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Certificate of Senior Management Course of the Kenya School of Government

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Abstract

This study examined the influence of Artificial Intelligence adoption on employee productivity among public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus. Public service institutions ought to use Artificial Intelligence to improve employee productivity, reduce routine manual work, strengthen decision making and enhance service delivery. However, OECD notes that AI adoption in government is limited by skills gap, legacy systems, data constraints, financial limitations and concerns over privacy, fairness and transparency. The study adopted a descriptive survey design and a mixed methods approach. Data were collected using an online questionnaire from 88 respondents and analysed using frequencies, percentages, means, standard deviations, Pearson correlation and thematic analysis. The findings showed that 79 respondents, representing 90 percent, had used AI tools in their work. ChatGPT was the most widely used tool, followed by Google Gemini, Microsoft Copilot and Grammarly. AI tools were mainly used for summarising documents, editing grammar and language, drafting reports, research support, data analysis and preparing presentations. The level of AI adoption was moderate, with strong awareness, access and perceived usefulness, but weak institutional guidance and training. AI adoption positively influenced productivity by improving report quality, reducing manual effort, reducing delays and supporting workload management. The study concludes that AI has practical value in improving public service productivity, but effective use requires clear guidelines, training, data protection safeguards and responsible human oversight.

Keywords: *Artificial Intelligence adoption, employee productivity, public service, AI tools, Kenya School of Government, Lower Kabete Campus*

1.0 Introduction

Artificial Intelligence has become an important area of study in public service because of its growing influence on how officers perform their duties, process information, make decisions and deliver services. Artificial Intelligence refers to computer-based systems that can perform tasks that ordinarily require human intelligence, including learning, reasoning, problem solving, language processing, automation and data analysis. In the workplace, AI adoption refers to the use of AI tools and systems to support daily operations, improve efficiency, enhance accuracy and strengthen decision making. Employee productivity refers to the extent to which employees perform their duties efficiently, accurately, timely and effectively in achieving institutional goals.

Globally, Artificial Intelligence is reshaping the nature of work in both private and public institutions. Governments are increasingly using AI to improve administrative efficiency, automate routine tasks, support policy analysis, enhance decision making and strengthen service delivery. The Organisation for Economic Cooperation and Development notes that AI can improve public sector productivity, responsiveness and accountability when properly governed (OECD, 2025). UNESCO also observes that generative AI is transforming education, research and institutional work, although its benefits depend on responsible use, human capacity development, ethical safeguards and appropriate regulation (UNESCO, 2023). This shows that AI adoption is not only a technological issue, but also a public management issue linked to employee performance and institutional effectiveness.

At the African level, AI is increasingly recognised as a tool for development, governance and public sector transformation. The African Union endorsed the Continental Artificial Intelligence Strategy in 2024 to promote responsible, inclusive and development oriented AI adoption across the continent (African Union, 2024). The strategy links AI to socioeconomic transformation, improved governance and progress towards Agenda 2063 and the Sustainable Development Goals. However, many African public institutions still face challenges such as limited digital infrastructure, weak data systems, inadequate digital skills, ethical concerns, uneven institutional readiness and limited policy coordination. These challenges may affect the extent to which AI can improve public service productivity.

In Kenya, AI adoption is emerging within the broader digital transformation agenda. The Kenya National Digital Master Plan 2022 to 2032 emphasises the use of digital technologies to improve service delivery, expand digital infrastructure, strengthen digital skills and support national development. The Kenya Artificial Intelligence Strategy 2025 to 2030 further provides a national framework for harnessing AI to promote innovation, economic growth, responsible technology use and public service transformation (Ministry of Information, Communications and the Digital Economy, 2025). Kenya has also invested in digital platforms such as eCitizen, IFMIS, GHRIS and eTIMS, reflecting continued efforts to modernise public service operations. However, the extent to which public service officers use AI tools in their daily work remains insufficiently documented.

Public service delivery depends heavily on the productivity of officers who plan, coordinate, communicate, supervise, report and make decisions in government institutions. AI tools may support productivity by helping officers prepare documents, analyse data, generate reports, summarise information, respond to enquiries, automate repetitive tasks and make evidence-based decisions. However, the benefits of AI adoption may depend on awareness, access to tools, digital skills, frequency of use, institutional support, training, internet connectivity, ethical concerns and data protection requirements.

This study focused on public service officers undertaking Senior Management Course Cohort 460 at the Kenya School of Government, Lower Kabete Campus. The cohort consisted of officers drawn from different ministries, departments, agencies and public institutions, making it suitable for examining AI adoption across varied public service settings. Although public institutions are increasingly expected to embrace emerging technologies, there is limited empirical evidence on the level of AI adoption among officers and how such adoption influences employee productivity. Therefore, the study examined the influence of Artificial Intelligence adoption on employee productivity among public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus. The findings provide insights into the AI tools used by public officers, their level of adoption and the extent to which AI contributes to efficiency, timeliness, work quality and service delivery in the Kenyan public service.

1.1 Statement of the Problem

Public service institutions ought to use Artificial Intelligence to improve employee productivity, reduce routine manual work, strengthen decision making and enhance service delivery. In the public sector, AI can support faster administration, fraud detection, forecasting, evidence-based decision making and improved citizen services. However, OECD notes that AI adoption in government is limited by skills gap, legacy systems, data constraints, financial limitations and concerns over privacy, fairness and transparency (OECD, 2025).

In Kenya, digital transformation is advancing. The Kenya National Digital Master Plan 2022 to 2032 targets digital skills training for 300,000 civil servants, 250,000 county staff, 350,000 teachers and 20 million citizens. It also targets digitising 500 million government records annually, equal to 5 billion records by 2030. eCitizen now provides over 22,000 government services from more than 100 public entities (Ministry of ICT, Innovation and Youth Affairs, 2022). However, digital readiness remains uneven. Only 35.0 percent of Kenyans use the internet and only 11.6 percent use computers, with internet use ranging from 64.7 percent in Nairobi to 9.1 percent in West Pokot (CA & KNBS, 2025).

