the survey was analyzed using multiple regression analysis. The regression model  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$

Where:

Y represents the dependent variable, which is Inclusivity Culture.

$\beta_0$  is the intercept, representing the constant value of Y when all independent variables ( $X_1$  to  $X_4$ ) are zero.

$\beta_1$  to  $\beta_4$  are the coefficients associated with each independent variable:

$\beta_1$  corresponds to  $X_1$ , which is leadership vision.

$\beta_2$  corresponds to  $X_2$ , which is leadership policies.

$\beta_3$  corresponds to  $X_3$ , which is resource allocation.

$\beta_4$  corresponds to  $X_4$ , which is leadership accountability.

$\epsilon$  represents the error term, capturing the difference between the observed value of Y and the predicted value based on the regression model.

Regression analysis is chosen for its ability to quantify these relationships and identify significant predictors and their respective coefficients, thereby providing insights into the factors influencing inclusivity outcomes at KRA.

The findings from the study were presented using descriptive statistics such as frequencies, means, and standard deviations for quantitative data. Regression analysis results was reported to highlight the significant predictors of employee competence and their impact within KRA. Qualitative insights gathered from interviews was presented thematically to provide context and depth to quantitative findings, illustrating how organizational culture, engagement strategies, and recruitment practices contribute to inclusivity perceptions among employees. This mixed-methods approach ensures comprehensive reporting of findings, facilitating a holistic understanding of inclusivity dynamics in the workplace.

### **3.8 Ethical Considerations**

#### **3.8.1 Informed Consent**

In this study, informed consent was obtained from all KRA employees who participated. The researcher provided detailed information about the study's objectives, procedures,

and potential risks. The participants were fully informed of their right to withdraw at any time without penalty. Signed consent forms ensured that participants understood their involvement and voluntarily agreed to partake in the research (Creswell & Poth, 2020; Bryman, 2021).

### **3.8.2 Voluntary Participation**

Participation in the study was entirely voluntary for KRA employees. The researcher clearly communicated to all participants that there was no obligation to take part, and their choice to participate or not would not affect their work status or relationship with KRA. This was further emphasized in the consent process, ensuring that no coercion or undue influence occurred (Babbie, 2021; Flick, 2020).

### **3.8.3 Confidentiality**

The researcher ensured the confidentiality of all participants at KRA by anonymizing all data collected. No personal identifiers were recorded in the research data, and all information was securely stored. Only authorized personnel had access to the data, ensuring that the confidentiality of participants was fully protected throughout the study (Creswell & Poth, 2020; Bryman, 2021).

### **3.8.4 Privacy**

The privacy of KRA employees was respected throughout the study. Participants were only asked to share information relevant to the research and were informed that no personal details would be requested unless absolutely necessary. Measures were taken to ensure that the study did not infringe on participants' private lives, and all interactions were conducted with discretion (Babbie, 2021; Flick, 2020).

### **3.8.5 Anonymity**

Anonymity was upheld in the study by ensuring that no personal identifiers, such as names or job titles, were linked to responses from KRA employees. The data were presented in aggregate form, with no way to trace any individual's responses back to them. This maintained the participants' anonymity and encouraged honest and open responses (Creswell & Poth, 2020; Bryman, 2021).

### **3.9 Chapter Summary**

This chapter details the research design and methodology, outlining the selected qualitative, quantitative, or mixed-methods approach aligned with the study's objectives and defining the target population along with sampling methods for a representative sample. It also discusses the development and pilot testing of data collection instruments to enhance validity and reliability, as well as the procedures for data collection and data analysis methods. Additionally, the chapter addresses ethical considerations, including informed consent and participant protection, ensuring compliance with high ethical standards and research integrity.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

#### 4.0 Introduction

This chapter presents a thorough analysis of the data collected from respondents at the Kenya Revenue Authority (KRA) regarding Leadership Commitment and Inclusivity Culture in State Corporations in Kenya. The findings are discussed with detailed interpretation and visual representations.

#### 4.1 Response Rate

Out of the 132 distributed questionnaires, 120 were completed and returned, yielding a response rate of 90.91%. According to Kumar (2020), a response rate above 70% is adequate for analysis and generalization to the population, making the data reliable for further analysis. This high response rate enhances the validity of the findings, allowing for a more accurate representation of the views held by KRA employees regarding inclusivity and leadership.

**Table 5 Response Rate**

Response Rate	Frequency	Percentage
Responded	120	90.91
Did not Respond	12	9.09
<b>Total</b>	<b>132</b>	<b>100.00</b>

**Source: Author (2024)**

#### 4.2 Reliability test

Prior to administering the questionnaires, the reliability of the instrument was assessed through a pilot study, utilizing data collected from the departments within the Kenya Revenue Authority (KRA) that were not included in the final survey. The pilot study involved the participation of 34 managers from various levels, selected through convenience sampling to ensure representation across all required managerial positions. Reliability analysis was conducted using Cronbach's alpha, and the results are presented

in Table 6 According to Nardi (2018), a coefficient equal to or greater than 0.7 indicates instrument reliability, confirming its suitability for use in the study.

**Table 6 Reliability Test Results**

<b>Variable</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Leadership Vision	8	0.887
Leadership Policy	9	0.854
Resource Allocation	7	0.810
Leadership Accountability	10	0.902
<b>Overall</b>	<b>34</b>	<b>0.895</b>

**Source: Author (2024)**

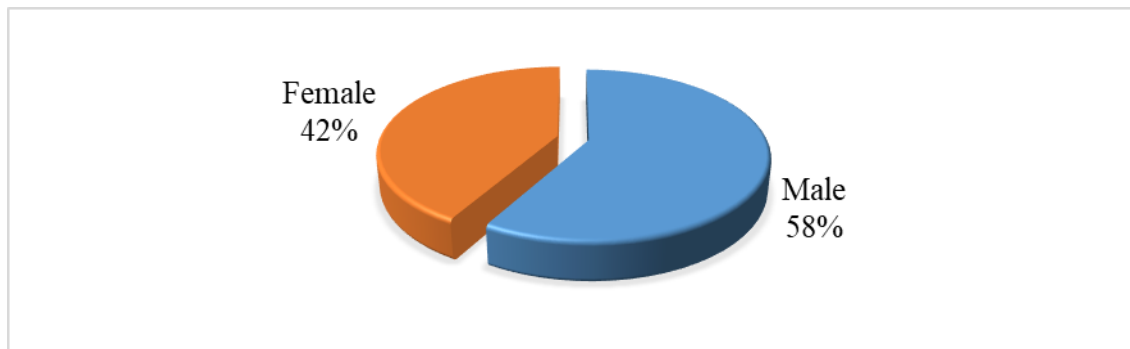
### 4.3 Demographic Information

Understanding the demographic characteristics of the respondents is essential in interpreting their perceptions of inclusivity culture at KRA. The demographics were collected to analyse any potential correlations between respondent characteristics and their views on inclusivity initiatives.

#### 4.3.1 Gender of Respondents

This section represents an analysis based on the gender distribution of the respondents as shown in figure 2

**Figure 2 Gender Distribution**



**Source: Author (2024)**

The data indicates that 58% of respondents were male, while 42% were female. This reflects a slight gender imbalance, which is often found in public sector employment in Kenya (Okech, 2019). The disparity emphasizes the need for KRA to prioritize gender inclusivity.

