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Relationship between Educational Diversity and the Performance of the County Governments in Kenya

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Abstract

Purpose: County governments continue to experience performance disparities, largely attributed to ineffective management of employee diversity. This study aimed at examining the relationship between educational diversity and organizational performance of county governments in Kenya.

Methodology: The study was anchored on the human capital theory and adopted positivist research philosophy and descriptive correlational research design. The target population includes 3,055 county government employees from 47 counties, encompassing management and technical staff across key departments. A sample size of 384 is determined using Fisher's formula, with proportionate stratified sampling ensuring representation across job categories. Data was collected using a semi-structured questionnaire combining closed-ended Likert-scale items and open-ended questions to capture both quantitative and qualitative insights. A pilot study with 38 participants tested the instrument's validity and reliability, and necessary adjustments were made based on feedback. Quantitative data were analyzed using descriptive statistics to summarize the data and inferential statistical techniques, including correlation analysis and multiple regression analysis. Hypothesis testing was carried out using F and t-tests, $p < 0.05$ to establish the statistical significance of the relationship between education diversity and organizational performance.

Findings: The results were presented using tables and charts for clarity and interpretation. The study found that education diversity has a positive and significant relationship with the organizational performance of county governments in Kenya.

Unique Contribution to Theory, Practice and Policy: The study recommends that the management of county governments should strengthen education diversity by promoting the recruitment and retention of employees with varying levels of education to enhance organizational effectiveness.

Keywords: Education Diversity, Organizational Performance, Service Delivery, Infrastructure Development

JEL Classification Codes: I23, M54, L32, H83

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INTRODUCTION

Employee diversity in the public sector enhances organizational effectiveness, promotes inclusive service delivery, and supports innovation in policy development and implementation (Ali, Appana & Narayan, 2023). A workforce composed of individuals with diverse educational backgrounds, generational perspectives, functional expertise, and varying levels of tenure brings a broad range of ideas, experiences, and problem-solving approaches that are vital for addressing complex and evolving public needs (Ricucci, 2021). In a decentralized governance context, such diversity ensures that public institutions are more reflective of the populations they serve, thereby increasing trust, equity, and citizen engagement (Hofhuis, 2022). Furthermore, diverse teams are better equipped to navigate socio-political complexities, improve decision-making, and adapt to local contexts, ultimately leading to improved service quality and stronger institutional performance (Ishaq & Hussain, 2022). Employee diversity encompasses generational diversity, functional diversity, tenure diversity, and educational diversity. This study, however, focuses specifically on educational diversity.

Educational diversity equips teams with a broader knowledge base, enabling innovative problem-solving and data-informed decision-making in complex public service environments (Mickson, Anlesinya & Malcarm, 2021). A mix of academic disciplines fosters cross-pollination of ideas, which can improve policy formulation and service delivery (Raut & Gokhale, 2021). Conversely, limited educational diversity may constrain organizational performance by encouraging homogeneous thinking, reducing technical capacity, limiting the interpretation of complex policy and development data, and weakening innovation in addressing emerging public sector challenges. Such limitations may result in ineffective planning, poor resource allocation, and reduced responsiveness to citizens' diverse needs. Additionally, educational diversity promotes collaborative learning, reduces professional silos, and supports evidence-based governance by integrating diverse analytical perspectives (Ekejiuba et al., 2023) across public sector institutions. Consequently, organizations with diverse educational backgrounds are better positioned to improve accountability, transparency, resource utilization, and long-term sustainability in public service delivery.

Globally, educational diversity enhances public sector performance by integrating employees with varied academic qualifications such as law, economics, engineering, IT, and social sciences, thereby strengthening analytical capacity and policy innovation. In the United Kingdom and Australia, educational diversity within civil service systems supports interprofessional collaboration and improves evidence-based policymaking (White et al., 2021; Löfgren et al., 2022). Similarly, in Sweden and New Zealand, multidisciplinary teams drawn from diverse academic backgrounds have been instrumental in improving service delivery in sectors such as health, education, and infrastructure (Smith, 2020). In West Africa, particularly Nigeria and Ghana, educational diversity is increasingly linked to effective public sector reform and institutional performance (Asare Obeng et al., 2025). Across East Africa, including Uganda and Rwanda, strengthening educational and functional diversity has enhanced administrative efficiency and inclusive governance (Simson, 2019; Mori & Richard, 2020). These international experiences demonstrate that educational diversity strengthens organizational performance by

broadening technical expertise, improving policy analysis, and enhancing the capacity of public institutions to solve complex governance challenges.

