



**WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE IN THE CONSTITUTIONAL COMMISSIONS OF KENYA**

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### ABSTRACT

*The study's objective was to establish the influence of workforce diversity on employee performance in constitutional commissions of Kenya. Specifically the study sought to determine the influence of ethnicity diversity, and education diversity on employee performance in constitutional commissions of Kenya. The study was guided by information and decision-making theory, standpoint theory. The study adopted a descriptive cross-sectional survey. Targeted population was 15 Kenyan Constitutional Commission. The population of the study was staff members in the headquarters of the organization which was a total of 623 employees at managerial level. The sample of 244 members was used in the study and they were selected using Stratified random sampling method. Questionnaire was selected as data collection tool where the researcher administered them to the entire sample selected. The study conducted pilot study to enable Validation and pretesting. The data gathered was analysed using SPSS version 23. The study analysed the data using descriptive and inferential statistics. Descriptive statistics were used in analysing quantitative data and the findings presented in tables, figures and graphs and in prose form. The study found Ethnicity positively and significantly affects performance of staff members in Kenyan Constitutional Commissions; education diversity positively and significantly affects performance of staff members in Kenyan constitutional commissions. Therefore, when employing staff, it is important to ensure that they are diverse; this would encourage their improved performance. Equal promotion of employees is important because it motivates employees to be dedicated to their work. It is also important for the organization to provide favorable environment and working conditions for employees depending on their age. The organization should increase diversity and use work groups to maximally utilizing their great participation and synergy in order to boost employee and organizational performance. The organization should ensure that there is education diversity among its employees, both management employees and juniors.*

**Key words;** Diversity, Education Diversity, Employee Performance, Ethnicity Diversity

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## INTRODUCTION

Worldwide, diversity of employees has become an issue of interest both at work and in the market. For any company that wants to be more dynamic and profitable should have views that have no borders and should also assure the employees of diversity in daily running of the business and all the activities involved in everyday of the business (Childs & Losey, 2015). Globally, companies are trying to adjust themselves such that employees who have different backgrounds are able to acquire the right skills and also be supported to ensure that they are able to implement the corporate strategies (Ramirez, 2016).

Proof of inclusion as a strategy of diversity in U.S. from Human Resource Institute, the establishments of a survey of the year 2001 conducted on a thousand privately and publicly owned organizations established that 56% offered diversity training on race, sixty eight on gender, forty five on ethnicity, thirty five on age, fifty four on disability, fifty seven on sexual orientation, and twenty four on religion (Kelly, Ramirez & Brady, 2016). The performance index of the company rose by seven percent with the private sector taking the bigger share of five percent. The reason why the public sector had a low performance index is because they are reluctant in integrating diversity in the management systems .

Because of homogeneity in ethnicity of Japan and Korea, the main concern of management of diversity is based on issues related with gender. For the Korean case, based on a survey that was carried out by National Statistical Office indicated that the rate in which women take part in economic related activities rose to 48.9% in the year 2013. MoH, Welfare and Labor carried out a survey in Japan and found that there was an increase in women's participation in economic activities in the year 2014 to 48.3%. From the year 1985, it is estimated that the population of women in full time employment has stagnated at 30% of all full time employees (Magoshi & Chang, 2016).

In 1947 the Malaysian Airways was started and was later rebranded to Malaysia Airlines. It is estimated that by the year 2017, the airline had employed 20,000 employees out of whom 43% were locals i.e. Malaysians, 39% were from India, 14% from China and 4% from other ethnic backgrounds (Eugene et al., 2011). Also, 50.3% of the employees were females while the remaining were males (Eugene et al., 2017). Norway did enact a law in 2003 which made it mandatory for 40% of women to be included in publicly listed organizations and EC gave a proposition for women to have a 30 percent representation in public organizations by 2015 and 40 percent by 2016 (Christiansen, Lin, Perreira, Topalova & Turk, 2016). Reports have shown that the labor force in Europe is made up of people aged 18-65 years with 50 percent being above 50 years and another 50 percent being below 50 years (Bureau of Labor Statistics, 2017).

Because of the apartheid system through which the policies on equity were added in the constitution in the year 1998, it has enabled SA to be the leading country in Africa that has embraced diversity. Although they have advanced much in democracy, the employees are still faced with discrimination and being treated unequally. The main indicator of preserve inequality in the system is the failure of black people being represented in the top positions in public institutions and also women are not represented and the disabled are almost totally unrepresented (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2017).

According to Cross-Cultural Foundation of Uganda (2017), ethnic, political and religious diversity is posing a threat to diversity management in public organizations in Uganda. Diversity is manifested and perceived as a challenge to the workforce management; pluralism enhanced by environmental changes, individual and community initiatives, and intermarriages. The dilemma is how diversity can be integrated into the public organizations management fabric. There is also need to lobby for implementation of Equal Opportunities Act, diversity educational institutions,

political parties and cultural institutions championing diversity management.