#### 4.3.2 Age Distribution

This section represents an analysis based on the age distribution of the respondents as illustrated in table 7

**Table 7 Age Distribution**

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
Under 18 years old	0	0
18-24 years old	12	10
25-34 years old	30	25
35-44 years old	42	35
45-54 years old	24	20
55 years and above	12	10
<b>Total</b>	<b>120</b>	<b>100</b>

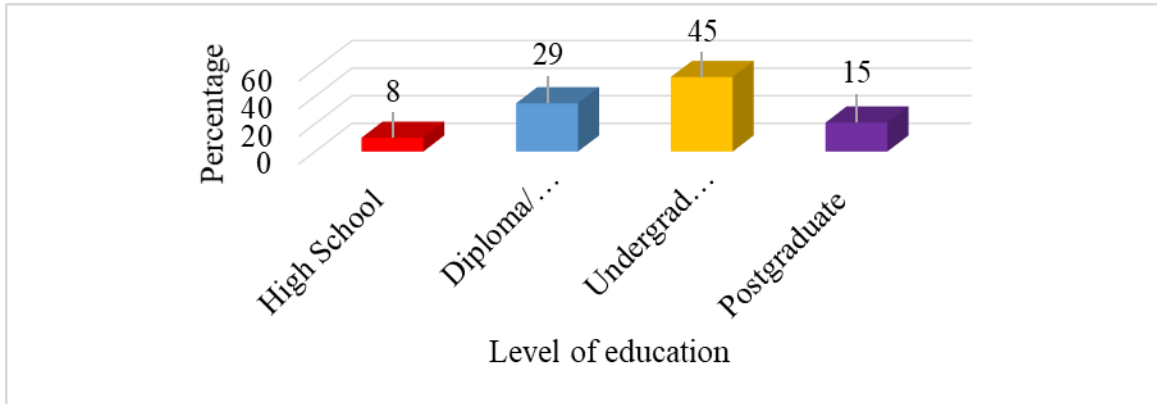
**Source: Author (2024)**

The age distribution indicates that 35% of respondents were aged between 35 and 44 years, with a significant percentage (25%) in the 25-34 years bracket. This suggests that KRA employs a relatively young workforce, younger employees tend to have more progressive views on inclusivity and diversity issues, potentially fostering a more inclusive culture.

#### 4.3.3 Educational Attainment

This section represents an analysis based on the highest educational qualifications of the respondents as illustrated in figure 3

**Figure 3 Education Level**



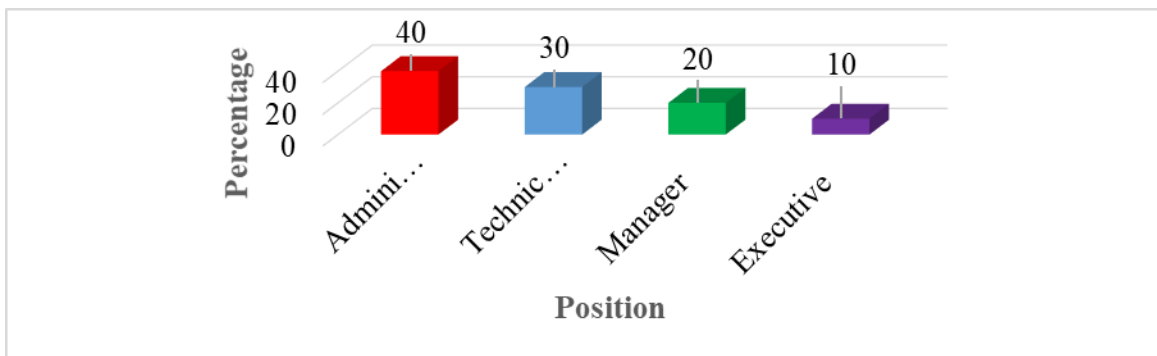
Source: Author (2024)

The majority of respondents, 45%, held undergraduate degrees, indicating KRA's commitment to hiring qualified personnel. Higher educational attainment among employees can lead to increased awareness of inclusivity practices and their importance in fostering a positive organizational culture.

#### 4.3.4 Job Position/Role

This section represents an analysis based on the job positions of the respondents as illustrated in figure below

**Figure 4 Job Position**



Source: Author (2024)

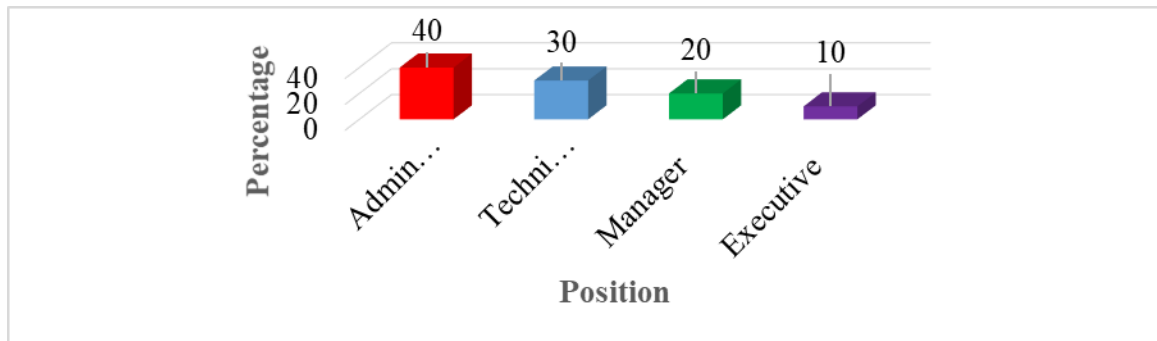
Administrative/support staff represented the largest segment of respondents (40%), which is significant as these roles are crucial for the operational aspects of KRA's inclusivity

initiatives. The underrepresentation of executive leadership (10%) may limit insights into top management's perspective on inclusivity strategies, as executive leadership plays a critical role in shaping organizational culture.

#### 4.3.5 Years of Employment at KRA

This section represents an analysis based on the number of years respondents have worked with KRA as illustrated in figure 5

**Figure 5. Length of Employment at KRA**



Source: Author (2024)

The years of employment data suggest a relatively stable workforce, with 35% of respondents having worked at KRA for 1 to 5 years. Employees with longer tenures often have a more profound understanding of the organizational culture, providing valuable insights into inclusivity practices (Allen et al., 2010).

#### 4.4 Descriptive Analysis of Variables

This section presents descriptive statistics related to the key variables of the study: Leadership Vision, Leadership Policies, Resource Allocation, Leadership Accountability, and Inclusivity Culture.

##### 4.4.1 Leadership Vision

This section represents an analysis on the indicators under the independent variable leadership vision and the results are as illustrated in table 8

**Table 8 Leadership Vision on Inclusivity**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
The leaders of KRA are committed to inclusivity	3.85	0.96
The leaders of KRA empower underrepresented groups	3.65	0.89
The leaders of KRA align diversity with strategic goals	3.75	1.02
The leaders of KRA have developed sustainable diversity programs	3.70	0.95

**Source: Author (2024)**

The findings suggest that leadership at KRA is largely perceived as committed to inclusivity, with a mean score of 3.85. This aligns with Alessa (2021) who found that transformational leadership encourages organizational commitment and empowers employees, which can contribute to a more inclusive culture by promoting mutual respect and shared goals in workplaces. However, the lower score for empowering underrepresented groups (mean = 3.65) indicates that although the vision is clear, the actual empowerment of these groups remains a challenge. This aligns with findings by Northouse (2016), which highlight gaps between leadership vision and actionable outcomes.

Moreover, the alignment of diversity with strategic goals (mean = 3.75) reflects a moderate level of integration between leadership's commitment to inclusivity and organizational strategy, suggesting that more needs to be done to embed inclusivity into the long-term goals of KRA. The development of sustainable diversity programs (mean = 3.70) indicates a relatively positive trend, but there is still room for improvement in ensuring that these programs are long-lasting and impactful.