Despite these developments, the actual level of AI adoption among individual public service officers remains insufficiently documented. Without such evidence, public institutions may fail to design appropriate AI training, responsible use guidelines and productivity improvement strategies. Poor or unguided AI use may also create risks such as inaccurate outputs, data privacy breaches, plagiarism, bias and over reliance on automation.

Although Kenya has the Kenya Artificial Intelligence Strategy 2025 to 2030 and the National Digital Master Plan 2022 to 2032, these frameworks do not show the AI tools used by public officers, their level of adoption, or how AI affects employee productivity. This study therefore seeks to fill this gap by examining the influence of Artificial Intelligence adoption on employee productivity among public service officers in SMC Cohort 460/26 at the Kenya School of Government Kabete campus.

1.2 Research Objectives

- i. To identify the Artificial Intelligence tools adopted in the workplace by public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus.
- ii. To assess the level of Artificial Intelligence adoption in public service institutions among officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus.

- iii. To examine the influence of Artificial Intelligence adoption on employee productivity among public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus.

1.3 Research Questions

- i. What Artificial Intelligence tools have been adopted in the workplace by public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus?
- ii. What is the level of Artificial Intelligence adoption in public service institutions among officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus?
- iii. How does Artificial Intelligence adoption influence employee productivity among public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus?

2.1 Theoretical Framework

The study was guided by two theories: the Technology Acceptance Model and the Diffusion of Innovation Theory.

2.1.1 Technology Acceptance Model

The Technology Acceptance Model was developed by Davis (1989) to explain how users accept and use new technology. The model states that technology adoption is mainly influenced by perceived usefulness and perceived ease of use. Perceived usefulness refers to the extent to which a user believes that a technology improves job performance. Perceived ease of use refers to the extent to which a user believes that the technology is simple and free from difficulty.

In this study, the Technology Acceptance Model is relevant because public service officers are more likely to adopt Artificial Intelligence tools when they believe that the tools improve their work performance. For example, officers may use AI tools to prepare reports, summarise documents, analyse data, draft communication, generate ideas and support decision making. If officers perceive these tools as useful, they are more likely to apply them in their daily duties.

The model is also relevant because ease of use influences the level of AI adoption. Public service officers are more likely to use AI tools if they find them easy to access, simple to operate and applicable to their work tasks. On the other hand, if AI tools are perceived as complex, risky or difficult to use, adoption may remain low. Therefore, the Technology Acceptance Model helps explain how officers' perceptions of usefulness and ease of use influence AI adoption and employee productivity among public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus.

2.1.2 Diffusion of Innovation Theory

The Diffusion of Innovation Theory was developed by Rogers (2003) to explain how new ideas, practices and technologies spread among individuals and institutions over time. The theory states that adoption of an innovation is influenced by relative advantage, compatibility, complexity, trialability and observability. Relative advantage refers to the perceived benefit of the innovation compared to existing practices. Compatibility refers to how well the innovation fits users' needs and work processes. Complexity refers to how difficult the innovation is to understand or use. Trialability refers to the opportunity to test the innovation before full adoption, while observability refers to how visible its benefits are to others.

This theory is relevant to the study because Artificial Intelligence adoption among public service officers may not occur at the same pace. Some officers may adopt AI tools quickly

because they see clear benefits in report writing, data analysis, communication, summarising information and decision support. Others may adopt slowly due to limited skills, lack of awareness, fear of misuse, ethical concerns, data protection issues or limited institutional support.

The theory helps explain variations in the level of AI adoption among officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus. It also shows that AI adoption is influenced not only by the availability of tools, but also by how officers perceive their usefulness, fit with work tasks, ease of testing and visible impact on productivity.

2.2 Conceptual Framework

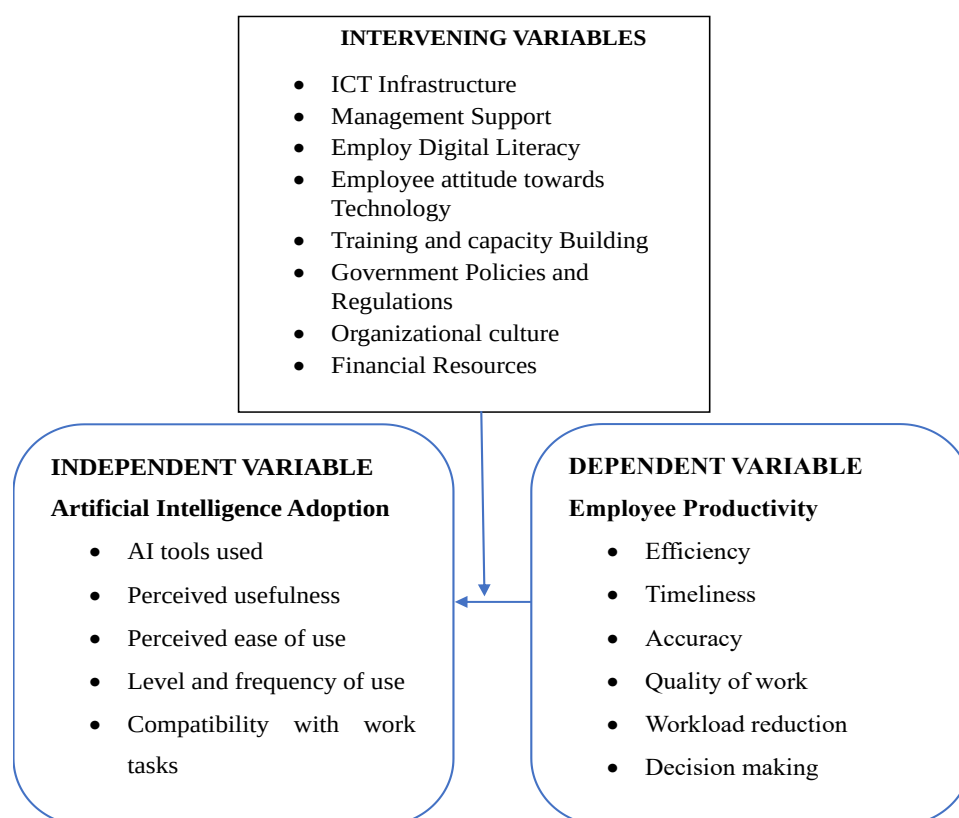


Figure 1: Conceptual Framework

2.2 Empirical Review

2.2.1 Artificial Intelligence Tools Adopted in the Workplace

Artificial Intelligence tools are increasingly being adopted in the workplace to support information processing, communication, automation, analysis and decision making. In public service settings, the OECD notes that AI is being applied in areas such as service automation, citizen query handling, fraud detection, forecasting, anomaly detection and decision support (OECD, 2025). These applications show that AI tools are not limited to technical departments, but are also becoming relevant to administrative, managerial and service delivery functions.