Lobel, Kossek, and Brown (2015) explained that only 54% of women who are in their working ages are employed this is in comparison to 80% of men in the same age. The trend of women continuing to serve in domestic work and invisible care economy is still continuing. The oldest strategic industry in Egypt is the pharmaceutical which was founded in the year 1939 and has employed 39,500 employees including production employees (Ngao & Mwangi, 2016).

With introduction of the new constitution, Kenya has introduced new demographic processes. The Kenyan constitution 2010 covers the issue of provision of equal opportunities in various areas such as the economic, cultural and social aspects (Namachanja, & Okibo, 2015). There are conventions in Kenya calling for inclusion of people from any societal context which include the appointments of the public sector. In the old dispensation there were no policies that allowed the some of the conventions and treaties to take effect. The effect was that there was disproportion in the public institutions in terms of the disabled individuals, gender and ethnic. Lack of equality could be as a result of various aspects such as practices, laws and policies that favored discrimination (Waiganjo *et al.*, 2016).

The inequalities were addressed by the 2010 Constitution under Articles 10 and 232 on values of the nation and principles of governing. The article emphasizes on strong identity in the nation; leadership as well as representation that is effective; equal opportunities and resources to all; development that is sustainable; governance that is good; and protecting of the vulnerable individuals and the marginalized. It is therefore the responsibility of the management of these public institutions to ensure that their staff members represent all the citizens professionally, academically, in terms of gender, age, disability, minority, race, ethnicity, etc.

In Article 232 the constitution affords that the different communities in Kenya should be represented in the public service. Further, in Article 10 public organizations are required to ensure inclusiveness, protection of marginalized and vulnerable groups and non-discrimination. The constitution is specific on Articles 54-57 on individuals qualified for special rights of application, they include; society old members, children, disabled individuals, the youth, marginalized and minority groups.

To make sure there is representation in the public service, the constitution provides for use special techniques and affirmative action so as to promote equal employment opportunities. This can be found in Article 27 4(d) which emphasizes on non-discrimination on the other hand 27(6) provides that the government should take affirmative action addressing the challenges faced by people who might have faced discrimination in some point in their life. The appointments on people with disabilities are indicated in Article 54(2) where 5% of the employment should consider these people. The issues about youth employment are found in Article 55. Affirmative action on marginalized groups and minorities employment is emphasized in article 56(c).

The commission of National Gender and Equality was established by the 2011 Act, its roles include inter-alia, equality promotion, non-discrimination and mainstreaming gender issues, people with disabilities and marginalized individuals in national development. The Ethics Act provides for a business environment that supports diversity. Public officers are required to discharge their duties professionally and respect their colleagues in the public service. The 2015 Act focuses on values and principles. Public organization are required to ensure that both male and female, disabled persons and various ethnic groups form part of the employees in the public organizations.

According to KNBS (2015) the public sector has approximately 700, 000 employees, from various races and ethnic groups, marginalized persons,

people with disabilities and minorities. PSC survey (2013/14) revealed that the requirements of the constitution on two third rules on gender have not been implemented fully. About ethnic composition, PSC surveys have revealed that there are communities which are highly represented and others underrepresented more so from marginalized regions. Moreover, people with disabilities representation is also low (1%). This study sought to establish the influence of workforce diversity on employee performance in constitutional commissions of Kenya.

### **Statement of the Problem**

Based on the report provided by Quality Assessment and performance improvement strategy (2016) it was established that Kenyan Constitution Commission witnesses low levels of performance of their staff members which resulted to reduced levels of employee's satisfaction by 8% for the period of 2015-2016. The unsatisfactory performance was attributed to employees inability to meet deadlines and poorly done tasks due to hiring of employees who are not qualified. The recommendation of the report regarding improvement of performance and level of production it also suggested that the commission should overhaul its practices of HR mainly regarding training of employees in new technology, empowerment of youth and eliminating discrimination, biasness and favors at work environment.

According to NCIC (2016) report on audit it was established that the commission displayed inequality in race and ethnically. From the report it was established that out of 42 tribes in the country, only 10% take around 88% and twenty tribes combined do not constitute even 1% of the entire workforce. This implies that the public resources like salaries only benefit few communities which greatly affects the growth of the country and also affects the unity of the country and also a key cause of unfair delivery of services, (NCIC, 2016).

Various studies (Dessler, 2016; Bekele, 2015; Nyambergera, 2017; Barlow *et al.*, 2016) have

focused on various aspects of diverse workforce diversity and furthermore they appreciate the issue of staff performance and the rate of non-performance of organizations that is alarming because of diverse workforce. The studies were conducted in different contexts and nations. This study sought to fill the research gap by establishing the influence of workforce diversity on employee performance in constitutional commissions of Kenya.

### **Objectives of the study**

The general objective of this study was to establish the influence of workforce diversity on employee performance in constitutional commissions of Kenya.