In Kenya, educational diversity within the public sector significantly enhances performance under the devolved system of government by equipping county administrations with a wide range of professional competencies and knowledge bases (Lekaitau & Juma, 2023). Counties that employ staff with varied educational backgrounds, including health, agriculture, engineering, finance, IT, and public administration, are better positioned to deliver specialized and responsive services to citizens (Kerubo, 2023). This multidisciplinary mix strengthens problem-solving capacity and promotes evidence-based decision-making in budgeting, infrastructure development, and service delivery (Nguta & Omuya, 2024). Moreover, educational diversity improves efficiency and public financial management, particularly where highly trained professionals are effectively integrated into county systems (Kimani, 2023). However, counties characterized by limited educational diversity or an overreliance on similar educational backgrounds may experience inadequate technical capacity, reduced innovation, weak evidence-based decision-making, and an inability to effectively address increasingly complex development challenges. These mechanisms contribute to disparities in organizational performance and service delivery across counties. Despite these benefits, disparities in staff qualifications, uneven distribution of skilled personnel across counties, and limited alignment between training and job requirements remain key gaps. This study therefore examines the relationship between educational diversity and the performance of county governments in Kenya.

Statement of the Problem

Despite the promise of devolution in Kenya to enhance equitable development and efficient service delivery (Onsongo & Juma, 2025), county governments continue to face performance disparities linked to how employee diversity is managed (Koech & Korir, 2025). Educational diversity is uneven, with developed counties like Nairobi, Mombasa, and Kiambu attracting more employees with tertiary qualifications, while marginal counties such as Turkana, Wajir, and Tana River face shortages of qualified personnel. Nationally, only 48% of county employees hold a university degree, and in arid and semi-arid counties, fewer than 25% possess qualifications beyond a diploma (PSC, 2023). These disparities undermine policy formulation and service execution, particularly in technical sectors like health and infrastructure. The absence of diverse educational qualifications and professional skill sets in these counties limits technical expertise in critical sectors such as agricultural planning, civil engineering, public health, financial management, and environmental conservation. Consequently, county governments experience weak project planning, poor interpretation of technical and socio-economic data, inadequate infrastructure development, inefficient resource allocation, delayed implementation of development projects, and reduced capacity to respond to local development challenges. Consequently, limited educational diversity hampers innovation, professionalism, and strategic planning at the county level (Ong'ombe et al., 2025).

While existing studies have explored workforce diversity and public sector efficiency, limited empirical evidence exists specifically on how educational diversity influences the performance of county governments in Kenya's devolved system. Although studies such as Ali et al. (2023),

Koech and Korir (2025), and Muhula et al. (2025) highlight general human resource management challenges in counties, they do not sufficiently isolate the effect of educational diversity on performance outcomes such as service delivery, infrastructure development, and citizen satisfaction. Similarly, Mutoka and Njoroge (2025), Ekejiuba et al. (2023), and Mary et al. (2023) examine county performance broadly but fail to position educational diversity as a central explanatory variable. This creates a conceptual and empirical gap regarding how differences in academic qualifications and professional training among county employees shape organizational effectiveness. Therefore, this study seeks to address this gap by examining the relationship between educational diversity and the performance of county governments in Kenya.

The null hypothesis in this study was;

H₀: Educational diversity has no significant relationship with the organizational performance of county governments in Kenya.

Theoretical Review

This study was anchored on human capital theory. Human capital theory will be used to examine the relationship between educational diversity and organizational performance of county governments in Kenya. Human capital theory was first developed by Theodore W. Schultz (1961) and later expanded by Gary Becker (2002) to explain how investment in education and training enhances individual productivity (Ehrlich, 2018). The theory argues that individuals acquire valuable skills and competencies through formal education, which increases their potential economic and institutional contributions (Tasheva & Hillman, 2019). In the context of public administration, particularly within Kenya's devolved system, educational diversity is a critical component of workforce quality and institutional effectiveness (Gross-Gołacka, 2024). A county workforce composed of employees with varied academic qualifications contributes to broader organizational learning and improved problem-solving capabilities (Suciu et al., 2020).