Generative AI tools have become particularly common in knowledge-based work. Microsoft and LinkedIn's 2024 Work Trend Index reported that 75 percent of global knowledge workers were using generative AI at work, while 78 percent of AI users were bringing their own AI tools to work (Microsoft & LinkedIn, 2024). This suggests that many employees are adopting AI tools informally, even where institutions may not yet have formal AI policies or approved

platforms. Common tools include ChatGPT, Microsoft Copilot, Google Gemini, Grammarly, transcription tools, translation tools, chatbots, virtual assistants and AI enabled data analysis tools.

In education, research and institutional work, UNESCO observes that generative AI is being used to support writing, summarisation, translation, content generation, research assistance and learning support (UNESCO, 2023). These uses are relevant to public service officers because many public sector tasks involve preparing briefs, drafting reports, analysing information, responding to correspondence and developing presentations. However, UNESCO also warns that the use of generative AI requires policy guidance, human oversight, data privacy protection and capacity development to avoid misuse and over reliance (UNESCO, 2023).

2.2.2 Level of Artificial Intelligence Adoption among Employees

The level of Artificial Intelligence adoption among employees varies across institutions, sectors and countries. It is commonly reflected through awareness of AI tools, access to the tools, frequency of use, confidence in use, skills level and institutional support. Microsoft and LinkedIn (2024) reported that 75 percent of global knowledge workers use generative AI at work, while 78 percent of AI users bring their own AI tools to work. This suggests that AI adoption is increasing rapidly, although much of it may be informal and employee driven rather than guided by institutional policy.

In public institutions, the level of AI adoption is influenced by employee capacity and organizational readiness. OECD (2025) notes that AI can help governments automate services, improve decision making, detect fraud and support civil servants' work. However, adoption is often constrained by skills shortages, outdated legacy systems, data availability challenges, financial constraints and higher requirements for privacy and transparency. OECD (2026) further observes that building internal AI capability is important for public administrations because many institutions are held back by AI skills gaps.

In Kenya, the level of AI adoption among individual public service officers remains insufficiently documented. Although the Kenya National Digital Master Plan 2022 to 2032 and the Kenya Artificial Intelligence Strategy 2025 to 2030 provide national direction on digital transformation and AI use, they do not show how frequently public officers use AI tools in their daily work. This study therefore sought to assess the level of Artificial Intelligence adoption among public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus.

2.2.3 Influence of Artificial Intelligence Adoption on Employee Productivity

Artificial Intelligence adoption has been associated with improvements in employee productivity, especially in tasks involving writing, information processing, analysis, communication and decision support. McKinsey Global Institute estimated that generative AI and related technologies could automate work activities that take up 60 to 70 percent of employees' time, particularly in knowledge based tasks such as drafting, summarising, coding, data analysis and content generation. This suggests that AI can improve productivity by reducing time spent on routine and repetitive work.

Empirical evidence also shows measurable productivity gains from AI use. Brynjolfsson, Li and Raymond (2023) studied 5,179 customer support agents and found that access to a generative AI conversational assistant increased productivity by 14 percent on average, measured by issues resolved per hour. The effect was stronger among novice and lower skilled workers, whose productivity improved by 34 percent, while the effect was smaller among highly skilled and experienced workers. This indicates that AI can support employee productivity by improving speed, consistency and access to work related knowledge.

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In the public sector, AI can improve productivity through automation, better decision making, fraud detection, forecasting and improved service delivery. OECD (2025) notes that AI can help governments automate and tailor public services, improve decision making, detect fraud and enrich civil servants' work and learning. It further reports that 67 percent of OECD countries use AI to improve public service design and delivery. These findings show that AI can support both internal employee performance and citizen facing service delivery when properly governed.

However, AI adoption does not automatically improve productivity. Its benefits depend on employees' skills, responsible use, institutional support, quality of data and clear governance. OECD (2025) warns that overreliance on AI, weak transparency, biased data and poor oversight may reduce accountability and public trust. Similarly, UNESCO (2023) emphasises that generative AI should be used with human oversight, ethical safeguards, data protection and capacity building. This means that productivity gains from AI must be balanced with responsible use.

3.0 Research Methodology

This study adopted a descriptive survey research design. Quantitative data were collected through structured questionnaire items using Likert scale responses. This helped measure the level of AI adoption and its influence on productivity indicators such as efficiency, timeliness, accuracy, workload reduction, quality of work, decision making and service delivery. Qualitative data were collected through open ended questionnaire items to capture respondents' views, experiences and explanations on AI use in the workplace. This provided deeper understanding of the challenges, benefits and practical realities of AI adoption among public service officers. The use of both quantitative and qualitative approaches allowed triangulation of findings. Quantitative results showed patterns and levels of AI adoption, while qualitative responses explained the reasons behind those patterns. This made the findings more reliable and meaningful.

The target population for this study comprised public service officers working in Kenya's public service, including officers from ministries, state departments, semi autonomous government agencies, county governments and other public institutions who may interact with Artificial Intelligence tools in the course of their duties. The accessible population comprised participants enrolled in Senior Management Course Cohort 460 at the Kenya School of Government, Lower Kabete Campus. The total class population consisted of 101 participants. The unit of analysis was the individual public service officer undertaking SMC Cohort 460/2026.

The study adopted a census approach in selecting respondents from SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus. A census approach was appropriate because the cohort population was relatively small and manageable, allowing data to be collected from all eligible participants rather than selecting a sample. Although the total class population consisted 101 members, 11 members of the research team were excluded from participating as respondents in order to maintain objectivity during data collection. Therefore, the accessible respondents were 90 participants.