The study was guided by the following objectives;

- To establish the influence of ethnicity diversity on employee performance in constitutional commissions of Kenya
- To examine the influence of education diversity on employee performance in constitutional commissions of Kenya

The study answered the following research questions

- H<sub>A1</sub> Ethnic diversity has a positive significant influence on employee performance in constitutional commissions of Kenya
- H<sub>A2</sub> Education diversity has a positive significant influence on employee performance in constitutional commissions of Kenya

## **LITERATURE REVIEW**

### **Theoretical Framework**

#### **Standpoint Theory**

Hoobler *et al* (2016) gave a suggestion of a way to comprehend co-cultural relations; he indicated that exploration of subordinate employees is needed. Co-cultural theory gives a framework whereby the views of the marginalized people regarding the association of the dominating and the non-dominating groups in a particular society can be assessed. The theory indicates that a perspective that differs is brought to an organization by marginalized groups, this perspective challenge



status quo because the organization had already created their own social world and therefore it will be different from dominating group (De Pree, 2004). Despite the fact that dominating team will be more powerful, a leader who is transformational will support the coexistence of conflicting standpoints which will lead to conflict ensuing. Conflicts will create a challenge regarding the way things are performed, ideas brought to the table and issues that hadn't been looked at in various ways. This theory provides voice to those able to see pattern in behaviour not acknowledged by those immersed in the culture (Allen, 2004).

Eradication of group think which arise in a non-heterogeneous group can be achieved by the unique and varying standpoints. Scot Page's (2007) in his research on homogeneous groups indicated that workforce diversity isn't easy and that there are various challenged that are faced in the struggle to have an inclusive work environment with diverse thoughts and ideas.

The organization should employ individuals from various ethnic groups. This ensures the interaction of people from different ethnic group. Hence it's easy for comprehend their colleagues and work in harmony as a team. The theory agrees with ethnicity diversity by linking standpoint theory with how employees perform in constitutional commissions of Kenya.

### **Information and Decision-Making Theory**

Various researches have been done on the issue of information and decision-making in teams and it was established that who makes up the team will significantly affect the way the team will take in the information, communicate, and decide (Gruenfield, 1996; Wittenbaum & Stasser, 1996). The expectation of majority of the people might be that diversity and outcomes are negatively related. This theory holds the argument that because of diversity, communication and collaborations will break downs, and it also causes issues in the process of reaching decisions and generating information.

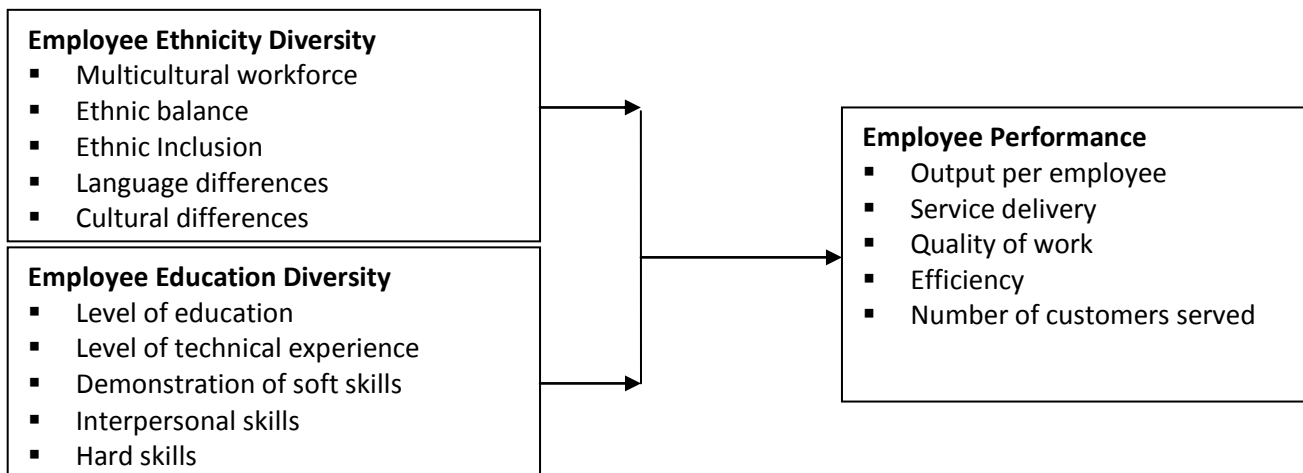
Existing literature regarding how teams handle information and make decisions reveal that, for coming up with information and reaching decisions, if the processes are faulty due to low levels of homogeneity are overcome by the advantage of creativity, great ideas and a vast variety of information (Tziner & Eden, 1985). Researches done have established that despite the negative effects of diversity in organizations, those organizations that have diversified workforce still have increased level of information (Ancona & Caldwell, 1992; Jehn, 1997; Zenger & Lawrence, 1989). Diversity is the source of various perspectives which enables an organization to be highly effective, as acted as the main reason why diversity is viewed as organizational resources as well as strength (Adler, 2003; Dobbs, 1998; Thomas, 1990).