One key proposition of human capital theory is that diversity in educational attainment enhances organizational productivity through differentiated knowledge and expertise (Oh et al., 2024). In county governments, employees with backgrounds in engineering, public health, finance, and law can collectively contribute to more effective and innovative service delivery (Ehrlich, 2022). Educational diversity helps in generating holistic solutions to complex problems, particularly in multi-sectoral initiatives like infrastructure planning or budgeting (Koech & Korir, 2025). It also encourages a culture of knowledge sharing, cross- functional teamwork, and data-driven policy-making in county operations (Newma et al., 2018). Consequently, educationally diverse teams are better positioned to respond to citizen needs, thereby improving service quality and satisfaction (Oh et al., 2024).

Human capital theory provides the theoretical foundation for this study by offering a framework to explain how educational diversity influences the performance of county governments in Kenya. The theory posits that individuals with varied educational experiences bring distinct skills, perspectives, and competencies that collectively enhance organizational learning, innovation, and efficiency. This perspective is complemented by the resource-based view and knowledge-based theory, which argue that an organization's unique combination of employees' knowledge, skills,

and educational backgrounds constitutes a valuable strategic resource. Accordingly, educational diversity enhances organizational performance by facilitating knowledge integration, knowledge sharing, and innovation, making the collective contribution of a diverse workforce greater than individual competencies alone. Within the context of devolved governance (Koech & Korir, 2025), such diversity promotes comprehensive problem solving, interdisciplinary collaboration, and improved public service delivery. Although the theory has certain limitations such as assuming uniform value in educational attainment and overlooking contextual influences like leadership and political dynamics, it remains pertinent for understanding the strategic value of education in strengthening public sector capacity (Song et al., 2024). Accordingly, human capital theory anchors this study's first objective, which seeks to examine the relationship between educational diversity and the organizational performance of county governments in Kenya.

Conceptual Framework

A conceptual framework is a structured system of concepts, assumptions, expectations, beliefs, and theories that supports and informs a research study. Figure 1 shows the hypothesized relationships between the independent variables and the dependent variable. The independent variable will be education diversity and the dependent variable will be organizational performance of County government

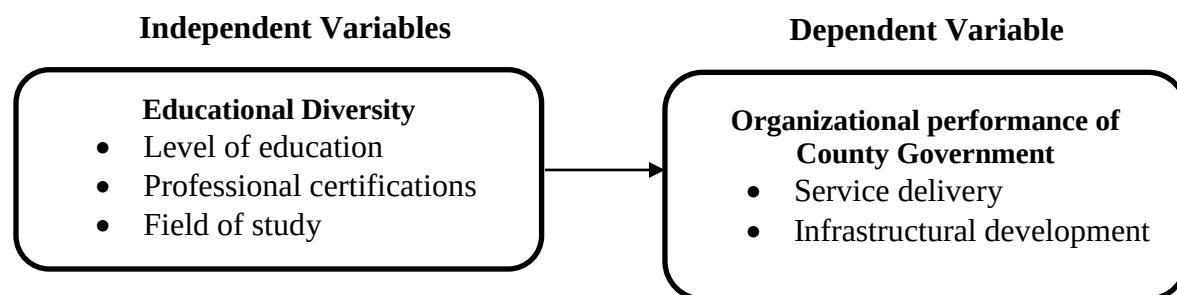


Figure 1: Conceptual Framework

Empirical Review

The study by Harjoto et al. (2018) explores how board-level diversity in terms of nationality and educational background relates to corporate social performance (CSP), showing a positive association. By analyzing U.S. firms, the authors argue that diverse educational and cultural perspectives among board members contribute to more socially responsible decision-making. While this study focuses on private sector boards, it presents a knowledge gap concerning how educational background diversity among public sector employees, particularly in Kenyan county governments, influences broader performance outcomes, indicating a need to extend this inquiry into public administration contexts.

The study by Kabara et al. (2022) examines how educational diversity on corporate boards influences the performance of non-financial firms in a developing country, specifically Nigeria. The results indicate that educational diversity significantly and positively impact company performance, supporting theoretical frameworks such as agency and resource dependence theory.

While their findings focus on private sector boards, they expose a literature gap regarding how educational diversity among employees in the public sector, such as in Kenya's county governments, contributes to institutional performance highlighting the need to explore these dynamics within public administration.

The study by Kamweru et al. (2023) confirms a positive relationship between educational diversity and employee performance in Kenyan county governments, indicating that varied academic qualifications enhance workplace effectiveness. Anchored on Human Capital Theory, the research suggests that educational diversity contributes to institutional performance by improving problem-solving and knowledge-sharing among employees. However, while the study focuses on individual employee performance, it presents a research gap regarding how educational diversity impacts the overall Organizational Performance, particularly in areas such as service delivery, policy implementation, and administrative outcomes, highlighting the need for further investigation at the institutional level.