The study used a structured questionnaire as the main data collection instrument. The questionnaire contained both close-ended and open-ended questions to collect quantitative and qualitative data on Artificial Intelligence adoption and employee productivity among public service officers in SMC Cohort 460/2026. The questionnaire was organized into five sections. Data were collected using a structured online questionnaire administered to eligible members of SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus. The

questionnaire link was shared through the official class communication platform to allow respondents to complete it conveniently. The 11 research team members were excluded from responding in order to maintain objectivity. The remaining 90 eligible participants were invited to complete the questionnaire.

The collected data were checked for completeness, cleaned, coded and entered into Microsoft Excel or SPSS for analysis. Closed ended questionnaire responses were analysed using descriptive statistics such as frequencies, percentages, means and standard deviations. Data on Artificial Intelligence tools adopted in the workplace were analysed using frequencies and percentages. The level of Artificial Intelligence adoption was analysed using Likert scale responses, means and standard deviations. The influence of AI adoption on employee productivity was analysed by examining respondents' views on efficiency, timeliness, accuracy, quality of work, workload reduction, decision making and service delivery.

The study observed ethical principles throughout the research process. Participation was voluntary, and respondents were informed about the purpose of the study before completing the questionnaire. Consent was obtained through a consent statement included at the beginning of the online questionnaire. Confidentiality was maintained by ensuring that responses were used only for academic purposes. Respondents were not required to provide names or personal identifiers, and the findings were reported in aggregate form. The study also observed data protection principles. Collected data were securely stored and accessed only by the research team. Respondents were informed that they were free to decline participation or withdraw at any point without penalty.

4.0 Findings and Discussion

The study targeted 90 eligible respondents from Senior Management Course Cohort 460/2026 at the Kenya School of Government, after excluding the 11 members of the research team from the total target population of 101 participants. Out of the 90 targeted respondents, 88 completed and returned the questionnaires, representing a response rate of 97.8%. The remaining 2 respondents did not participate, representing 2.2%. The response rate was considered excellent and adequate for analysis. According to Mugenda and Mugenda (2003), a response rate of 50.0% is adequate, 60.0% is good, while 70.0% and above is very good. Therefore, the response rate of 97.8% was sufficient to support reliable analysis and interpretation of the study findings.

Demographic results revealed that 46 respondents, representing 52 percent, were female, while 42 respondents, representing 48 percent, were male. This indicates that the study captured views from both male and female public service officers in SMC Cohort 460/2026, with slightly higher female participation. A majority of respondents were from semi autonomous government agencies, with 28 officers, representing 32 percent. County governments, ministries or state departments, and state corporations each had 19 respondents, representing 22 percent in each category. Constitutional commissions or independent offices had the lowest representation, with 3 respondents, representing 3 percent.

A majority of respondents were from semi autonomous government agencies, at 28 respondents, representing 31.8 percent. County governments, ministries or state departments, and state corporations each accounted for 19 respondents, representing 21.6 percent respectively. Constitutional commissions or independent offices had the least representation, with 3 respondents, representing 3.4 percent. This spread shows that the study drew responses from different parts of the public service. Middle level management accounted for the largest share of respondents, with 36 officers, representing 41 percent. Technical or professional officers followed with 30 respondents, representing 34 percent. Administrative officers made up 9 respondents, equivalent to 10 percent, while support service officers accounted for 6

respondents, or 7 percent. Top management represented 6 percent, with 5 respondents, while field officers and first line management each accounted for 1 percent.

Less than 5 years of service formed the largest category, with 26 respondents, representing 30 percent. Officers with 11 to 15 years of service followed with 22 respondents, accounting for 25 percent. Those with 5 to 10 years and more than 20 years of service each had 16 respondents, representing 18 percent in each group. The smallest category was officers with 16 to 20 years of service, with 8 respondents, representing 9 percent. Bachelor's degree holders formed the largest group, with 44 respondents, representing 50 percent. Master's degree holders followed with 27 respondents, accounting for 31 percent. Diploma holders were 10, representing 11 percent, while PhD holders accounted for 4 respondents, equivalent to 5 percent. Most respondents rated their digital skills positively. A total of 43 respondents, representing 49 percent, rated their digital skills as high, while 25 respondents, representing 28 percent, rated themselves as moderate. Another 15 respondents, representing 17 percent, rated their digital skills as very high. Only 5 respondents, representing 6 percent, rated their digital skills as low, while none reported very low digital skills. This pattern suggests that the cohort had a fairly strong digital skills base.

Artificial Intelligence Tools Adopted in the Workplace

Use of Artificial Intelligence Tools

This section presents respondents' initial exposure to AI tools in the workplace.