It is very important to put into consideration the type of task to be performed when trying to establish if it is appropriate to depend on certain information in establishing how the outcome will relate with diversity. For instance, there is less likelihood that a task requiring less interaction with groups will find diversity to be beneficial (Adler, 2003). Since the knowledge of information and being creative assists a little, the likelihood that it won't be greatly beneficial in offsetting the faulty work done because of non-homogeneous team is high. Whenever the issue is solving complicated issues, generation some ideas that are creative or innovative or create a new product then diversity has the highest likelihood of producing positive results. In such cases the availability of variety of information and viewpoints then the higher the chances that the team will reach optimal solution.

A 2<sup>nd</sup> caveat is that most of the researches that are concerned with making decisions and information in groups are based on diversity in education and not on ethnic (Ancona & Caldwell, 1992; Bantel & Jackson, 1989; Pelled *et al.*, 1999). Very few works apply the use of this theory to come up with nonnegative hypothesis regarding performance and ethnic diversity. Cox *et al.* (1991) applied the use of individualism/collectivism value divide to imply that

organizations will benefit and attain synergy through ethnic diversity. A number of studies have used similar framework in testing of hypotheses that is associated with information and making of decision, but there is very little literature related with the same topic (McLeod & Lobel, 1992; Watson *et al.*, 1993).

People with different education level have different level of knowledge. When the different contributions are put together then performance will improve. The theory supports the variable of education diversity by linking the Information and Decision-Making Theory to employee performance in constitutional commissions of Kenya



**Independent Variables**

**Dependent Variable**

**Figure 1: Conceptual Framework**

**Empirical Review**

In the 90s, the focus was on attaining a multicultural workforce and it was a success since in this era it has picked the pace (Zgourides, Johnson & Watson, 2016; Milliken & Martins, 2016; Nemetz & Christensen, 2016). Due to the increase in diversity, work groups have been greatly used with the intention of maximally utilizing their great participation and synergy in order to boost employee and organizational performance. Workforce has become greatly mixed in terms of gender, age, ethnicity, parallel interest this has led to increased effect of diversity in learning institutions (Zgourides *et al.*, 2016). A rise in cultural diversity in organization due to increased diversity in the society has also pervaded into family, education and religion.

Zgourides *et al.* (2016) indicated that various cultural traits could be predicted and having various views that are ethnically distinct in solving problems

whose outcome is improved performance of the teams once the leaders learn how to utilize the differences. Timmermans, Ostergaard, and Kristinsson, Candi and Sæmundsson (2017) established a successful innovation is the one that involve interaction and communicating with workers of an organization and draws on various good qualities in them from all the workers in various organizational positions. Diversity in based on characters like ethnicity, gender, nationality and age and they have the ability to negatively affect the company. Those individuals who do not belong to the dominant team can be less satisfied with the job, be less committed, and have issues with ID and perception of discrimination (Timmermans *et al.*, 2017; Milliken & Martins, 2016). As these minorities grow, the issues they were encountering will be solved.

Tracy and David (2017) established that organizations usually do not employ those

individuals who are seen as not having adequate experience, training or education. Consequently, it means that educational background is of importance to workers; they cannot secure a job and perform well if they lack proper education. Aside from that, Daniel (2019) established that various levels and also type of education can have varying rates of mobility. For instance, the position available for those individuals who have work experience and don't have tertiary paper might be different from that of those with same level of education but with tertiary paper. Mobility might be different across those occupations, which might cause mobility of people having experience at work to differ from that of those without any work experience but have a degree certificate.

Daniel (2019) in his study established that the productivity of people depend on their educational level. Higher levels of education imply high productivity. Glaeser, Scheinkman and Shleifer (2015) revealed a higher percentage of educated workers mean that there will be an increase in growth of the economy. However, Zeng, Zhou, and Han (2019) established that high-level managers with high levels of educational levels and workers work experience is 11-15 have displayed a decrease in how they perform since they have lacked space to develop and thus temporary disengagement occurs. There is a greater likelihood that employees with low educational qualifications will suffer inferiority complex which could greatly affect their performance levels (Eduard, 2015). He added that those employees could persistently feel inferior. Those employees tend to feel insecure socially and their confidence levels at work drops. Experts have indicated that variation in educational qualification positively affects performance of teams because it provides a wider range of cognitive skills (Cohen & Bailey, 2015). Organizations absorptive capacity tend to increase with varying knowledge structure which is reflected in diversified levels of education (Cohen & Levinthal, 2015).

## METHODOLOGY

Research design adopted was descriptive cross-sectional survey. Cooper and Schindler (2008) indicated that this type of studies is done one time. For this study the targeted population was 15 Kenyan Constitution Commission. Staff at the headquarters located in Nairobi was the population for the study. The population for the study was 623 managerial level employees who were working at Constitutional commissions head offices. The reason why managerial level employees were selected is because they had the information that was needed in this study. In this study 623 employees at different managerial positions currently employed at headquarters of constitutional commissions in Kenya formed the sampling frame. The study used the Krejcie and Morgan (1970) formula to determine the sample size of 244. This study used the technique of stratified random sampling in selecting the sample. Questionnaire was used as the main tool for gathering data. The study adopted the Mixed methods data analysis method where inferential and descriptive analysis were performed. Both quantitative and qualitative data was collected. Quantitative data collected was analysed using descriptive statistics techniques. Content analysis was used to analyze qualitative data. Before the data was analysed, coding, cleaning and grouping of the data was done as per their variables.