The reviewed studies demonstrate a general consensus that educational diversity positively influences performance by enhancing knowledge sharing, problem-solving, innovation, and decision-making. Harjoto et al. (2018) and Kabara et al. (2022) report positive effects of educational diversity on organizational performance within private sector organizations, while Kamweru et al. (2023) extends this evidence to employee performance in Kenyan county governments. However, the studies differ in their units of analysis and performance measures, with most focusing on corporate boards, private firms, or individual employee performance rather than organizational performance within devolved public institutions. Consequently, limited empirical evidence exists on how educational diversity influences the overall organizational performance of county governments in Kenya, particularly in relation to service delivery, policy implementation, and administrative effectiveness. This study addresses this empirical gap by examining educational diversity as a determinant of organizational performance in Kenya's county governments. Accordingly, the review gives rise to the research hypothesis that educational diversity has a significant relationship with the organizational performance of county governments in Kenya.

METHODOLOGY

The study adopted a positivist research philosophy and a descriptive correlational research design to examine the relationship between educational diversity and organizational performance in county governments in Kenya. The target population comprised 1,645 employees occupying management and supervisory positions across the 47 county governments, from which a sample of 384 respondents was determined using Fisher et al.'s (1970) sample size formula and selected through purposive sampling. Primary data were collected using a semi-structured questionnaire, whose validity and reliability were established through a pilot study involving 38 respondents. The questionnaire generated both quantitative and qualitative data. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (correlation and multiple regression analysis) with the aid of Jamovi 2.4.14 statistical software, while qualitative data from open-ended questions were analyzed using

thematic analysis. The findings were presented using tables, figures, and narrative summaries. The results were presented in tables and figures.

FINDINGS AND DISCUSSIONS

The study targeted 384 respondents drawn from county governments across Kenya to examine the influence of employee diversity on county government performance. A total of 307 completed questionnaires and successfully returned, representing a response rate of 79.9 percent, while 77 questionnaires were not returned, accounting for 20.1 percent of the targeted sample. The response rate was as shown in Table 1.

Table 1: Questionnaires' Response Rate

Response Rate	Frequency	Percentage
Complete	307	79.9%
Never Returned	77	20.1%
Total	384	100%

Descriptive Statistics

The study sought to establish the influence of educational diversity on the performance of county governments in Kenya. The respondents were required to indicate their level of agreement with statements concerning educational diversity and its contribution to county government performance. Responses were measured using a five-point Likert scale where 5 represented Strongly Agree (SA), 4 Agree (A), 3 Neutral (N), 2 Disagree (D) and 1 Strongly Disagree (SD). The findings presented in Table 3 indicate that respondents generally agreed that educational diversity positively influences the performance of county governments. The statement that recorded the highest mean score was that the field of study of county employees directly impacts their effectiveness in delivering infrastructure projects ($M = 4.02$, $SD = 0.9900$). This finding suggests that specialized knowledge and technical expertise acquired through formal education are critical determinants of successful infrastructure development and service delivery within county governments. Similarly, respondents strongly agreed that county officials with higher levels of education contribute significantly to improved public service delivery ($M = 4.00$, $SD = 0.9468$). The relatively high mean score indicates a widespread perception that advanced educational qualifications equip county officials with the knowledge, analytical skills and competencies necessary for effective policy implementation and service provision.

The results further reveal that possession of professional certifications among county staff enhances their ability to execute development projects efficiently ($M = 3.90$, $SD = 0.9230$). This finding underscores the importance of professional development and continuous learning in strengthening employees' technical competencies and improving project management capabilities. Professional certifications may provide county employees with specialized skills that complement their academic qualifications, thereby enhancing organizational effectiveness. In addition, respondents agreed that educational diversity among county staff enhances accountability and responsiveness to public needs ($M = 3.85$, $SD = 0.9147$). This suggests that a workforce composed of individuals with varied educational backgrounds brings diverse perspectives and approaches to problem-solving, which can improve decision-making processes

and enable county governments to respond more effectively to citizens' expectations. The study also established that *counties with a more professionally certified workforce exhibit better planning and implementation of infrastructural projects* ($M = 3.79$, $SD = 0.9536$). This finding implies that professional qualifications contribute to improved technical planning, resource management and project execution, all of which are essential for enhancing county government performance.