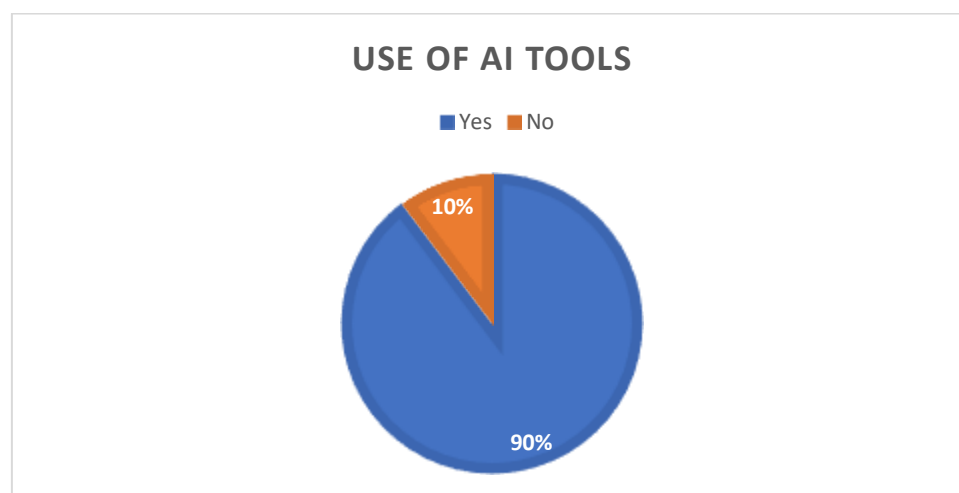


Figure 2: Use of Artificial Intelligence Tools

Most respondents indicated that they had used AI tools in their work. Out of the 88 respondents, 79, representing 90 percent, reported that they had used AI tools, while 9 respondents, representing 10 percent, indicated that they had not used AI tools. The high proportion of AI users suggests that AI adoption is already evident among public service officers in SMC Cohort 460/2026. This provided a strong basis for analysing the specific AI tools used, the level of adoption and the perceived influence of AI on employee productivity. The 9 respondents who had not used AI tools were useful in understanding non adoption, including possible barriers such as limited awareness, lack of access, inadequate training or uncertainty about responsible AI use. However, they were not included in the analysis of questions dealing directly with productivity benefits from actual AI use, since they had no direct user experience with AI tools.

Types of AI Tools Used

Respondents who had used AI tools were asked to indicate the specific tools they had adopted in the workplace. Since the question allowed multiple responses, the analysis was based on the 79 respondents who had reported using AI tools.

Table 1: Types of AI Tools Used by Respondents

AI Tool	Frequency
ChatGPT	79
Google Gemini	45
Microsoft Copilot	37
Grammarly	30
AI data analysis tools	20
AI presentation tools	20
Chatbots or virtual assistants	17
AI image or design tools	14
QuillBot	13

ChatGPT was the most commonly used AI tool, with all 79 AI users reporting its use in the workplace. Google Gemini followed with 45 responses, while Microsoft Copilot recorded 37 responses. Grammarly was also fairly common, with 30 respondents indicating that they had used it. AI data analysis tools and AI presentation tools each recorded 20 responses, showing that some officers were applying AI beyond writing and editing. Chatbots or virtual assistants, AI image or design tools and QuillBot had lower usage, with 17, 14 and 13 responses respectively. The pattern points to a practical form of AI adoption, where officers are mainly turning to tools that help them write, edit, summarise and prepare work outputs. The lower uptake of specialised tools such as data analysis, design and virtual assistant applications suggests that AI use is still concentrated on everyday office tasks rather than advanced analytical or automated functions.

Work Related Tasks Supported by AI Tools

Respondents who had used AI tools were asked to indicate the work related tasks for which they applied the tools. The question allowed multiple responses; therefore, the frequencies represent the number of mentions per task rather than a single choice per respondent.

Table 2: Work Related Tasks Supported by AI Tools

Work Related Task	Frequency
Summarising documents	55
Editing grammar and language	52
Drafting reports	51
Research support	39
Data analysis	34
Generating ideas	33
Preparing presentations	31
Writing official communication	29
Preparing meeting notes or minutes	24
Translation	21
Responding to enquiries	19
Decision support	17
Transcription	14
Other	1

Summarising documents recorded the highest number of mentions at 55, followed by editing grammar and language with 52 responses and drafting reports with 51 responses. Research support was also prominent, with 39 mentions, while data analysis and generating ideas recorded 34 and 33 mentions respectively. Preparing presentations attracted 31 responses, while writing official communication had 29 mentions. Moderate use was reported in preparing meeting notes or minutes, which had 24 mentions, and translation, which recorded 21 mentions. Responding to enquiries had 19 mentions, while decision support and transcription were cited 17 and 14 times respectively. Only 1 response fell under other uses.

The results portray AI as a practical office support tool among the respondents. Its strongest use was in handling text heavy and knowledge based tasks such as summarising, editing, drafting and research. More specialised functions such as decision support, transcription and enquiry response were present but less common, suggesting that AI adoption among the officers was still centred mainly on everyday administrative and communication tasks rather than deeper automation or advanced analytical work.

Most Frequently Used AI Tool

Respondents were asked to indicate the AI tool they used most frequently in their work. Some respondents listed more than one tool; therefore, the analysis was based on the number of mentions for each tool.

Table 3: Most Frequently Used AI Tool

AI Tool	Frequency
ChatGPT	59
Google Gemini	34
Microsoft Copilot	24
Grammarly	14
AI data analysis tools	7
QuillBot	3
Meta AI	2
AI transcription tools	1
AI translation tools	1
I do not use AI tools	9

ChatGPT emerged as the most frequently used AI tool, with 59 mentions. Google Gemini followed with 34 mentions, while Microsoft Copilot recorded 24 mentions. Grammarly was mentioned 14 times, suggesting that writing and editing support remained an important use area. Other tools such as AI data analysis tools, QuillBot, Meta AI, transcription tools and translation tools were mentioned less frequently.

Institutional Encouragement or Guidance on AI Use

Respondents were asked whether their institutions support the use of Artificial Intelligence tools in the workplace.

Table 4: Institutional Support for AI Use

Response	Frequency	Percentage
No	17	19.3
Not sure	31	35.2
Yes	40	45.5

A larger share of respondents indicated that their institutions supported the use of AI tools. This was reported by 40 respondents, representing about 46 percent. However, 31 respondents, about 35 percent, were not sure whether their institutions supported AI use, while 17

respondents, about 19 percent, indicated that their institutions did not support AI use. The results suggest that institutional support for AI use existed, but it was not yet clear or consistent across workplaces. The high number of respondents who were unsure points to possible gaps in communication, formal guidelines or workplace policy on AI adoption. This means that while officers may already be using AI tools, institutional direction on responsible and approved use still appears limited.

Level of Artificial Intelligence Adoption

Respondents' views on the level of AI adoption were analysed using indicators such as awareness, access, frequency of use, confidence, usefulness, ease of use, compatibility, institutional support and responsible use. Out of the 88 respondents, 9 indicated that they had never used AI tools and were therefore excluded from this analysis. The results presented in Table 6 are based on the 79 respondents who had used AI tools in work related tasks, $n = 79$. Agreement combines "agree" and "strongly agree," while disagreement combines "disagree" and "strongly disagree."

