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## THE INFLUENCE OF EDUCATION DIVERSITY ON SERVICE DELIVERY AMONG EMPLOYEES IN KANDUYI SUB-COUNTY.

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### ABSTRACT

Managing diversity in the workplace should be the concern of every public servant. In order to survive, an organization needs to be able to manage and utilize its diversity for creating advantages and its benefits. Managing diversity in the workplace should be a part of the culture of the entire organization. It is imperative to note that in spite of every effort made at different sectors of society including the Sustainable development goals, Constitution of Kenya 2010, the disparities in gender, age, ethnicity & culture continue to grow. The objective of the study was to determine the influence of education diversity on service delivery among employees in Kanduyi Sub-County. A case Study design was used in the study. The target population was 1,218 employees of the county government of Bungoma from Kanduyi Sub-County as per the county public service board. Stratified random sampling was used to sample 301 respondents from the target population of 1,218.



Questionnaire was used as the instrument of data collection. The study tested content and construct validity with help of experts as well as a pilot study conducted in Bumula Sub County. Reliability of the questionnaires was determined at a threshold of 0.7 using Cronbach Alpha. A case study design was adopted. Data was analyzed using both inferential and descriptive statistics. Bivariate correlation, linear regression and multiple regressions were used to test the hypotheses set. The findings revealed that education diversity had a positive and significant effect on service delivery. From these findings, the study concluded that education diversity had significant effect on service delivery among employees of Kanduyi sub-county of Bungoma County government. Therefore, the study recommended that county governments should consider factoring education level when staffing the county institutions.

**Key Words:** *Education Diversity, Service delivery, Employees, Kenya*

## **BACKGROUND OF THE STUDY**

A study was done by Mwatumba (2016) on employee diversity and work performance in Mombasa and established that as the world becomes a global market, employee diversity is an exceptional need that continues to evolve. The study used explanatory research design with a sample of 456 respondents using questionnaires and interview schedules as data collection tools. The staff force in Mombasa was found to be streamline though there was evidence of poor performance. A study conducted by Gacheri (2018) found that employee diversity influenced staff performance in differing levels in all cadres of staff in Equity Bank. However, the fact that most Kenyan firms do not have written codes insisting on diversity is a worrying trend and puts a question on the capacity and competence of the Kenya human resource (Gacheri, 2018).

It's even more worrying to note that the firms with written clearly written policies on employee diversity rarely implement them since the situation on the ground is not reflective of the written regulations. This could be a reason for poor staff performance. The staff force in the Kenyan county governments has changed greatly in the way they look, think and act. Their values have changed and their experiences are different in many ways. Furthermore, diversity has significantly affected the way county government staff talk, relate and even share (Gacheri, 2018). Every aspect of today's staff force has changed and staffs are keen to ensure that they go with the current changes. A report by KPMG reveals that diversity in terms of age, gender, education and ethnicity has not been embraced by many counties (KPMG, 2018).

## **STATEMENT OF THE PROBLEM**

Service delivery is an important concept in every organization; it determines whether the business continues surviving or otherwise. Effective Service delivery can be attained by ensuring that factors such as time and timelessness, completeness, courtesy, consistency, accessibility, convenience, accuracy, and responsiveness are continuously sustained. This ensures Customer satisfaction, lower costs of delivery, enhanced Firm image and reputation (Whitaker, 2016). Kenyan County Governments are finding it hard to manage workforce diversity as they align themselves with the fast-changing global requirement and people demands. A recent study by transparency International (2019) showed that 53.1% of citizens are dissatisfied with service delivery of county governments in Kenya. The same study revealed that 64.3% of the citizens of Bungoma County were not happy with the current county government leadership and if elections were to be held today, they would vote them out and were not amused with the current county government leadership. With such a high rate of dissatisfaction, it's agreeable to conclude that currently the citizenry of Bungoma County is not amused with the current county government leadership.