Furthermore, respondents moderately agreed that educational diversity within county leadership teams leads to increased citizen satisfaction with county services ($M = 3.71$, $SD = 0.8820$). The relatively lower mean score compared to other indicators suggests that while educational diversity is perceived to contribute to citizen satisfaction, other factors such as governance practices, resource allocation and service accessibility may also play significant roles in shaping public perceptions of county performance. The findings also indicate agreement with the statement that a diverse mix of educational backgrounds among county employees positively influences innovation in service delivery ($M = 3.61$, $SD = 0.9998$). This result highlights the role of educational heterogeneity in fostering creativity, knowledge sharing and innovative solutions to complex public service challenges. Employees from different academic disciplines are likely to contribute unique perspectives that enhance organizational adaptability and innovation. The statement with the lowest mean score was that the alignment of officials' educational background with their job roles improves overall county government performance ($M = 3.59$, $SD = 0.8449$). Although respondents generally agreed with this assertion, the comparatively lower mean suggests that educational-job alignment alone may not be sufficient to guarantee improved performance. Other factors, such as work experience, leadership effectiveness, organizational culture and employee motivation, may also significantly influence county government outcomes.

Table 2: Educational Diversity

statements	SD	D	N	A	S	Mean	S.D
County officials with higher levels of education contribute significantly to improved public service delivery.	0%	6%	10%	25%	59%	4.0	0.9468
Possession of professional certifications among county staff enhances their ability to execute development projects efficiently.	0%	5%	13%	25%	56%	3.90	0.9230
A diverse mix of educational backgrounds among county employees positively influences innovation in service delivery.	1%	7%	19%	22%	50%	3.61	0.9998
The field of study of county employees directly impacts their effectiveness in delivering infrastructure projects	0%	12%	13%	38%	38%	4.02	0.9900
Educational diversity within county leadership teams leads to increased citizen satisfaction with county services	0%	8%	35%	37%	21%	3.71	0.8820
Counties with a more professionally certified workforce exhibit better planning and implementation of infrastructural projects	0%	10%	28%	35%	27%	3.79	0.9536
The alignment of officials' educational background with their job roles improves overall county government performance.	0%	9%	36%	40%	14%	3.59	0.8449
Educational diversity among county staff enhances accountability and responsiveness to public needs.	0%	7%	27%	38%	28%	3.85	0.9147

Correlation Analysis

Pearson correlation analysis was conducted to examine the relationship between organizational performance and educational diversity, as presented in Table 3. The Pearson correlation analysis revealed a strong positive and statistically significant relationship between educational diversity and organizational performance in the county government ($r = 0.760$, $p < 0.01$). This indicates that higher levels of educational diversity are associated with improved organizational performance, suggesting that as the variety of educational backgrounds among employees increases, so does the effectiveness and output of the organization. The correlation coefficient exceeds the 0.5 threshold, confirming a strong association between the two variables. The findings agree with Harjoto, Laksmana, and Yang (2018), who indicate that diversity in educational and cultural backgrounds enhances corporate social performance through improved decision-making and broader perspectives. They also concur with Kabara et al. (2022), who found that educational diversity significantly and positively influences firm performance in non-financial firms by strengthening strategic decision-making and resource utilization.

Table 3: Correlation Results

		Organizational Performance	Education Diversity
Organizational Performance	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	307	
Education Diversity	Pearson Correlation	.760**	1
	Sig. (2-tailed)	.000	
	N	307	190

** . Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis

Regression analysis was employed to determine the strength of the relationship between educational diversity and the performance of county governments in Kenya. The results presented in Table 4 show an adjusted R² value of 0.583, indicating that 58.3% of the variation in county government performance is explained by educational diversity factors, including field of study, professional certification, and level of education. This suggests that educational diversity has a substantial explanatory power on performance outcomes within county governments. However, the remaining 41.7% of the variation is attributed to other factors not captured in the model, indicating that additional determinants beyond educational diversity also influence county government performance and warrant further investigation.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 ^a	.587	.583	.29183

a. Predictors: (Constant), Field of study, Professional certification, Level of education

The analysis of variance was further employed to establish the relationship between educational diversity and performance of the county governments in Kenya. Based on findings in Table 5, the model established a statistically significant relationship between education diversity and the performance of County governments in Kenya with a p value of 0.000, revealing a positive relationship between educational diversity and organizational performance. the findings are further supported by calculated F-statistic value of 143.395 compared to the critical F-statistic value of 2.60 at 95% confidence level, revealing a positive relationship between education diversity and county government performance. Thus, the hypothesis that educational diversity has no significant relationship with the organizational performance of county governments in Kenya was rejected.