Pearson R correlation was used to measure strength and the direction of linear relationship between variables. Multiple regression models were fitted to the data in order to determine how the predictor variables affect the response variable. This study used a multiple regression model to measure the influence of workforce diversity on employee performance in constitutional commissions of Kenya. To determine any causal relationship, multiple linear regression analysis was conducted.

The overall model was  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$

$Y$  = Employee performance

$X_1$  = Gender Diversity

$X_2$  = Age Diversity



$\beta_1, \beta_2$ , are regression coefficients to be estimated  
 $\varepsilon$ = Error term  
 $\beta$  = the beta coefficients of independent variables

## RESULTS AND DISCUSSIONS

The study selected a sample of 244 managerial level employees who were working at Constitutional commissions head offices. All selected respondents were issued with questionnaires for data collection but the researcher was able to receive back only 217 questionnaires. According to Mugenda and Mugenda (2013), a response rate of 50% and above is good for analysis and reporting, that of 60% is sufficient while 70% and above is excellent. Therefore, since our response rate was above 70% it was considered to be excellent and was used for further analysis and reporting.

### Descriptive Results

#### Ethnicity Diversity

This study investigated whether there is a relationship between ethnicity diversity and employee performance in constitutional commissions of Kenya. From the findings presented in Table 1, majority respondents agreed on statement relating with ethnic diversity. On multicultural workforce 73.7% agreed that the company attracts and hires individuals from the minority groups (M=4.007); 73.7% agreed that a multicultural workforce promotes creativity in the organization since they approach work differently (M=3.902); and 69.1% that the organization employs individual from different cultural backgrounds (M=3.817). Regarding ethnic background, 61.9% respondents agreed that the organization employ individuals from different ethnic background (M=3.975); 73.7% agreed that employees from different ethnic groups interact well in the organization (M=3.902); and 77% that employees from different ethnic background are treated equally (M=3.830).

On ethnic inclusion, 71% respondents agreed that the organization provides the minority with chances to grow and advance (M=3.955); 78.8% agreed that the organization provides the minority with chances

to grow and advance (M=3.902); and 72.4% that the organization is concerned with culture, value and custom of its staffs (M=3.836). On language differences, 78.8% respondents agreed that having employees from different language groups has ensured fewer internal disputes and grievances (M=3.975); 88.9% that the organization hire employees from different language groups (M=3.948); and 82.9% that employees from different language groups think in more objective and factual ways which helps focus energy on firm goals (M=3.817). Regarding cultural differences, 85.3% respondents agreed that employees from diverse culture bring novel skill-sets that allow for team members to work more efficiently at accomplishing a task (M=3.968); 83.4% that employees from diverse culture brings about new ways of thinking and ideas (M=3.790); and 94.5% that cultural diversity improves accessibility to new and diverse customer markets (M=3.942).

Respondents also gave other ways in which ethnicity diversity affect employee performance in constitutional commissions of Kenya. Because of increased diversity, work groups have been greatly used with the intention of maximally utilizing their great participation and synergy in order to boost employee and organizational performance. They explained that various cultural traits could be predicted and have different ethnically distinct views in solving problems; once leaders learn how to utilize these differences, the result will be improved performance of teams.

The study findings concurs with Hoogendoorn and Van Praag (2016) that moderate impact of diversity do not impact the way the group performs in terms of the results of the business but if majority of team members are diverse then ethnic diversity will positively affect the way the group performs; the data suggested that the positive impact could be associated with diversified pool of knowledge which facilitates learning in the ethnically diverse groups.