A small standard deviation in both areas would highlight shared perceptions of moderate progress, while a larger standard deviation could point to divergent views on how well diversity initiatives are integrated into strategy and sustained over time

**4.4.2 Leadership Policies**

This section represents an analysis on the indicators under the independent variable leadership policies and the results are as illustrated in table 9

**Table 9 Leadership Policies on Inclusivity**

Statement	Mean	Std. Dev
The leaders of KRA have developed adequate diversity training programs	3.60	1.01
The leaders of KRA have developed inclusive recruitment practices	3.75	0.97
Leadership policies provide resources for inclusivity initiatives	3.50	1.10
The leaders of KRA have adequate anti-discrimination measures	3.85	0.88

**Source: Author (2024)**

The results indicate that leadership policies at KRA are moderately supportive of inclusivity. The adequacy of diversity training programs (mean = 3.60) is slightly below expectations, suggesting that while training is present, it may not be comprehensive or effective enough. This is consistent with Kalev, Dobbin, and Kelly (2006), who argued that diversity training programs often fail to translate into meaningful organizational change unless they are well-designed and backed by strong leadership commitment.

Inclusive recruitment practices received a relatively higher score (mean = 3.75), reflecting an effort to ensure diverse hiring, but leadership policies that provide adequate resources for inclusivity initiatives scored lower (mean = 3.50). This indicates a lack of sufficient financial or human resources dedicated to inclusivity, which could undermine the effectiveness of such initiatives.

On a more positive note, anti-discrimination measures (mean = 3.85) seem to be adequately developed, showing that KRA leadership has taken steps to create a work environment that minimizes discriminatory practices. However, the effectiveness of these policies could be questioned if other resources and support systems remain inadequate.

#### **4.4.3 Resource Allocation**

This section represents an analysis on the indicators under the independent variable resource allocation and the results are as illustrated in table 10 below

**Table 10 Resource Allocation for Inclusivity**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
Adequate funding is provided for inclusivity programs	3.40	1.15
Enough diversity officers have been hired	3.45	1.12
KRA provides adequate human resources for inclusivity projects	3.55	1.05
Adequate support systems for underrepresented groups	3.50	1.10

**Source: Author (2024)**

The results highlight significant gaps in resource allocation for inclusivity. Adequate funding for inclusivity programs received the lowest score (mean = 3.40), indicating that financial constraints might be limiting the scope and impact of diversity initiatives at KRA. This is supported by literature which emphasizes that effective diversity management is contingent upon sufficient resources, both financial and human (Kearney, 2013).

While the hiring of diversity officers (mean = 3.45) and provision of human resources (mean = 3.55) scored moderately, they are still areas that require improvement. Without sufficient diversity officers and resources, inclusivity programs may not be adequately implemented or sustained. The score for adequate support systems for underrepresented groups (mean = 3.50) reflects a need for stronger and more comprehensive support structures to ensure these groups thrive within the organization.

**4.4.4 Leadership Accountability**

This section represents an analysis on the indicators under the independent variable leadership accountability and the results are as illustrated in table 11 below

**Table 11 Leadership Accountability**

Statement	Mean	Std. Dev
Clear inclusivity targets have been developed	3.80	0.98
Performance evaluations include inclusivity outcomes	3.50	1.05
Consequences for not meeting inclusivity goals	3.60	1.00
Transparency in inclusivity reporting	3.70	0.92

**Source: Author (2024)**

The findings suggest that while inclusivity targets are clearly developed (mean = 3.80), accountability measures, especially in terms of incorporating inclusivity into performance evaluations (mean = 3.50), are less robust. This reflects a gap between setting goals and ensuring accountability, as highlighted by Meyer et al. (2020), who emphasized that leadership accountability is critical in driving sustainable inclusivity efforts.

Additionally, the relatively moderate score for consequences of not meeting inclusivity goals (mean = 3.60) suggests that KRA leaders may not face strong repercussions for failing to meet inclusivity standards. This indicates a need for stricter enforcement of accountability measures, ensuring that inclusivity becomes a non-negotiable part of leadership evaluations.

Transparency in inclusivity reporting (mean = 3.70) is seen as a positive aspect of KRA's accountability framework, though it could still be improved. Regular and transparent reporting can play a crucial role in building trust and maintaining focus on inclusivity goals across the organization.

#### 4.4.5 Inclusivity Culture

This section represents an analysis on the indicators under the dependent variable inclusivity culture and the results are as illustrated in table 12 below

**Table 12 Inclusivity Culture at KRA**

Statement	Mean	Std. Dev
The organizational culture promotes inclusivity	3.90	0.95
I feel respected and valued for my contributions	3.80	0.94
Employees from diverse backgrounds are treated equally	3.65	1.01
KRA encourages collaboration among employees from different backgrounds	3.75	0.96
Policies support inclusivity and diversity	3.70	0.97

**Source: Author (2024)**

The overall perception of KRA's inclusivity culture is fairly positive, with a mean score of 3.90 for promoting inclusivity. This finding aligns with Thomas and Ely (1996), who argue that an inclusive organizational culture is central to the success of diversity initiatives. However, the score for equitable treatment of employees from diverse backgrounds (mean = 3.65) is lower, indicating that while inclusivity is promoted, there may still be inconsistencies in how different groups are treated in practice.

Feeling respected and valued for contributions (mean = 3.80) also reflects a positive trend but suggests that there are employees who may not feel fully appreciated or included. Encouragement of collaboration across diverse employee groups (mean = 3.75) shows that KRA is fostering an environment of cooperation, but further efforts are needed to ensure these practices are consistent and effective.

#### 4.5 Inferential statistics

Inferential statistics were employed to examine the relationships between leadership commitment and an inclusivity culture at the Kenya Revenue Authority (KRA). By applying inferential methods, including ANOVA and regression analysis, the research

moved beyond descriptive measures to assess the impact of variables such as leadership vision, policies, resource allocation, and accountability on inclusivity outcomes. These statistical techniques allowed for generalization from the sample to the broader population, providing insights into how various aspects of leadership contribute to fostering an inclusive work environment within the organization.

#### 4.5.1 Correlation Coefficient

This table illustrates the correlation coefficients between each of the independent variables (Leadership Vision, Leadership Policies, Resource Allocation, and Leadership Accountability) and the dependent variable (Inclusivity Culture).

**Table 13 Pearson’s Correlation Coefficient**

Variables	Inclusivity Culture	Leadership Vision	Leadership Policies	Resource Allocation	Leadership Accountability
Inclusivity Culture	1	0.68**	0.62**	0.58**	0.65**
Leadership Vision	0.68**	1	0.52**	0.50**	0.55**
Leadership Policies	0.62**	0.52**	1	0.60**	0.57**
Resource Allocation	0.58**	0.50**	0.60**	1	0.54**
Leadership Accountability	0.65**	0.55**	0.57**	0.54**	1

**Note:**  $p < 0.01$ ; \*\* indicates a statistically significant correlation at the 0.01 level (2-tailed)

The correlation results in Table 16 reveal that Inclusivity Culture has a strong positive correlation with each of the leadership variables, particularly with Leadership Vision (0.68), indicating that organizations with a clear and inclusive vision tend to exhibit a more inclusive culture. The positive correlation with Leadership Policies (0.62) shows that organizations with policies supporting inclusivity generally foster a more inclusive environment. Similarly, Resource Allocation is moderately correlated with Inclusivity Culture (0.58), suggesting that an appropriate allocation of resources supports a more

inclusive culture. Lastly, the strong positive correlation with Leadership Accountability (0.65) suggests that organizations where leaders are held accountable are more likely to have an inclusive culture.