Table 5: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.635	3	12.212	143.395	.000 ^b
	Residual	25.804	303	.085		
	Total	62.439	306			

a. Dependent Variable: Performance

b. Predictors: (Constant), Field of study, Professional certification, Level of education

From the unstandardized coefficients, the regression results produced the following model:

Performance = 1.363 + 0.302Level of Education + 0.234Professional Certification + 0.113Field of Study.

Table 7 presents the regression coefficients showing that level of education, professional certification, and field of study each have a statistically significant positive relationship with county government performance, as indicated by p-values of 0.000, which are below the 0.05 significance level. Level of education was found to have a strong and significant positive effect on performance ($t = 12.092$, $p = 0.000$). The coefficient ($\beta = 0.302$) indicates that a one-unit increase in level of education leads to a 0.302 improvement in county government performance, holding other factors constant. Professional certification also showed a statistically significant positive effect on performance ($t = 12.026$, $p = 0.000$). The coefficient ($\beta = 0.234$) implies that a one-unit increase in professional certification is associated with a 0.234 increase in performance, all else being equal. Field of study further demonstrated a positive and significant relationship with performance ($t = 4.047$, $p = 0.000$). The coefficient ($\beta = 0.113$) indicates that a one-unit increase in field of study diversity leads to a 0.113 improvement in performance, holding other variables constant.

Based on these findings, the null hypothesis (H_0) is rejected, and it is concluded that educational diversity has a significant positive relationship with the organizational performance of county governments in Kenya. From the findings, it is clear that educational diversity contributes meaningfully to improved organizational performance through enhanced skills, knowledge variation, and professional competence among employees. The findings are in line with those of Harjoto, Laksmana, and Yang (2018), who argued that educational diversity enhances decision-making quality and improves organizational outcomes through broader perspectives and knowledge integration. The findings also agree with Kabara et al. (2022), who established that educational diversity significantly and positively impacts firm performance, supporting the view that varied educational backgrounds improve organizational effectiveness. Similarly, the results are consistent with Kamweru et al. (2023), who confirmed that educational diversity improves employee performance in Kenyan county governments by enhancing problem-solving and knowledge-sharing. These studies collectively reinforce the current finding that educational diversity is a critical driver of organizational performance, particularly within public sector institutions such as county governments.

Table 6: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	1.363	.114		11.922	.000
Level of education	.302	.025	.475	12.092	.000
Professional certification	.234	.019	.467	12.026	.000
Field of study	.113	.028	.167	4.047	.000

a. Dependent Variable: Performance

CONCLUSION AND RECOMMENDATIONS

The study concludes that education diversity has a positive and significant relationship with the organizational performance of county governments in Kenya. The study found that education diversity in terms of level of education, professional certifications, and field of study influences the organizational performance of county governments. This implies that an improvement in education diversity would lead to an improvement in the organizational performance of county governments in Kenya. Thus, county governments that promote a workforce with diverse educational qualifications, professional competencies, and academic backgrounds are likely to achieve higher levels of efficiency, innovation, and service delivery.

The study found that education diversity has a positive and significant relationship with the organizational performance of county governments in Kenya. Therefore, the study recommends that the management of county governments should strengthen education diversity by promoting the recruitment and retention of employees with varying levels of education to enhance organizational effectiveness. County governments should institutionalize continuous professional development programs and support employees in acquiring relevant professional certifications to improve competency and performance outcomes.

In addition, management should ensure effective utilization of employees' professional expertise and qualifications in decision-making and service delivery processes to continuously enhance organizational performance. County governments should also encourage diversity in fields of study across departments to promote innovation, improve problem-solving capabilities, and strengthen service delivery. Further, human resource policies should support equitable representation of diverse educational backgrounds and facilitate continuous learning to enhance efficiency, adaptability, and long-term organizational performance.

Areas for Further Research

The study sought to examine the relationship between educational diversity and organizational performance of county governments in Kenya. The study was limited to county governments in Kenya and hence the findings cannot be generalized to other public sector organizations such as parastatals, state corporations, national government ministries, and independent commissions. Therefore, the study suggests further studies on the relationship between educational diversity and organizational performance in other public sector organizations and institutions in Kenya. The

study found that 58.3% of the organizational performance of county governments in Kenya could be explained by level of education, professional certification, and field of study. Therefore, further studies should be conducted on other factors influencing the organizational performance of county governments in Kenya.

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