Table 5: Descriptive Statistics on Level of AI Adoption

Statement	Mean	Std. Dev.	Agree	Neutral	Disagree
Respondents were aware of AI tools that support workplace tasks.	3.71	1.11	73%	9%	14%
Respondents had access to AI tools that support official duties.	3.27	1.40	64%	23%	14%
Respondents used AI tools frequently in their work.	3.05	1.39	52%	24%	24%
Respondents were confident in using AI tools effectively.	3.28	1.33	59%	19%	22%
AI tools were considered easy to use.	3.44	1.20	64%	14%	23%
AI tools were considered useful in performing official duties.	3.37	1.29	59%	16%	25%
AI tools were compatible with respondents' work tasks.	3.32	1.26	58%	16%	26%
Respondents could try AI tools before deciding on regular use.	3.50	1.17	63%	11%	26%
The benefits of AI tools were visible in the workplace.	3.01	1.34	43%	23%	34%
Institutions provided guidance on responsible AI use.	2.37	1.12	24%	45%	31%
Institutions provided training or support on AI use.	2.24	1.39	24%	51%	25%
Respondents understood ethical risks linked to AI use.	3.24	1.40	59%	21%	21%
Respondents understood data protection risks linked to AI use.	3.30	1.40	59%	20%	20%
Respondents verified AI generated outputs before official use.	3.48	1.26	64%	15%	21%
Respondents considered themselves active users of AI tools.	3.17	1.45	57%	23%	20%

Note: Agree combines responses 4 and 5, Disagree combines responses 1 and 2, while Neutral represents response 3.

Overall, respondents demonstrated a moderate level of AI adoption, with stronger results on awareness, access, usefulness and ease of use, but weaker results on institutional guidance and training. Awareness of AI tools recorded the highest mean of 3.71, with 73 percent agreeing that they were aware of AI tools that support workplace tasks. This suggests that most respondents had basic exposure to AI tools and understood their relevance to public service work. Access and use were also fairly positive. Respondents' access to AI tools recorded a mean of 3.27, with 64 percent agreeing that they had access to tools that support official duties. Frequent use of AI tools had a lower mean of 3.05, with 52 percent agreeing, 24 percent neutral and 24 percent disagreeing. This shows that although many officers had access to AI tools, regular use was not yet uniform across the cohort.

Confidence and perceived ease of use also supported AI adoption. Confidence in using AI tools recorded a mean of 3.28, with 59 percent agreement, while ease of use had a mean of 3.44, with 64 percent agreement. Usefulness of AI tools recorded a mean of 3.37, with 59 percent agreeing that AI tools were useful in performing official duties. Similarly, compatibility with work tasks had a mean of 3.32, with 58 percent agreement. These results suggest that most respondents viewed AI tools as practical, usable and relevant to their work. Trialability and visibility showed mixed results. Respondents' ability to try AI tools before regular use recorded a mean of 3.50, with 63 percent agreement. However, visibility of AI benefits in the workplace had a lower mean of 3.01, with only 43 percent agreeing, while 34 percent disagreed. This implies that while officers could explore AI tools individually, the benefits of AI were not yet strongly visible at institutional level.

The weakest areas were institutional guidance and training. Guidance on responsible AI use recorded a mean of 2.37, with only 24 percent agreement, while institutional training or support had the lowest mean of 2.24, also with 24 percent agreement. This points to a clear institutional gap, where officers may be using AI tools without sufficient formal guidance, structured training or workplace support. Responsible use indicators were relatively stronger. Understanding of ethical risks had a mean of 3.24, with 59 percent agreement, while understanding of data protection risks recorded a mean of 3.30, also with 59 percent agreement. Verification of AI generated outputs recorded a mean of 3.48, with 64 percent agreement. This suggests that many respondents were aware of the need to use AI carefully and to review outputs before applying them in official work.

Overall, 57 percent of respondents considered themselves active users of AI tools, with a mean of 3.17. The results therefore indicate a moderate level of AI adoption among public service officers in SMC Cohort 460/2026. Adoption appeared to be driven more by individual awareness, access and perceived usefulness than by institutional training or formal guidance.

Influence of AI Adoption on Employee Productivity

AI adoption and employee productivity were analysed using the productivity indicators in the conceptual framework, namely efficiency, timeliness, accuracy, quality of work, workload reduction, decision making and service delivery. Since the statements required direct experience with AI tools, the analysis was based on respondents who had used AI in work related tasks, n = 79. Agreement combines "agree" and "strongly agree," while disagreement combines "disagree" and "strongly disagree."

Table 6: Influence of AI Adoption on Employee Productivity

Statement	Mean	Std. Dev.	Agree	Neutral	Disagree
AI tools improved task efficiency.	3.57	1.21	63%	11%	25%
AI tools reduced manual effort in routine tasks.	3.73	1.11	74%	9%	17%
AI tools helped officers handle more work within a shorter period.	3.68	1.15	69%	10%	21%
AI tools supported completion of assignments within deadlines.	3.59	1.28	65%	15%	20%
AI tools reduced delays in preparing reports, briefs and correspondence.	3.69	1.22	72%	13%	15%
AI tools improved response time to work related requests.	3.62	1.17	66%	11%	23%
AI tools helped reduce errors in work outputs.	3.66	1.11	69%	9%	22%
AI tools improved accuracy in information processing and presentation.	3.59	1.18	63%	10%	27%
AI generated content was reviewed before official use.	3.89	1.11	74%	7%	20%
AI tools improved clarity and structure of written outputs.	3.69	1.17	70%	10%	20%
AI tools improved the quality of reports, briefs and presentations.	3.73	1.18	76%	11%	13%
AI tools supported production of complete and well organised outputs.	3.65	1.20	70%	13%	17%
AI tools reduced repetitive tasks.	3.46	1.27	62%	16%	22%
AI tools helped officers manage heavy workloads more effectively.	3.63	1.12	69%	10%	21%
AI tools freed up time for higher value tasks.	3.52	1.16	64%	13%	23%
AI tools helped officers analyse information for decision making.	3.63	1.14	61%	9%	30%
AI tools helped officers compare options before decisions.	3.64	1.08	65%	8%	27%
AI tools supported evidence based decision making.	3.37	1.26	57%	17%	26%
AI tools improved the speed of service delivery.	3.52	1.15	61%	12%	27%
AI tools improved communication with clients, citizens and stakeholders.	3.32	1.34	55%	21%	24%
AI tools contributed to better quality public service delivery.	3.45	1.25	55%	15%	30%
Overall, AI adoption improved productivity at work.	3.49	1.25	63%	14%	23%
AI tools changed how officers performed official duties.	3.35	1.30	56%	17%	27%

The results show that AI adoption had a generally positive influence on employee productivity. The strongest rating was on reviewing AI generated content before official use, which recorded the highest mean of 3.89, with 74 percent agreement. This suggests that most respondents did not use AI outputs blindly, but made efforts to verify them before applying them in official work.