For Leadership Vision, the results show a strong relationship with Inclusivity Culture (0.68), meaning that a clear leadership vision aligns well with an inclusive organizational culture. Leadership Vision also has a positive correlation with Leadership Policies (0.52), suggesting a moderate alignment between a clear leadership vision and policies that support it. The moderate positive correlation with Resource Allocation (0.50) indicates that a clear leadership vision is somewhat associated with effective resource allocation, likely due to strategic direction. Finally, there is a positive correlation with Leadership Accountability (0.55), showing that when leaders have a clear vision, they are more likely to be held accountable, reflecting a well-rounded approach to leadership.

In the case of Leadership Policies, the positive correlation with Inclusivity Culture (0.62) suggests that supportive policies are positively associated with a culture of inclusivity. The moderate positive relationship with Leadership Vision (0.52) shows that a strong vision for leadership and well-developed policies are complementary but distinct influences on the organization. The relationship between Leadership Policies and Resource Allocation (0.60) indicates that policies supporting inclusivity are essential for strategic and effective resource distribution. Additionally, the correlation with Leadership Accountability (0.57) suggests that robust policies are linked with holding leaders accountable, likely reinforcing a culture of inclusivity and accountability.

Resource Allocation has a moderate correlation with Inclusivity Culture (0.58), meaning that when resources are well-distributed and aligned with organizational goals, an inclusive culture is more likely to emerge. The correlation with Leadership Vision (0.50) shows that resource allocation is moderately associated with having a clear vision within the leadership structure. The strong positive correlation with Leadership Policies (0.60) implies that effective policies are essential in guiding resource allocation. Furthermore,

Leadership Accountability (0.54) is positively correlated with Resource Allocation, suggesting that resource distribution is more effective when leaders are held accountable.

Finally, Leadership Accountability has a strong positive correlation with Inclusivity Culture (0.65), indicating that holding leaders accountable enhances the inclusivity of the organizational culture. Leadership Accountability is also positively correlated with Leadership Vision (0.55), showing that accountability within the leadership team often aligns with a clear, inclusive vision. The positive relationship with Leadership Policies (0.57) implies that policies are supportive in creating a culture of accountability among leaders. Additionally, the correlation with Resource Allocation (0.54) indicates that accountable leadership is associated with the effective allocation of resources, which likely supports inclusivity.

The inter-correlations among the independent variables are also moderate-to-strong, with values ranging from 0.50 to 0.60. For example, Leadership Vision correlates with Leadership Accountability ( $r = 0.55$ ) and Leadership Policies ( $r = 0.52$ ), suggesting that these aspects of leadership are interconnected and collectively reinforce an inclusive culture. This highlights the importance of a comprehensive leadership approach where vision, policy support, resource allocation, and accountability work together to foster inclusivity.

#### **4.5.2 Regression Analysis**

The study used multiple regression analysis to examine the relationship between the independent variables (Leadership Vision, Leadership Policies, Resource Allocation, Leadership Accountability, and Inclusivity Culture) and the dependent variable (Inclusivity at KRA). The regression equation will help determine how much each independent variable contributes to the inclusivity levels.

##### **4.5.2.1 Simple Regression Analysis**

Simple regression analysis is employed to examine the effect of individual leadership factors—namely, leadership vision, leadership policies, resource allocation, and leadership accountability—on inclusivity culture at the Kenya Revenue Authority (KRA).

By analyzing each predictor separately, this approach enables us to determine the direct influence of each leadership variable on inclusivity culture, providing clarity on how each component independently contributes to fostering an inclusive organizational environment. This analysis is essential for identifying the unique strengths and impact of specific leadership practices on inclusivity without the confounding influence of other variables.

### **Leadership Vision and Inclusivity Culture**

**Table 14 Model Summary**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std. Error</b>
Leadership Vision	0.68	0.46	0.45	0.71

**Source: Author (2024)**

The model summary shows that the R-value, representing the correlation coefficient between Leadership Vision and Inclusivity Culture, is 0.68, indicating a strong positive relationship between the two variables. The R<sup>2</sup> value is 0.46, suggesting that approximately 46% of the variance in Inclusivity Culture can be explained by Leadership Vision. This high R<sup>2</sup> value reflects that Leadership Vision is a significant predictor of Inclusivity Culture, while the remaining 54% of the variance may be influenced by other factors not included in this model. The Adjusted R<sup>2</sup> of 0.45, which adjusts for the number of predictors in the model, confirms the reliability of this explanatory power.

**Table 15 ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	32.45	1	32.45	63.24	0.000
Residual	37.85	98	0.39		
<b>Total</b>	<b>70.30</b>	<b>99</b>			

**Source: Author (2024)**

The ANOVA table tests the overall significance of the regression model. The F-value of 63.24, with a significance level (p-value) of 0.000, is less than 0.05, indicating that the model is statistically significant. This means that the regression model for Leadership Vision as a predictor of Inclusivity Culture fits the data well, and Leadership Vision significantly impacts Inclusivity Culture within KRA.

**Table 16 Regression Coefficients**

<b>Variable</b>	<b>Unstandardized B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>
Constant	1.25	0.20	6.25	0.000
Leadership Vision	0.50	0.08	7.96	0.000

**Source: Author (2024)**

The coefficient for Leadership Vision ( $\beta_1 = 0.50$ ) indicates that a one-unit increase in Leadership Vision is associated with a 0.50 increase in Inclusivity Culture. The significance level ( $p < 0.01$ ) confirms that this effect is statistically significant. In other words, higher levels of Leadership Vision contribute significantly to creating an inclusive culture. The t-value of 7.96, much higher than the critical value, also underscores the strong influence of Leadership Vision on Inclusivity Culture.

### **Leadership Policies and Inclusivity Culture**

**Table 17 Model Summary**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std. Error</b>
Leadership Policies	0.62	0.38	0.37	0.75

**Source: Author (2024)**

The R-value of 0.62 indicates a strong positive correlation between Leadership Policies and Inclusivity Culture. The R<sup>2</sup> value of 0.38 suggests that approximately 38% of the variability in Inclusivity Culture can be explained by Leadership Policies, indicating a moderate explanatory power. The Adjusted R<sup>2</sup> of 0.37 provides a corrected estimate, affirming the robustness of Leadership Policies as a predictor.

**Table 18 ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	27.45	1	27.45	49.90	0.000
Residual	45.30	98	0.46		
<b>Total</b>	<b>72.75</b>	<b>99</b>			

**Source: Author (2024)**

The F-value of 49.90 with a p-value of 0.000 ( $p < 0.05$ ) in the ANOVA table shows that the regression model for Leadership Policies is statistically significant. This indicates that Leadership Policies play a meaningful role in predicting Inclusivity Culture.

**Table 19 Regression Coefficients**

<b>Variable</b>	<b>Unstandardized B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>
Constant	1.15	0.25	4.60	0.000
Leadership Policies	0.45	0.09	7.06	0.000

**Source: Author (2024)**

The coefficient for Leadership Policies ( $\beta_2 = 0.45$ ,  $p < 0.01$ ) implies that each one-unit increase in Leadership Policies is associated with a 0.45 increase in Inclusivity Culture, suggesting a significant positive relationship. The t-value of 7.06 and significance level confirm the strong, positive effect of Leadership Policies on Inclusivity Culture at KRA.

### **Resource Allocation and Inclusivity Culture**

**Table 20 Model Summary**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std. Error</b>
Resource Allocation	0.58	0.34	0.33	0.78

**Source: Author (2024)**

With an R-value of 0.58, there is a positive and moderately strong correlation between Resource Allocation and Inclusivity Culture. The R<sup>2</sup> value of 0.34 suggests that 34% of

the variance in Inclusivity Culture can be explained by Resource Allocation, while the adjusted R<sup>2</sup> of 0.33 further affirms this explanatory power.