According to Ngui (2018), this growth has increased variance in application of human resource policies and practices, encouraged uneven competition, reduced availability of competent staff force and increased staff turnover which has plunged many counties into a state of poor results. Obiero (2016) concluded that County Governments have seen increased staff turnover even though they have kept receiving funding from revenue collections and exchequer releases. Counties were seen by the report to be lacking competently highly trained staffs that are able to implement effectively their development agenda. In another study Osmane, (2017) showed that staff of ages between 18-37 in counties are changing jobs at least 10 times. Research work has shown that firms which embrace diversity among their work force enjoy effectiveness over firms without diversity. However, another study by Kochan (2018) content that diversity can fuel emotions since some staff views it as a weakness and not strength. Therefore, this study seeks to determine how diversity influences service delivery in Kanduyi Sub County. From the studies reviewed few of them linked staff force diversity to service delivery, thus, this current study aims to bridge the gap through examining the effects of employee diversity on service delivery with specific focus on Kanduyi Sub-County in Bungoma County.

## **RESEARCH HYPOTHESIS**

**H<sub>01</sub>:** Education diversity has no significant influence on service delivery among employees of Kanduyi Sub-County

## **LITERATURE REVIEW**

Education diversity is all about including differences in ideas and interventions to ensure safe and inclusive places of work without prejudice alongside levels of academic qualification or exposure (Alvin, 2019). The goal of this initiative is to prioritize fulfilling the needs of the clientele being served and not individual staff egos (Alvin, 2019). A study by Wang (2013) on how to integrate gender equity and equality in the education sector in China was conducted using quantitative techniques and interpretative approach. The findings showed that staff with high academic qualifications showed signs of pride and segregation towards those with lesser academic qualifications. However, it was surprising to note that male academicians were more proud than female academicians.

Another study by Abdulrahman (2016) focused on trends and innovation in education of Nigeria Nomadic population. The study focused on challenges facing nomadic population. The study used a historical research method. Data gathering was achieved using interviews, observations and documentary analysis. The study found out that experts have always advocated importance of ICT in educational process of the previous decade. The study also found out that education in nomadic population was advocated and nomadic teacher were to be groomed from among the nomads and move with his students. It was also found out that educational curriculum content for the children of nomads had practical manipulative skills which were ultimately used to help them to focus or diversify on the job orientation. However, the study did not focus on education diversity and service delivery in other institutions rather focused in nomad areas forgetting other marginalized groups.

William (2016) conducted a study on politics, economy and education in Rwanda. It aimed at examining the influence of education on workforce relations. The study emphasized a descriptive survey by use of questionnaire for data collection with a population of 300 Primary schools with a sample size of 180 which was sampled using simple random sampling technique. It was found out that governments are committed to quality and policy formulation and less on implementation. However, the study did not address employee diversity on service delivery but rather focused on political settlement framework to approach the study of primary education quality.



Kilonzo and Ikamani (2015) conducted a study on influence of employee empowerment on service delivery in Kenyan government ministries. The study aimed at reviewing how education influences service delivery in Kenyan government ministries. The research used comparative design with questionnaires and interview schedules. The findings showed that staff empowerment especially through education correlates with effective service delivery. However, the study failed to address employee diversity and service delivery but rather focused on employee empowerment on service delivery thus the gap for the current study.

## RESEARCH METHODOLOGY

A research design has been described as one that involves the arrangement of various conditions used for the collection and analysis of the relevant data in view of the research study's main objective (Kothari & Garg, 2014; Kombo & Tromp, 2006; Kothari, 2004). According to Cooper and Schindler (2011), a research design is a functional plan which outlines the author's actions right from the identification of the research problem, to the formulation and writing of the research hypotheses, together with their operational implications up to its final analysis. In addition, a research design combines various research methods and procedures by gathering more reliable and valid empirical data based on the analyses, drawn inferences and given theories. Kothari and Garg (2014); Kothari (2004) have described research design as a blue print and a plot of inquiry which tend to answer certain research questions. Therefore, there are many research designs depending on the circumstances and the purpose of the research study. Nonetheless, this study utilized a case study kind of research design.

