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 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 will 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.

Keywords: Education Diversity, Employee Performance, Ethnicity Diversity

1. Ethnicity Diversity

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.

2. Education Diversity

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).

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.

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 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.

3. Statement of the Problem

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; Nyambegera, 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.

4. 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

i. To establish the influence of ethnicity diversity on employee performance in constitutional commissions of Kenya

ii. To examine the influence of education diversity on employee performance in constitutional commissions of Kenya

5. Research Hypotheses

The study was guided by the following questions

i. H_{A1} Ethnic diversity has a positive significant influence on employee performance in constitutional commissions of Kenya

ii. H_{A2} Education diversity has a positive significant influence on employee performance in constitutional commissions of Kenya

6. Conceptual Framework

Conceptual framework is a plan of idea (factors) operationalized by a researcher with the end goal to accomplish the set targets (Mugenda & Mugenda, 2003). It clarifies the connection among predictor and response variables. In this examination the conceptual framework will show the independent variables which are ethnicity, education, and employee performance. This is as shown in Figure 1:

Independent Variables   **Dependent Variable**

Employee Ethnicity Diversity
- Multicultural workforce
- Ethnic balance
- Ethnic Inclusion
- Language differences
- Cultural differences

Employee Education Diversity
- Level of education
- Level of technical experience
- Demonstration of soft skills
- Interpersonal skills
- Hard skills

Employee Performance
- Output per employee
- Service delivery
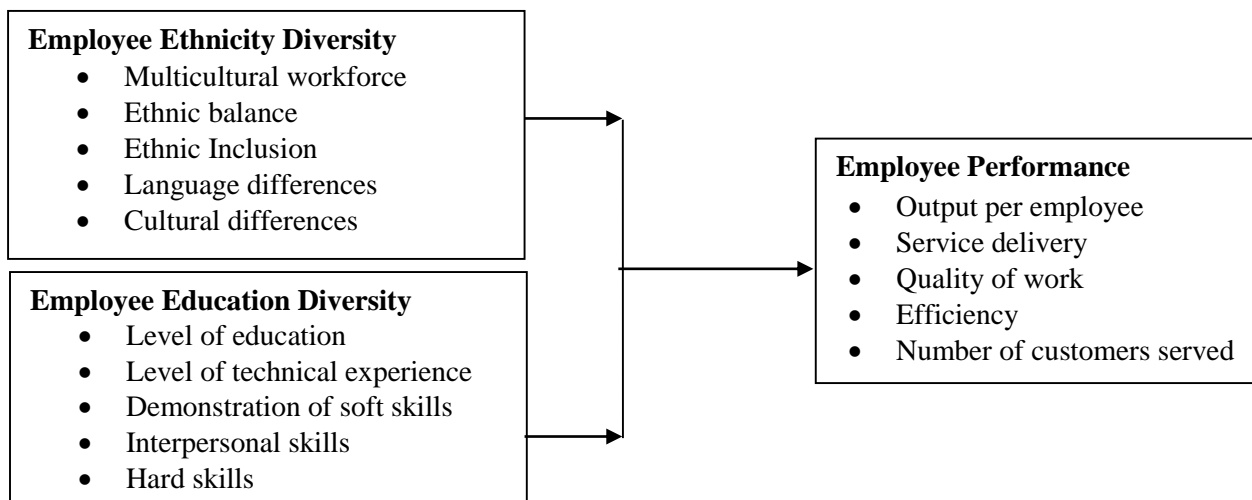- Quality of work
- Efficiency
- Number of customers served

Figure 1: Conceptual Framework

7. Research Methodology

The study adopted a descriptive cross-sectional survey. Targeted population was 15 Kenyan Constitution Commission staff at the headquarters located in Nairobi. 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 too 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

8. Descriptive Results

In this section the study presents findings on Likert scale questions where respondents were asked to indicate their level of agreement or disagreement with various statements that relate with the influence of workforce diversity on employee performance.

Ethnicity Diversity

This subsection is concerned with investigation of whether there is a relationship between ethnicity diversity and employee performance in constitutional commissions of Kenya. From the findings presented in Table 3, 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.
Multicultural workforce							
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
Ethnic background							
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
Ethnic Inclusion							
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

Language differences							
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
Cultural differences							
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 subsection is concerned with investigation of whether there is a relationship between education background diversity and employee performance in constitutional commissions of Kenya.

The findings in Table 2 show 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.
Level of education							
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
Level of technical experience							
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
Demonstration of soft skills							
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 work under minimal supervision	6.5	3.2	9.7	70.5	10.1	3.738	1.168
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 subsection is concerned with investigation of employee performance in constitutional commissions of Kenya.

The findings presented in Table 3 show that; 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); and 69.1% that the company rewards employees for their good performance (M=3.810).

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.
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

9. Inferential Results

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

Correlation Results

Pearson R correlation wad used to measure strength and the direction of linear relationship between variables. The association was considered to be: small if $\pm0.1 < r < \pm0.29$; medium if $\pm0.3 < r < \pm0.49$; and strong if r> ±0.5. The findings presented in Table 4 show 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
	Pearson Correlation	1		
Employee Performance	Sig. (2-tailed)			
	N	217		
	Pearson Correlation	.846**	1	
Ethnicity Diversity	Sig. (2-tailed)	.000		
	N	217	217	
	Pearson Correlation	.808**	.668**	1
Education Background Diversity	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 show that the value of adjusted R square is 0.772. This suggests 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[a]	.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 is less than the selected level of significance 0.05. This therefore suggests that the model was significant. The findings further show that the F-calculated value (21.515) was greater than the F-critical value ($F_{5,211}=2.257$); this suggests 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.
	Regression	139.050	2	27.810	21.515	.000[b]
1	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 (β=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 (β=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
1 Age Diversity	0.784	0.127	0.429	6.173	0.007
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

10. Conclusions

The study concludes 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 concludes 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.

11. Recommendations

Managerial Recommendations

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 Recommendations

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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