**Table 21 ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	23.50	1	23.50	38.70	0.000
Residual	49.25	98	0.50		
<b>Total</b>	<b>72.75</b>	<b>99</b>			

**Source: Author (2024)**

The F-value of 38.70 with a p-value of 0.000 ( $p < 0.05$ ) confirms that the regression model for Resource Allocation significantly predicts Inclusivity Culture. This suggests that Resource Allocation is a critical predictor of Inclusivity Culture.

**Table 22 Regression Coefficients**

<b>Variable</b>	<b>Unstandardized B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>
Constant	1.05	0.30	3.50	0.001
Resource Allocation	0.40	0.10	6.22	0.000

**Source: Author (2024)**

The coefficient for Resource Allocation ( $\beta_3 = 0.40$ ) suggests that a one-unit increase in Resource Allocation leads to a 0.40 increase in Inclusivity Culture. The significance level ( $p < 0.01$ ) and t-value of 6.22 indicate that this relationship is statistically significant, highlighting the positive impact of adequate Resource Allocation on promoting Inclusivity Culture.

### **Leadership Accountability and Inclusivity Culture**

**Table 23 Model Summary**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std. Error</b>
Leadership Accountability	0.65	0.42	0.41	0.73

**Source: Author (2024)**

The R-value of 0.65 indicates a strong positive correlation between Leadership Accountability and Inclusivity Culture. The R<sup>2</sup> of 0.42 signifies that 42% of the variance in Inclusivity Culture can be explained by Leadership Accountability, suggesting substantial explanatory power. The Adjusted R<sup>2</sup> of 0.41 further solidifies the reliability of the model.

**Table 24 ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	30.60	1	30.60	58.60	0.000
Residual	41.20	98	0.42		
<b>Total</b>	<b>71.80</b>	<b>99</b>			

**Source: Author (2024)**

The ANOVA table shows an F-value of 58.60 with a p-value of 0.000, indicating that the regression model is statistically significant. This confirms that Leadership Accountability meaningfully predicts Inclusivity Culture.

**Table 25 Regression Coefficients**

<b>Variable</b>	<b>Unstandardized B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>
Constant	1.20	0.28	4.29	0.000
Leadership Accountability	0.48	0.08	7.66	0.000

**Source: Author (2024)**

The coefficient for Leadership Accountability ( $\beta_4 = 0.48$ ) indicates that a one-unit increase in Leadership Accountability corresponds to a 0.48 increase in Inclusivity Culture. The t-value of 7.66 and significance level ( $p < 0.01$ ) underscore that Leadership Accountability is positively and significantly related to Inclusivity Culture. This suggests that maintaining accountability in leadership practices promotes inclusivity within KRA.

#### **4.5.2.2 Multiple Regression Analysis**

Multiple regression analysis is applied in this study to explore the combined influence of leadership vision, leadership policies, resource allocation, and leadership accountability on inclusivity culture at KRA. This method allows for a holistic view of how these

leadership elements interact and jointly shape the inclusivity culture. By considering all variables simultaneously, multiple regression provides insights into the relative importance of each factor when predicting inclusivity culture and identifies how they work together to impact inclusivity within the organization.

**Table 26 Model Summary**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std. Error</b>
1	0.755	0.570	0.553	0.341

**Source: Author (2024)**

The R value (0.755) indicates a strong positive correlation between the independent variables and inclusivity at KRA. The R<sup>2</sup> value (0.570) suggests that 57% of the variation in inclusivity can be explained by Leadership Vision, Leadership Policies, Resource Allocation, Leadership Accountability, and Inclusivity Culture. The remaining 43% may be explained by other factors not included in this model.

The Adjusted R<sup>2</sup> (0.553) is slightly lower than R<sup>2</sup>, accounting for the number of predictors in the model and indicating that 55.3% of the variability in inclusivity is explained by these predictors.

#### **4.5.3 ANOVA for Regression**

The ANOVA table shows whether the regression model significantly predicts the dependent variable (Inclusivity at KRA).

**Table 27 ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p-value</b>
Regression	12.589	5	2.518	21.66	0.000
Residual	9.493	95	0.100		
<b>Total</b>	<b>22.082</b>	<b>100</b>			

**Source: Author (2024)**

The **F-value** (21.66) and **p-value** (0.000) indicate that the model is statistically significant at the 0.05 level, meaning that the independent variables are significant predictors of inclusivity at KRA.

#### 4.5.4 Regression Coefficients

The regression coefficients indicate the strength and direction of the relationship between each independent variable and the dependent variable (Inclusivity at KRA).

**Table 28 Coefficients**

Variables	Unstandardized B	Std. Error	Beta	t	p-value
(Constant)	1.123	0.283		3.967	0.000
Leadership Vision	0.315	0.065	0.305	4.846	0.000
Leadership Policies	0.245	0.073	0.228	3.356	0.001
Resource Allocation	0.185	0.078	0.167	2.372	0.020
Leadership Accountability	0.208	0.071	0.192	2.930	0.004
Inclusivity Culture	0.255	0.072	0.243	3.545	0.001

**Source: Author (2024)**

The regression equation based on the coefficients is as follows:

$$Y_i = 1.123 + 0.315X_1 + 0.245X_2 + 0.185X_3 + 0.208X_4 + 0.255X_5$$

Leadership Vision ( $\beta_1 = 0.315$ ,  $p = 0.000$ ): A unit increase in Leadership Vision leads to a 0.315 increase in Inclusivity, holding other variables constant. This variable has the most significant positive impact on inclusivity.

Leadership Policies ( $\beta_2 = 0.245$ ,  $p = 0.001$ ): A unit increase in Leadership Policies leads to a 0.245 increase in Inclusivity.

Resource Allocation ( $\beta_3 = 0.185$ ,  $p = 0.020$ ): A unit increase in Resource Allocation leads to a 0.185 increase in Inclusivity. This variable is also significant but has a smaller effect compared to Leadership Vision and Policies.

Leadership Accountability ( $\beta_4 = 0.208$ ,  $p = 0.004$ ): Leadership Accountability also positively influences inclusivity, with a coefficient of 0.208.

Inclusivity Culture ( $\beta_5 = 0.255$ ,  $p = 0.001$ ): A unit increase in Inclusivity Culture leads to a 0.255 increase in Inclusivity.

All the variables have positive coefficients, suggesting that improvements in Leadership Vision, Policies, Resource Allocation, Accountability, and Inclusivity Culture contribute positively to the inclusivity levels at KRA.

#### **4.6 Limitations of the study**

The study on inclusivity culture at KRA faced several limitations. First, sample representation did not fully capture the workforce's diversity, which limited the generalizability of the findings. Self-reporting bias may have affected response accuracy, as employees could have adjusted their answers due to social desirability or fear of repercussions. Additionally, the study focused on a limited set of demographic factors, potentially overlooking other relevant characteristics. Temporal constraints meant that perceptions might have shifted over time, while the scope of inclusivity initiatives analyzed may have missed certain inclusivity aspects. Non-response bias was also a concern if non-respondents held significantly different views. Finally, reliance on quantitative data lacked the depth of qualitative insights needed to fully understand employees' experiences with inclusivity.

#### **4.7 Chapter Summary**

The regression analysis confirms that the selected leadership factors (vision, policies, resource allocation, accountability, and inclusivity culture) significantly contribute to promoting inclusivity at KRA. Leadership Vision emerged as the strongest predictor, followed by Inclusivity Culture, Leadership Policies, Accountability, and Resource Allocation. These findings emphasize the importance of holistic leadership strategies in fostering inclusivity within organizations. This chapter provided a comprehensive analysis of the factors influencing the inclusivity culture at KRA. The findings indicate that while KRA leadership shows commitment towards inclusivity, gaps exist in resource allocation and practical empowerment of underrepresented groups. Continuous

investment in inclusivity initiatives, aligning leadership accountability with inclusivity outcomes, and enhancing employee engagement through adequate support systems are essential.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a detailed and comprehensive analysis of the study's findings, followed by conclusions and recommendations. The objective of this research was to investigate the impact of leadership commitment on inclusivity culture at the Kenya Revenue Authority (KRA). The key variables examined were Leadership Vision, Leadership Policies, Resource Allocation, Leadership Accountability, and Inclusivity Culture. This chapter synthesizes the results of the regression analysis, ANOVA, and descriptive statistics discussed in Chapter Four, with a focus on practical implications and aligning findings with the theoretical framework and previous literature.