AI also appeared to improve the quality and efficiency of work outputs. The statement that AI tools improved the quality of reports, briefs and presentations recorded a mean of 3.73, with 76 percent agreement, while reduction of manual effort in routine tasks also recorded a mean of 3.73, with 74 percent agreement. Similarly, 72 percent agreed that AI reduced delays in preparing reports, briefs and correspondence, while 70 percent agreed that AI improved the clarity and structure of written outputs. These findings indicate that AI tools were especially useful in documentation, writing, editing and preparation of official work products.

The results further show that AI supported workload management and task completion. A total of 69 percent agreed that AI helped them handle more work within a shorter period, while

another 69 percent agreed that AI helped them manage heavy workloads more effectively. In addition, 65 percent agreed that AI supported completion of assignments within deadlines. This suggests that AI contributed to faster task execution and better time management among respondents.

The influence of AI on decision making and service delivery was positive but slightly weaker compared to writing and efficiency related tasks. For instance, 61 percent agreed that AI helped them analyse information for decision making, while 57 percent agreed that it supported evidence-based decision making. On service delivery, 61 percent agreed that AI improved the speed of service delivery, while 55 percent agreed that it improved communication with clients, citizens and stakeholders and contributed to better quality public service delivery.

Overall, 63 percent of respondents agreed that AI adoption had improved their productivity at work, with a mean score of 3.49. The findings suggest that AI had the clearest productivity effect in reducing manual effort, improving written outputs, speeding up tasks and supporting workload management. Its contribution to decision making and service delivery was present, but less pronounced, indicating that AI use among respondents was still stronger in routine and knowledge-based tasks than in broader service transformation.

Challenges and Responsible Use of AI

Challenges and responsible use of AI were analysed using indicators on skills, institutional policy, internet connectivity, data privacy, accuracy, training, ethics, over reliance and the need for safeguards. Agreement combines “agree” and “strongly agree,” while disagreement combines “disagree” and “strongly disagree.”

Table 7: Challenges and Responsible Use of AI

Statement	Mean	Std. Dev.	Agree	Neutral	Disagree
Limited AI skills affected the use of AI tools in the workplace.	3.66	1.22	69%	13%	18%
Lack of institutional policy or guidelines limited effective AI adoption.	3.84	1.07	68%	7%	25%
Poor internet connectivity affected the use of AI tools.	3.86	1.01	70%	8%	22%
Data privacy concerns affected the use of AI tools in official work.	3.84	1.17	73%	10%	17%
Fear of inaccurate AI generated outputs affected trust in AI tools.	3.90	1.08	72%	7%	22%
Lack of training limited effective use of AI tools.	3.88	1.22	73%	11%	16%
Ethical concerns affected the use of AI tools in public service work.	3.82	1.17	72%	10%	18%
Over reliance on AI tools may reduce independent thinking among officers.	3.89	1.14	74%	9%	17%
Public institutions should develop clear guidelines on AI use.	4.20	1.06	82%	6%	13%
Public officers need training on responsible and ethical use of AI.	4.21	1.09	84%	7%	9%

The strongest agreement was on the need for training and guidelines. Public officers needing training on responsible and ethical AI use recorded the highest mean of 4.21, with 84 percent agreement. Similarly, the need for public institutions to develop clear AI guidelines recorded a mean of 4.20, with 82 percent agreement. These results show that respondents strongly supported formal structures to guide AI adoption in public service work.

Several operational and responsible use concerns also stood out. Fear of inaccurate AI generated outputs recorded a mean of 3.90, while over reliance on AI tools had a mean of 3.89. Data privacy concerns and lack of training both recorded mean scores above 3.80, with agreement levels above 70 percent. This suggests that respondents recognised the benefits of AI, but were also aware of risks linked to accuracy, privacy, ethics and excessive dependence on automated outputs.

The results point to a clear message: AI adoption in the public service is not only a technology issue. Officers need practical skills, reliable connectivity, institutional policies, ethical guidance and responsible use training. Without these safeguards, AI may improve productivity in some tasks but still expose institutions to risks around accuracy, data protection, accountability and professional judgement.

Inferential Analysis

Inferential analysis was conducted to examine the relationship between Artificial Intelligence adoption and employee productivity among public service officers in SMC Cohort 460/2026. Composite scores were computed for Artificial Intelligence adoption using the Likert scale items under Section C, while employee productivity was computed using the Likert scale items under Section D. The analysis was based on respondents who had used AI tools in work related tasks, $n = 79$.

Relationship between Artificial Intelligence Adoption and Employee Productivity

Pearson correlation analysis was used to determine the relationship between Artificial Intelligence adoption and employee productivity.

Table 8: Correlation between Artificial Intelligence Adoption and Employee Productivity

Variables	N	Pearson Correlation	Sig. 2 tailed
AI Adoption and Employee Productivity	79	0.74	0.001

Pearson correlation analysis showed a strong positive and statistically significant relationship between Artificial Intelligence adoption and employee productivity, $r = 0.74$, $p = 0.001$. This indicates that higher levels of AI adoption were associated with higher levels of employee productivity among respondents.

The finding suggests that officers who reported higher use of AI tools were also more likely to report improvements in efficiency, timeliness, accuracy, workload reduction, quality of work, decision making and service delivery. This supports the descriptive findings, which showed that AI tools helped respondents reduce manual effort, improve the quality of reports and complete tasks within a shorter period.