**Table 1: Ethnicity Diversity and Employee Performance**

Statement	1 %	2 %	3 %	4 %	5 %	Mean	Std. Dev.
<b>Multicultural workforce</b>							
The company attracts and hires individuals from the minority groups	3.2	1.8	3.2	73.7	18.0	4.007	1.251
The organization employs individual from different cultural backgrounds	4.6	4.6	8.8	69.1	13.4	3.817	1.142
A multicultural workforce promotes creativity in the organization since they approach work differently	3.2	3.2	6.5	73.7	13.4	3.902	1.235
<b>Ethnic background</b>							
The organization employ individuals from different ethnic background	4.6	1.8	4.6	69.1	19.8	3.975	1.169
Employees from different ethnic groups interact well in the organization	3.2	3.2	6.5	73.7	13.4	3.902	1.235
Employees from different ethnic background are treated equally	3.2	3.2	8.8	77.0	7.8	3.830	1.300
<b>Ethnic Inclusion</b>							
The company attracts and hires individuals from minority groups	3.2	4.6	1.8	78.8	11.1	3.902	1.345
The organization provides the minority with chances to grow and advance	3.2	4.6	3.2	71.0	18.0	3.955	1.199
The organization is concerned with culture, value and custom of its staffs	4.6	1.8	9.7	72.4	11.1	3.836	1.207
<b>Language differences</b>							
The organization hire employees from different language groups	1.8	1.8	1.4	88.9	6.0	3.948	1.547
Employees from different language groups think in more objective and factual ways which helps focus energy on firm goals	3.2	5.1	3.2	82.9	5.5	3.817	1.428
Having employees from different language groups has ensured fewer internal disputes and grievances	1.8	4.1	1.8	78.8	13.4	3.975	1.345
<b>Cultural differences</b>							
Employees from diverse culture brings about new ways of thinking and ideas	4.1	6.0	1.8	83.4	4.6	3.790	1.445
Employees from diverse culture bring novel skill-sets that allow for team members to work more efficiently at accomplishing a task	1.4	3.2	1.4	85.3	8.8	3.968	1.477
Cultural diversity improves accessibility to new and diverse customer markets	1.4	1.8	0.0	94.5	1.8	3.942	1.676

**Education Diversity**

This study investigated whether there is a relationship between education background diversity and employee performance in constitutional commissions of Kenya.

The findings in Table 2 showed that 69.1% respondents agreed with statements on level of education that employees are recruited in the

position they are qualified (M=3.961); 73.7% agreed that employees are able to work in harmony with other employees in the organization (M=3.836); and 74.2% that employees help each other in solving work problems that may arise (M=3.803). Regarding level of technical experience, 74.2% respondents agreed that the employees have knowledge in data management (M=4.021); 72.4% that employees

have knowledge on specific computer programs (M=3.896); and 72.4% that the employees have information on technology skills (M=3.836).

On demonstration of soft skills, 73.7% respondents agreed that employees help their fellow colleagues in solving problems (M=3.902); 69.1% agreed that the employees work as a team with their colleagues (M=3.810); and 70.5% that employees are self-motivated hence they are able to work under minimal supervision (M=3.738). On demonstration of interpersonal skills, 73.4% respondents agreed that employees are able to interact well with their colleagues (M=3.994); 73.7% agreed that employees work in teams to identify, define and solve problems and make decisions about the best course of action (M=3.869); and 69.1% that employees are able to communicate effectively in their teams (M=3.777).

Regarding demonstration of hard skills, 69.1% respondents agreed that employees with good communication skills are hired (M=3.948); 73.7% agreed that employees with good problem solving skills are hired (M=3.869); and 70.5% agreed that employees with computer skills are hired (M=3.698).

Respondents gave other ways in which education background diversity affect employee performance in constitutional commissions of Kenya. They explained that their level of education will determine the promotions one will get. They also explained that employees with high levels of education are seen to be more productive compared to their counterparts with low levels of education. In addition, employees with low level of education sometimes feel inferior, socially insecure and their confidence levels drop and therefore their performance is negatively affected.

The study findings are in agreement with Namachanja and Walter (2015) that policies of hiring in the company are in support of selection of managers of both genders, and learning and effectiveness are the main motivators for the company to attain diversity management programs in both public and private institutions. Also staff members' confidence, skills, staff training and exposure greatly determines the way the company will perform. As the company tries to improve their performance, they respect diversity in age and solve problems that arise equally.

**Table 2: Education Background Diversity and Employee Performance**

Statement	1	2	3	4	5	Mean	Std. Dev.
	%	%	%	%	%		
<b>Level of education</b>							
Employees are recruited in the position they are qualified	1.4	4.6	7.8	69.1	17.1	3.961	1.149
The employee are able to work in harmony with other employees in the organization	4.6	3.2	7.4	73.7	11.1	3.836	1.234
The employees help each other in solving work problems that may arise	4.6	4.6	6.5	74.2	10.1	3.803	1.248
<b>Level of technical experience</b>							
The employees have information technology skills	3.2	3.2	7.8	77.4	7.8	3.836	1.313
Employees have knowledge on specific computer programs	4.6	0.0	9.7	72.4	13.4	3.896	1.210
The employees have knowledge in data management	3.2	1.4	3.2	74.2	18.0	4.021	1.265
<b>Demonstration of soft skills</b>							
The employees work as a team with their colleagues	4.6	5.1	7.8	69.1	13.4	3.810	1.142
The employees help their fellow colleagues in solving problems	3.2	3.2	6.5	73.7	13.4	3.902	1.235
Employees are self-motivated hence they are able to	6.5	3.2	9.7	70.5	10.1	3.738	1.168

work under minimal supervision

**Demonstration of interpersonal skills**

Employees are able to interact well with their colleagues	3.2	3.2	1.8	73.7	18.0	3.994	1.253
Employees are able to communicate effectively in their teams	4.6	8.8	4.6	69.1	13.4	3.777	1.146
Employees work in teams to identify, define and solve problems and make decisions about the best course of action.	3.2	6.5	3.2	73.7	13.4	3.869	1.239

**Demonstration of hard skills**

Employees with computer skills are hired	6.0	9.7	3.2	70.5	10.6	3.698	1.173
Employees with good communication skills are hired	4.6	4.6	1.8	69.1	19.8	3.948	1.172
Employees with good problem solving skills are hired	3.2	6.5	3.2	73.7	13.4	3.869	1.239

**Employee Performance**

This study investigated employee performance in constitutional commissions of Kenya.