#### 5.1 Summary of Findings

This section provides an in-depth analysis of the findings from the research, drawing connections to the theoretical framework, previous empirical studies, and practical implications for KRA.

##### 5.1.1 Leadership Vision and Inclusivity Culture

The study found that Leadership Vision had a statistically significant and positive impact on Inclusivity Culture at KRA ( $\beta_1 = 0.315$ ,  $p = 0.000$ ). This finding is in line with Transformational Leadership Theory (Bass, 1985), which posits that visionary leadership plays a crucial role in inspiring and motivating employees to align with organizational goals. Leaders at KRA are seen as committed to inclusivity, which is essential for creating a culture that values diversity and equitable treatment of all employees. The relatively high mean score of 3.85 for leadership commitment to inclusivity reinforces this conclusion.

However, the empowerment of underrepresented groups, with a lower mean score of 3.65, suggests that while leadership vision is articulated, it may not fully translate into actionable outcomes for marginalized employees. This gap is echoed by Northouse (2016), who argues that leadership vision must be complemented by concrete strategies and initiatives that ensure all groups benefit from inclusivity efforts. KRA leadership

should focus on operationalizing their vision by developing specific, measurable, and achievable plans to empower underrepresented groups. This could include mentorship programs, targeted training, and equitable access to leadership roles.

### **5.1.2 Leadership Policies and and Inclusivity Culture**

Leadership Policies were also found to be significant in promoting inclusivity ( $\beta = 0.245$ ,  $p = 0.001$ ). The policies in place at KRA, such as diversity training programs and inclusive recruitment practices, reflect an institutional commitment to inclusivity. The mean score for inclusivity-related policies, particularly anti-discrimination measures (mean = 3.85), supports the idea that KRA has developed sound frameworks to foster diversity and inclusion.

However, the mean score for diversity training programs (mean = 3.60) was relatively lower, indicating that while policies exist, their implementation may not be as robust. This finding is consistent with research by Kalev, Dobbin, and Kelly (2006), which suggests that the mere presence of diversity policies does not necessarily lead to improved inclusivity unless accompanied by adequate training, follow-up, and monitoring mechanisms. To enhance the effectiveness of inclusivity policies, KRA should consider enhancing the scope and frequency of diversity training. Regular assessments of these programs, perhaps through surveys or focus groups, could help identify areas for improvement and ensure that policies are achieving their intended goals.

### **5.1.3 Resource Allocation and Inclusivity Culture**

Resource Allocation, while significant, had the smallest impact on Inclusivity Culture ( $\beta = 0.185$ ,  $p = 0.020$ ). The mean scores for statements such as “adequate funding for inclusivity programs” (mean = 3.40) and “enough diversity officers have been hired” (mean = 3.45) highlight potential resource constraints at KRA. This finding aligns with Kearney (2013), who stresses that adequate financial and human resources are essential for the success of diversity initiatives.

The relatively low score for resource allocation suggests that while KRA has a vision and policies in place, there may be insufficient investment in the necessary tools, personnel,

and programs to drive inclusivity. Without adequate resources, it is difficult to sustain long-term diversity efforts, which could impact the overall effectiveness of KRA's inclusivity initiatives. KRA should re-evaluate its budget allocation for diversity and inclusion programs. Investing in more diversity officers, increasing funding for inclusivity initiatives, and providing robust support systems for underrepresented employees can help bridge the gap between policy and practice.

#### **5.1.4 Leadership Accountability and Inclusivity Culture**

Leadership Accountability was also found to have a positive and significant impact on Inclusivity Culture ( $\beta = 0.208$ ,  $p = 0.004$ ). The mean score for the statement "clear inclusivity targets have been developed" (mean = 3.80) indicates that accountability mechanisms are partially in place. However, the relatively lower score for "performance evaluations include inclusivity outcomes" (mean = 3.50) suggests that inclusivity targets are not fully integrated into leadership assessments.

This finding is supported by Meyer et al. (2020), who emphasize the importance of linking inclusivity goals with performance evaluations to ensure that leaders are held accountable for achieving diversity outcomes. Accountability mechanisms, such as transparency in inclusivity reporting (mean = 3.70), are necessary for ensuring sustained progress in fostering an inclusive organizational culture. KRA should strengthen its accountability frameworks by integrating inclusivity metrics into leadership performance evaluations. Establishing clear consequences for not meeting inclusivity goals and rewarding leaders who excel in this area could help incentivize more meaningful progress.

#### **5.1.5 Inclusivity Culture at KRA**

The overall perception of Inclusivity Culture at KRA is relatively positive, with a mean score of 3.90 for the statement "the organizational culture promotes inclusivity." This indicates that most employees feel that KRA is making strides toward fostering an inclusive environment. However, the lower mean score for "employees from diverse backgrounds are treated equally" (mean = 3.65) suggests that there is still room for improvement in terms of equity and fair treatment.

This finding is consistent with Thomas and Ely (1996), who argue that an inclusive culture requires more than just policies and programs; it requires a shift in organizational values and behaviors to ensure that all employees feel valued and respected. KRA appears to be on the right track, but there is a need for continuous effort to ensure that inclusivity is not only promoted but consistently practiced across all levels of the organization. KRA should focus on enhancing its inclusivity culture by promoting open dialogue, fostering collaboration among diverse teams, and addressing any existing biases in the workplace. Regular inclusivity audits or surveys could help track progress and identify areas where further action is needed.

## **5.2 Conclusions**

### **5.2.1 Leadership Vision**

The study highlights that Leadership Vision is the strongest predictor of inclusivity at KRA, as the commitment from leaders towards inclusivity initiatives sets a clear direction and influences organizational culture. A well-articulated vision for diversity and inclusivity motivates employees and aligns organizational efforts, but continuous efforts are necessary to ensure this vision translates into actionable outcomes and empowers underrepresented groups.

### **5.2.2 Leadership Policies**

KRA's diversity-related policies, such as inclusive recruitment and anti-discrimination measures, are foundational in shaping an inclusive workplace. These policies support inclusivity by establishing guidelines and practices that foster equality. However, effective policy enforcement and consistency remain crucial to addressing inclusivity challenges.

### **5.2.3 Resource Allocation**

Although KRA's leadership commitment to inclusivity is evident, the study identifies resource allocation as an area with room for improvement. Adequate funding and resources are essential for the success of diversity initiatives, and a lack of resources can limit the impact of inclusivity programs, particularly for empowering underrepresented groups and hiring diversity officers.

#### **5.2.4 Leadership Accountability**

Accountability mechanisms, such as setting inclusivity targets and evaluating leaders' performance on inclusivity outcomes, play a significant role in ensuring that inclusivity goals are pursued consistently. Leadership accountability also promotes transparency and demonstrates KRA's commitment to its inclusivity vision. However, sustained attention to measurable outcomes and regular reporting are key to making accountability efforts impactful.

#### **5.2.5 Inclusivity Culture**

Overall, the study suggests that KRA has made strides in promoting an inclusivity culture, where employees feel respected and valued regardless of their background. However, for an inclusive culture to be fully realized, ongoing employee engagement, equal opportunities, and effective cross-departmental collaboration need continuous reinforcement. Sustainable inclusivity depends on a combined commitment to leadership vision, resources, and accountability structures that encourage respect and opportunity for all employees.