Overall, the inferential results indicate that Artificial Intelligence adoption had a strong positive relationship with employee productivity among public service officers in SMC Cohort 460/2026. This implies that wider and more responsible adoption of AI tools may contribute to improved work performance, especially where officers have adequate skills, institutional guidance and support for responsible AI use.

Qualitative Findings from Open Ended Responses

Open ended responses were analysed thematically to capture respondents' views on the benefits, challenges, support measures and institutional capacity building needs relating to AI adoption in public service work. The responses helped to explain the quantitative findings by showing how public officers experienced AI use in practical workplace settings.

Benefits of Using AI Tools in Public Service Work

Respondents identified several benefits of using AI tools in public service work. The most common benefit was improved efficiency, especially in preparing reports, drafting official communication, summarising documents and organising information. Many respondents indicated that AI tools helped reduce the time spent on routine tasks, allowing officers to complete assignments faster and focus on higher value responsibilities.

Another key benefit was improved quality of work. Respondents noted that AI tools supported clearer writing, better structuring of reports, improved grammar and more organised presentation of ideas. AI was also viewed as useful in research support, data analysis, idea generation and decision support. This suggests that AI tools were valued not only for saving time, but also for improving the quality, clarity and usefulness of work outputs.

Overall, the responses showed that AI was mainly perceived as a practical productivity tool. Its strongest contribution was in supporting knowledge-based tasks such as drafting, editing, summarising, research and communication.

Challenges Experienced in the Use of AI Tools

Respondents also pointed out several challenges affecting AI use in the workplace. Limited AI skills emerged as a major concern, with some officers indicating that not all public servants understood how to use AI tools effectively. This included difficulty in prompting, interpreting AI generated outputs and verifying the accuracy of information produced by AI systems. Lack of institutional policy and guidance was another recurring challenge. Respondents observed that many institutions had not developed clear rules on acceptable AI use, especially in relation to official documents, confidential information, data privacy and ethical use. This created uncertainty on whether officers could use AI tools formally in their work.

Other challenges included poor internet connectivity, lack of training, fear of inaccurate AI generated outputs, ethical concerns and risk of over reliance on AI. These challenges suggest that although AI use was growing, adoption was still largely individual driven and not fully supported by structured institutional systems.

Measures to Support Responsible AI Adoption

Respondents proposed several measures that public institutions should put in place to support responsible AI adoption. The most frequently suggested measure was the development of clear institutional guidelines on AI use. Such guidelines would help officers understand what is allowed, what is restricted and how AI generated content should be verified before official use.

Training was also strongly emphasised. Respondents felt that public officers needed practical training on how to use AI tools responsibly, including prompt writing, verification of outputs, data protection, ethical use and avoiding plagiarism. Institutions were also expected to provide approved AI platforms, improve internet connectivity and strengthen cybersecurity safeguards.

The responses suggest that responsible AI adoption requires more than access to tools. It requires policy direction, capacity building, supervision, data protection measures and a clear understanding that AI should support, not replace, human judgement.

Role of the Kenya School of Government in Supporting Responsible AI Use

Respondents viewed the Kenya School of Government as an important institution in building AI capacity among public officers. They suggested that KSG should integrate AI literacy into training programmes, especially courses targeting middle and senior level public officers. This would help officers understand how AI can be applied in report writing, policy analysis, research, communication, monitoring and service delivery. KSG was also expected to provide

practical training on responsible and ethical AI use. This could include short courses, workshops, case studies, demonstrations and modules on data protection, verification of AI generated content, bias, accountability and responsible digital transformation.

Overall, the qualitative responses indicated that KSG has a strategic role in preparing public officers for AI enabled public service. By strengthening AI related training, KSG can support safer, more productive and more responsible adoption of AI tools across Kenya's public sector.

5.0 Conclusion

The study concluded that Artificial Intelligence adoption is already taking shape among public service officers in SMC Cohort 460/2026 at the Kenya School of Government, Lower Kabete Campus. Most respondents had used AI tools in their work, with ChatGPT, Google Gemini, Microsoft Copilot and Grammarly emerging as the most common tools. The use of AI was mainly concentrated on practical office tasks such as summarising documents, editing grammar and language, drafting reports, research support, data analysis and preparing presentations. This means that AI adoption among the officers was largely task oriented and focused on improving routine knowledge-based work rather than advanced automation or complex institutional systems.

The study also concluded that the level of AI adoption among respondents was moderate. Officers demonstrated fairly strong awareness, access, perceived usefulness and ease of use of AI tools. However, frequent use was not uniform across all respondents, and institutional support remained weak. The low ratings on institutional guidance and training show that AI adoption was being driven more by individual initiative than by formal workplace systems. This suggests that public service officers are already experimenting with AI, but many institutions have not yet provided adequate structures to guide, regulate and support responsible use.

Regarding employee productivity, the study concluded that AI adoption positively influenced the way public service officers performed their duties. AI tools were particularly useful in reducing manual effort, improving the quality of reports, briefs and presentations, speeding up the preparation of documents, improving clarity of written outputs and supporting workload management. The influence of AI on decision making and service delivery was also positive, though less pronounced than its effect on writing, documentation and routine task completion. The strong positive correlation between AI adoption and employee productivity further confirmed that higher AI adoption was associated with better productivity outcomes.

6.0 Recommendations

Based on the conclusions of the study, the following recommendations were made:

1. Public service institutions should develop clear AI use guidelines covering approved tools, acceptable use, data privacy, ethical use, verification of outputs and accountability.
2. Ministries, departments, agencies and county governments should train officers on practical and responsible AI use, including prompt writing, report drafting, data analysis, summarising documents and checking AI generated outputs.
3. The Kenya School of Government should integrate AI literacy into SMC and other public service training programmes, with practical modules on AI for productivity, policy work, research, communication and service delivery.

4. Public institutions should provide or approve safe AI tools for official work and restrict the use of unsecured platforms for confidential, personal or sensitive government information.
5. Supervisors should encourage responsible AI use for routine tasks such as drafting, editing, summarising, preparing presentations and analysing information, while ensuring that final judgement and accountability remain with public officers.

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