The findings presented in Table 3 showed that 74.2% respondents agreed that over the past five years, performance of employees has improved (M=4.021); 69.6% that age diversity in organizations has improved employee performance (M=3.988); 73.7% that highly performing workers get promotions easily in a company than lower performers (M=3.902); 73.7% that education diversity in the organization has helped to improve performance in the organization (M=3.902); 77.4%

that social diversity has improved levels of employee performance in their organization (M=3.836); 69.1% that the company rewards employees for their good performance (M=3.810); and 70.5% that gender diversity in their organization has resulted to improved performance among employees (M=3.738).

The study findings concur with Sabwami (2018) that low performance and not accomplishing the set objectives may be experienced as disappointing or even as an individual disappointment and that highly performing workers get promotions easily in a company than lower performers.

**Table 3: Employee Performance in Constitutional Commissions of Kenya**

Statement	1	2	3	4	5	Mean	Std. Dev.
Over the past five years, performance of employees has improved	3.2	1.4	3.2	74.2	18.0	4.021	1.265
Age diversity in organizations has improved employee performance	4.6	1.4	4.6	69.6	19.8	3.988	1.182
Highly performing workers get promotions easily in a company than lower performers	3.2	3.2	6.5	73.7	13.4	3.902	1.235
Education diversity in the organization has helped to improve performance in the organization	3.2	3.2	6.5	73.7	13.4	3.902	1.235
Social diversity has improved levels of employee performance in our organization	3.2	3.2	7.8	77.4	7.8	3.836	1.313
The company rewards employees for their good performance	4.6	5.1	7.8	69.1	13.4	3.810	1.142
Gender diversity in our organization has resulted to improved performance among employees	6.5	3.2	9.7	70.5	10.1	3.738	1.168

### Inferential Results

Relationship between study variables was determined by computing inferential statistics. The study computed correlation and regression analysis.

### Correlation Results

Pearson R correlation was used to measure strength and the direction of linear relationship between variables. The association was considered to be: small if  $\pm 0.1 < r < \pm 0.29$ ; medium if  $\pm 0.3 < r < \pm 0.49$ ; and strong if  $r > \pm 0.5$ . The findings presented in Table 4 showed that ethnicity diversity strongly and positively correlated with performance of

employees in constitutional commissions in Kenya ( $r=0.846$ ,  $p=0.000$ ); education diversity was also seen to have strong positive correlation with performance of employees in constitutional commissions in Kenya ( $r=0.808$ ,  $p=0.000$ ). Based on these findings it can be seen that all the variables (ethnicity diversity, and education background diversity) had significant relationship with performance of employees in constitutional commissions in Kenya.

**Table 4: Correlations**

Variables		Employee Performance	Ethnicity Diversity	Education Diversity
Employee Performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	217		
Ethnicity Diversity	Pearson Correlation	.846**	1	
	Sig. (2-tailed)	.000		
	N	217	217	
Education Background Diversity	Pearson Correlation	.808**	.668**	1
	Sig. (2-tailed)	.000	.000	
	N	217	217	217

### Multiple Regression Analysis

Multiple regression models were fitted to the data in order to determine how the predictor variables affect the response variable. This study used a multiple regression model to measure the influence of workforce diversity on employee performance in constitutional commissions of Kenya. It was also used to test research hypothesis 1-2.

### Model Summary

A model summary is used to show the amount of variation in the dependent variable that can be explained by changes in the independent variables. From the findings presented in Table 5, model 1 showed that the value of adjusted R square is

0.772. This suggested that 77.2% variation in employee performance in state corporations in Kenya can be explained by changes in education background diversity and ethnicity diversity. The remaining 22.8% suggests that there are other factors that can be used to explain variation in employee performance in state corporations in Kenya that were not discussed in this study. The findings also show that the independent variables (education background diversity and ethnicity diversity) and the dependent variable (employee performance) are strongly and positively related as indicated by correlation coefficient value (R) of 0.881.

**Table 5: Model Summary for Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881 <sup>a</sup>	.776	.772	0.13919

a. Predictors: (Constant), Education Background Diversity , Ethnicity Diversity



### Analysis of Variance

Analysis of variance is used to test the significance of the model. The significance of both models, un-moderated and the moderated regression models were tested at 5% level of significance. For the un-moderated regress model, model 1, the significance of the model was 0.000 which was less than the selected level of significance 0.05. This therefore

suggested that the model was significant. The findings further showed that the F-calculated value (21.515) was greater than the F-critical value ( $F_{5,211}=2.257$ ); this suggested that the variables, education background diversity and ethnicity diversity can be used to predict employee performance in state corporations in Kenya.