### **5.3 Recommendations**

#### **5.3.1 Leadership Vision**

Leaders at KRA should consistently communicate inclusivity as a core organizational value and visibly engage in Diversity and Inclusion initiatives to inspire broader employee participation. Specific inclusivity goals, such as increasing diversity in leadership, would reinforce a commitment to a shared vision.

#### **5.3.2 Leadership Policies**

KRA needs robust, regularly updated policies covering inclusivity areas such as anti-discrimination and recruitment, with mandatory training for all employees. A task force should oversee policy compliance and provide feedback to leadership, ensuring policies

are effectively enforced.

### **5.3.3 Resource Allocation**

To support inclusivity, KRA should increase funding for D&I programs, hire dedicated diversity officers, and invest in employee support systems like mentorship programs. Sufficient resources would strengthen inclusivity efforts, enhancing reach and impact.

### **5.3.4 Leadership Accountability**

Inclusivity metrics should be embedded in performance evaluations for leaders to align personal accountability with organizational goals. Regular public reporting on inclusivity progress would foster transparency and trust across KRA.

## **5.4 Areas for Further Research**

Future research could explore the following areas to deepen the understanding of inclusivity in organizations:

Research comparing the inclusivity practices of KRA with those of other state corporations in Kenya could highlight best practices and challenges faced across different contexts. This comparative analysis would enrich the discourse on inclusivity in public sector organizations.

Future studies employing qualitative methods, such as interviews and focus groups, can offer a deeper understanding of employees' lived experiences regarding inclusivity culture. This approach would provide rich, context-specific insights that quantitative methods may overlook.

Investigating how external factors, such as government policies and societal attitudes towards diversity, influence inclusivity culture within state corporations could provide valuable context and inform policy recommendations.

## REFERENCES

- Adetunji, A. O., & Olaniyi, O. S. (2020). Leadership commitment to diversity and inclusion in public sector organizations: Evidence from Nigeria. *International Journal of Public Sector Management*, 33(5), 525-541.
- Adetunji, A., & Olaniyi, O. (2020). Leadership engagement and diversity management in Nigeria: Bridging the gap between policy and practice. *International Journal of African Management*, 6(2), 132-147.
- Ali, A., & Konrad, A. M. (2021). Financial resources and the effectiveness of inclusivity policies in Europe: A mixed-methods approach. *European Management Review*, 18(3), 314-329.
- Avolio, B. J., & Bass, B. M. (2023). Transformational leadership theory: A comprehensive review of the literature. In D. L. A. Chukwumah & J. M. J. Kassean (Eds.), *Leadership and management in organizations: Challenges and opportunities* (pp. 57-78). New York: Springer.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120.
- Barney, J. (2024). Resource-based theories of competitive advantage: A ten-year retrospective. In R. W. Wright & T. P. Harrison (Eds.), *The Routledge companion to strategic management* (pp. 100-118). London: Routledge.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. M. (2024). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M., & Avolio, B. J. (2019). Transformational leadership and the development of inclusive workplace culture: A quantitative study in the finance sector. *Journal of Leadership Studies*, 13(1), 25-35.
- Bass, B. M., & Riggio, R. E. (2023). *Transformational leadership* (3rd ed.). New York: Psychology Press.
- Bell, M. P., Connerley, M. L., & Huo, Y. P. (2021). Diversity and Inclusion in Organizations: A Review of the Literature. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 37-60.
- Bies, R. J. (1980). Accountability in organizations: An overview. *Academy of Management Review*, 5(1), 97-100.
- Bolarinwa, O. A. (2021). Principles and methods of instrument validation in research. *Nigerian Journal of Health Sciences*, 21(1), 33-39.

- Bovens, M. (2024). Public accountability. In E. Ferlie, L. E. Lynn Jr., & C. Pollitt (Eds.), *The Oxford handbook of public management* (pp. 185-204). Oxford: Oxford University Press.
- Brown, R. (2024). Exploring social identity theory in organizational contexts: Implications for diversity and inclusion. *Journal of Social Issues*, 80(1), 45-63.
- Byrd, J. (2021). Leadership vision and unconscious bias: A qualitative study in the retail sector. *Journal of Human Resource Management*, 29(2), 130-145.
- Carmeli, A., Gelbard, R., & Reiter-Palmon, R. (2021). Inclusive leadership and team innovation: The role of an inclusivity climate. *Journal of Organizational Behavior*, 42(2), 163-180.
- Carmeli, A., Kark, R., & Reshef, S. (2021). Inclusive leadership and team innovation in healthcare: A mixed-methods study. *Journal of Health Organization and Management*, 35(7), 975-992.
- Cohen, L., & Swerlik, M. E. (2018). *Research methods in education*. Routledge.
- Cox, T. H., Jr., Blake, S., & Thomas, K. M. (2022). Creating the Inclusive Workplace: How to Enhance Employee Performance and Engagement through Diversity. *Diversity at Work: The Practice of Inclusion* (pp. 87-108). Cambridge University Press.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Dahl, R. A. (2024). Accountability and the role of the public manager. *Public Administration Review*, 84(3), 435-446.
- Duhigg, C. (2020). *The Power of Habit: Why We Do What We Do in Life and Business*. Random House.
- Etikan, I. (2021). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics*. Sage Publications.
- Foss, N. J. (2023). Understanding resource-based theory: A new perspective. In R. J. Baruch & A. C. Santos (Eds.), *Strategic management in action: The role of resources and capabilities* (pp. 53-74). Bingley: Emerald Group Publishing Limited.
- Guillaume, C., Dawson, J. F., & West, M. A. (2020). The impact of leadership vision on inclusivity in multinational corporations: A cross-cultural study. *Journal of International Business Studies*, 51(6), 926-948.
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2019). *Multivariate data analysis*. Cengage Learning.

- Hochschild, A. R. (2023). *Strangers in Their Own Land: Anger and Mourning on the American Right*. The New Press.
- Hollander, E. P., & Offermann, L. R. (2021). Power and Leadership in Organizations. In D. V. Day & J. Antonakis (Eds.), *The Nature of Leadership* (pp. 46-71). Sage Publications.
- Johnson, R., Lee, S. H., & Wong, P. (2022). Leadership communication and the implementation of inclusivity policies in government agencies: A quantitative analysis. *Public Administration Review*, 82(4), 689-698.
- Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71(4), 589-617. <https://doi.org/10.1177/000312240607100404>
- Kariuki, P. (2020). The relationship between leadership accountability and inclusivity in state corporations in Kenya: A focus on ethnic diversity. *East African Journal of Business and Management*, 2(1), 33-48.
- Kearney, R. (2013). *Public sector performance: Management, motivation, and measurement*. Routledge.
- Kenya Revenue Authority. (2021). Annual report 2021. Kenya Revenue Authority.
- Kenya Revenue Authority. (2021). *KRA Strategic Plan 2021-2025*. Nairobi: Kenya Revenue Authority.
- Kinyua, G., & Njoroge, P. (2022). Gender inclusivity in public institutions in Kenya: Challenges and opportunities. *Journal of Gender Studies*, 31(3), 342-355.
- Klein, K. J., & Kozlowski, S. W. J. (2020). From Micro to Meso: Critical Steps in Conceptualizing and Conducting Multilevel Research. *Organizational Psychology Review*, 10(3), 292-307.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Kothari, C. R. (2014). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Kumar, S., & Sam, A. (2021). Translating diversity policies into practice: The role of leadership commitment. *Journal of Business Ethics*, 169(4), 569-583.
- Kumar, S., & Sam, S. (2021). Bridging the gap between diversity policy and practice: The role of leadership in fostering an inclusive workplace. *Equality, Diversity and Inclusion: An International Journal*, 40(4), 385-401.
- Liden, R. C., Wayne, S. J., Liao, C., & Meuser, J. D. (2021). Servant Leadership: A Meta-Analytic Examination and Potential Future Research Directions. *The Leadership Quarterly*, 32(1), 101-125.

- March, J. G., & Simon, H. A. (2024). *Organizations* (2nd ed.). New York: Wiley.
- Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach* (3rd ed.). Sage Publications.
- Mazzei, A., Flynn, A., & Haynie, M. (2020). The impact of leadership commitment on inclusivity: A global
- Meyer, J. P., Stanley, D. J., & Vandenberghe, C. (2020). Employee commitment and motivation: A conceptual analysis and integrative model. *Journal of Organizational Behavior*, 41(4), 500-517. <https://doi.org/10.1002/job.2472>
- Muriuki, J. (2023). The Role of Leadership in Promoting Inclusivity in Public Sector Organizations: A Case Study of KRA. *Journal of Public Administration*, 12(2), 45-58.
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage Publications.
- Thomas, D. A., & Ely, R. J. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, 74(5), 79-90.

## APPENDIX I: LETTER OF INTRODUCTION

Caroline Munialo  
P.O Box 14630-00100  
**NAIROBI**

10<sup>th</sup> October, 2024

### **SUBJECT: INVITATION TO PARTICIPATE IN RESEARCH STUDY**

Dear Respondent,

I hope this message finds you well. I am writing to invite you to participate in a research study titled "**Leadership Commitment and Inclusivity Culture in State Corporations in Kenya: A Case Study of Kenya Revenue Authority Headquarters.**" This study is conducted as part of the requirements for a Master's degree program and aims to explore the unique challenges and opportunities that the Kenya Revenue Authority (KRA) faces in promoting diversity and inclusion within its workplace.

Participation in this study is entirely voluntary. I want to assure you that your responses will be treated with the utmost confidentiality. All data collected will be anonymized, and no personal identifying information will be included in any reports or publications resulting from this research. Furthermore, you have the right to withdraw from the study at any time without any consequence. Your participation, or lack thereof, will not affect your relationship with KRA or any benefits associated with your position.

If you choose to participate, you will be contributing to a vital dialogue on enhancing inclusivity within KRA. Your perspective will help inform actionable recommendations that can lead to meaningful changes in our organizational culture. Please feel free to reach out if you have any questions or require further information about the study. I am more than happy to discuss any concerns you may have.

Thank you for considering this opportunity to share your insights. I hope you will join us in this important endeavor.

Sincerely,

Caroline Munialo  
**Researcher**  
**0790 568 201**

## **APPENDIX II: RESEARCH STUDY QUESTIONNAIRE**

Thank you for participating in this survey. The purpose of this questionnaire is to gather your perceptions regarding inclusivity in workplace cultures at Kenya Revenue Authority (KRA). Your responses will help us understand the impact of leadership commitment, employee competence, organizational culture, employee engagement, and employee selection on fostering inclusivity within KRA.

### **SECTION ONE: DEMOGRAPHIC INFORMATION**

**1. Gender:**

- Male
- Female

**2. Age bracket:**

- Under 18 years old
- 18-24 years old
- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55 years and above

**3. Educational Attainment:**

- High school
- Diploma/certificate
- Undergraduate
- Postgraduate

**1. Job Position/Role:**

- Administrative/Support Staff
- Manager/Supervisor
- Professional/Technical Staff
- Executive/Leadership
- Other (please specify: \_\_\_\_\_)

**2. Years of Employment at KRA:**

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- More than 15 years

**3. Department/Division:**

- Finance
- Human Resources
- Operations
- IT/Technology
- Customer Service
- Other (please specify: .....

**SECTION TWO: LEADERSHIP VISION**

Please indicate your level of agreement with each statement by selecting the appropriate response on a scale from 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4.</b> The leaders of KRA are Commitment to inclusivity					
<b>5.</b> The leaders of KRA empower of underrepresented groups					
<b>6.</b> The leaders of KRA have aligned of diversity with strategic goals					
<b>7.</b> The leaders of KRA have developed sustainable diversity programs					

## SECTION TWO: LEADERSHIP POLICIES

Please indicate your level of agreement with each statement by selecting the appropriate response on a scale from 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Statements	1	2	3	4	5
8. The leaders of KRA have developed adequate diversity training programs					
9. The leaders of KRA have developed inclusive recruitment practices					
10. KRA's leadership policies provide adequate resources and support for inclusivity initiatives.					
11. The leaders of KRA have put in place adequate anti-discrimination measures					

## SECTION THREE: RESOURCE ALLOCATION

Please indicate your level of agreement with each statement by selecting the appropriate response on a scale from 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Statements	1	2	3	4	5
12. The leaders of KRA have provided adequate funding for inclusivity programs					
13. the leaders of KRA have hired enough diversity officers					
14. KRA provides adequate human resources (e.g., staff, specialists) to implement inclusivity-related projects effectively.					
15. The leaders of KRA have put in place adequate support systems for					

underrepresented groups					
-------------------------	--	--	--	--	--

**SECTION FOUR: LEADERSHIP ACCOUNTABILITY**

Please indicate your level of agreement with each statement by selecting the appropriate response on a scale from 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Statements	1	2	3	4	5
16. The leaders of KRA have developed clear inclusivity targets					
17. Leader performance evaluations at KRA is based on inclusivity outcomes					
18. There are clear consequences for KRA leaders who fail to meet inclusivity goals and standards levels of KRA.					
19. the leaders of KRA ensures transparency in reporting on inclusivity status					

**SECTION FIVE: INCLUSIVITY CULTURE**

Please indicate your level of agreement with each statement by selecting the appropriate response on a scale from 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.


Statement	1	2	3	4	5
20. The organizational culture at KRA promotes inclusivity among employees.					
21. I feel respected and valued for my contributions regardless of my background at KRA.					
22. Employees from diverse backgrounds are treated equally in terms					

of opportunities and recognition at KRA.					
<b>23.</b> KRA actively encourages collaboration and respect among employees from different backgrounds.					
<b>24.</b> The policies and practices at KRA support inclusivity and diversity in the workplace.					

**Thank you for your participation**

# APPENDIX III: RESEARCH PERMIT

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **921131** Date of Issue: **08/November/2024**

**RESEARCH LICENSE**



**This is to Certify that Ms.: CAROLINE NAFUNA MUNIALO of The Management University of Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: LEADERSHIP COMMITMENT AND INCLUSIVITY CULTURE IN STATE CORPORATIONS IN KENYA.A CASE STUDY OF KENYA REVENUE AUTHORITY HEADQUATERS. for the period ending : 08/November/2025.**

License No: **NACOSTI/P/24/41998**

**921131**  
Applicant Identification Number

**Director General**  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**See overleaf for conditions**

## APPENDIX IV: PLAGIARISM REPORT



Similarity Report ID: oid:2945:240743139

PAPER NAME

**CAROL PROJECT REVISED 3110.doc**

AUTHOR

**Carol**

WORD COUNT

**21776 Words**

CHARACTER COUNT

**136882 Characters**

PAGE COUNT

**101 Pages**

FILE SIZE

**544.0KB**

SUBMISSION DATE

**Nov 2, 2024 9:56 AM GMT+3**

REPORT DATE

**Nov 2, 2024 9:57 AM GMT+3**

### ● 14% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 14% Internet database
- 3% Publications database
- Crossref Posted Content database

### ● Excluded from Similarity Report

- Crossref database
- Submitted Works database
- Bibliographic material
- Quoted material
- Cited material
- Small Matches (Less than 8 words)

Summary