**Table 6: ANOVA for Regression Analysis**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	139.050	2	27.810	21.515	.000 <sup>b</sup>
Residual	272.731	211	1.293		
Total	411.781	216			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Education Background Diversity , Ethnicity Diversity

### Beta Coefficients of the Study Variables

The beta values that were developed were used to fit regression equations; the moderated and the un-moderated. For the regression equations fitted,  $Y$  = Employee performance;  $X_1$  = Ethnicity Diversity;  $X_2$  = Education Diversity;

From the findings of the first model, model 1, the following regression equation was fitted;

$$Y = 0.920 + 0.335X_1 + 0.205X_2$$

From the equation above, it can be observed that when the rest of the variables (education background diversity and ethnicity diversity) are held to a constant zero, employee performance in state corporations in Kenya will be at a constant value of 0.920.

The first hypothesis was:  $H_{A1}$  Diverse Ethnic positively and significantly affects performance of staff members in Kenyan constitutional commissions

The findings also show that ethnic diversity has significant ( $p$ -value=0.021<0.05) influence on employee performance in state corporation in Kenya. Furthermore, ethnic diversity is seen to have positive influence on employee performance ( $\beta$ =0.335). The findings suggest we accept the null hypothesis  $H_{A1}$  and conclude that diverse Ethnic positively and significantly affects performance of

staff members in Kenyan constitutional commissions. The findings disagree with Pitts and Jarry (2015) that increasing diversity levels could result to difficulty in the process of orienting and could have negative impacts on results that relate to work.

The second research hypothesis tested was:  $H_{A2}$  Education diversity positively and significantly affects performance of staff members in Kenyan constitutional commissions

Regarding education background diversity, the study findings show that education background diversity has significant influence on employee performance in state corporations in Kenya ( $p$ -value=0.030). The findings also show that education background diversity has positive influence on employee performance ( $\beta$ =0.205). The findings suggest we accept the null hypothesis  $H_{A2}$  and conclude that education diversity positively and significantly affects performance of staff members in Kenyan constitutional commissions. These findings concurs with Namachanja and Walter (2015) that staff members' confidence, skills, staff training and exposure greatly determines the way the company will perform

**Table 7: Coefficients for Regression Analysis**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.920	0.081		11.358	0.000
Gender Diversity	0.388	0.084	0.032	4.619	0.029
Age Diversity	0.784	0.127	0.429	6.173	0.007
1 Ethnicity Diversity	0.335	0.073	0.231	4.589	0.021
Education Background Diversity	0.205	0.049	0.209	4.184	0.030
Social Diversity	0.505	0.065	0.215	7.769	0.003

a. Dependent Variable: Employee Performance

### CONCLUSIONS AND RECOMMENDATIONS

The study concluded that diverse Ethnicity positively and significantly affects performance of staff members in Kenyan constitutional commissions. This was based from the findings that ethnic diversity has significant influence on employee performance. Furthermore, ethnic diversity was found to have positive influence on employee performance. Ethnic diversity had a strong positive correlation with performance in state corporations.

Regarding education background diversity, the study concluded that education diversity positively and significantly affects performance of staff members in Kenyan constitutional commissions. The study had found that education background diversity has significant influence on employee performance in state corporations in Kenya. The findings also showed that education background diversity has positive influence on employee performance. Education diversity had a strong positive correlation with performance in state corporations.

It is important for the organization to ensure that there is age diversity among employees. It is also important for the organization to provide favorable environment and working conditions for employees depending on their age. With age comes experience and also young individuals are more innovative and adopt fast to new technology. Depending on the objective of the organization, the organization should select employees of appropriate age to suit

the position they have created. State Corporation in Kenya should ensure there is ethnic diversity in the organization; this will increase employee performance. The organization should increase diversity and use work groups to maximally utilizing their great participation and synergy in order to boost employee and organizational performance.

The organization should ensure that there is education diversity among its employees, both management employees and juniors. Employees with high levels of education have more expertise and can assist and guide those with low levels of education. It is also important for the organization to ensure that employees are assigned duties that fit their skill.

Shaping of knowledge is ensured by the social networks. The study therefore recommends the organization to have aspects of social capital: believing the people will not share the knowledge with other people that cannot be trusted. The study established that sharing of knowledge could be inhibited by the culture of the company, it's therefore important for the organization to adopt a culture that allows information sharing.

Policy makers in state corporations should set a strong example for diversity in the workplace by having policies that make management accountable for promoting inclusion. Hire managers based on their accomplishments and show the staff that gender, age and ethnic background have nothing to do with succeeding at the company.

The study also recommends policy makers to establish a diversity policy that includes a requirement that the board of directors; establish measurable objectives for achieving greater gender

diversity; and assess annually both the measurable objectives for achieving gender diversity and the progress in achieving them.

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