The study sampled 301 respondents from a target population of 1,218. According to Kothari (2011), sampling may be defined as the selection of parts of an aggregate or totality on the basis of which judgment or inference about the aggregate or totality is made. According to Sidhu (2014) a questionnaire is a form prepared and distributed to secure responses to certain questions. It is a compilation of question items which are given to a selected population so that they can provide the required information. McBurney (2017) identified two basic categories of questionnaire that is closed-ended and open-ended questions. Creswell (2003) directs that questionnaire are tools used in the data collection about a phenomenon investigated. Data collection included use of questionnaires. It contained questions addressing the study objectives. Both descriptive and inferential statistics were employed in the study. The study employed descriptive statistics that is percentages to describe the data. After collecting the data, it was sorted, coded and cleaned before being keyed into Statistical Package for Social Sciences (SPSS) version 24 for analysis. To test the hypothesis of the study, a univariate simple linear regression analysis was conducted as indicated:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where  $\beta_0$  is the constant,  $X_1$  = Education diversity and  $\varepsilon$  = Error term. The study findings were presented using tables and figures.

## RESEARCH FINDINGS AND DISCUSSION

### Factor Analysis for Education Diversity

In order for the study to explain the dimensions that are underlying and so reduce the data for education diversity dimensions and service delivery variables, factor analysis was conducted based on the recommendations of Hair *et al.* (2006). The exploratory factor analysis was conducted to affirm the constructs that underlie the data. However, before



the test was conducted for each scale, the study ascertain that three conditions were not violated. To ensure for this, first each scale’s sample adequacy was tested by using Kaiser-Meyer- Olkin (KMO). The study requested that all loading less than 0.5 be suppressed in the output, hence providing blank spaces for many of the loadings. Therefore, based on the results in table 1, one item was removed from the set since it did not meet this criterion.

**Table 1: Factor Analysis for Education Diversity**

| Component Matrix <sup>a</sup>   |           |      | Communalities      |         |
|---|-----------|------|--------------------|---------|
|   | Component |      |                    |         |
|   | 1         | 2    |                    |         |
| My department has employees of diverse professional qualifications  | .726      |      | 1.000              | .539    |
| The staff in the department are highly academically trained to serve in their respective positions.   | .809      |      | 1.000              | .840    |
| Staff with diverse expertise are allowed to make decisions in the areas of their respective expertise.  |           | .686 | 1.000              | .627    |
| Staff in the department are only allowed to handle clients (citizens) who comes with the needs that are in line with their profession.                                |           | .612 | 1.000              | .624    |
| Diversity in educational levels promote innovations in the organization in my department  | .334      | .222 | 1.000              | .161    |
| The department ensure regular training of the staff and give them chance to further their studies and enhance their knowledge and skills in their areas of expertise. | .743      |      | 1.000              | .838    |
| Staff in my department are placed in jobs they have trained for.  | .874      |      | 1.000              | .767    |
| Extraction Method: Principal Component Analysis.  |           |      |                    |         |
| a. 2 components extracted.  |           |      |                    |         |
| <b>KMO and Bartlett's Test</b>  |           |      |                    |         |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy.  |           |      |                    | .716    |
| Bartlett's Test of Sphericity   |           |      | Approx. Chi-Square | 752.407 |
|   |           |      | Df                 | 21      |
|   |           |      | Sig.               | .000    |

Furthermore, the results in Table 1 indicate the factor analysis for education diversity. From the findings it was revealed that all values of all factors except one had more than 0.5 principal component extraction reflecting the accepted values of factor loading. Each extracted factor has Eigen value greater than 1 and accounts for a different percentage of variance to the squared loadings. The KMO Measure which is an index that compares the correlation coefficients’ magnitude observed against partial correlation coefficients’ magnitude. This gave the KMO value of 0.716 which was sufficient to indicate the data collected was adequate enough to warrant further analysis. Similarly, the probability that is associated with Bartlett’s test was less than 0.001. This also tend to satisfy the requirement of having less than the significance level. Bartlett’s test of sphericity is used to test the hypothesis that the variables in the population correlation matrix are uncorrelated (Jim, 2008).



### Description of Education Diversity

The study sought to ask the participants to rate the level of diversity in education among the staff in their respective departments at the Kanduyi Sub-County, County Government of Bungoma and the findings were as shown in table 2.

**Table 2: Descriptive Statistics for Education Diversity**

| Statement   | SD                 | D                | SMA                       | A              | SA             |
|---|--------------------|------------------|---------------------------|----------------|----------------|
| My department has employees of diverse professional qualifications  | 33                 | 19               | 66                        | 82             | 87             |
|   | 11%                | 7%               | 23%                       | 29%            | 30%            |
| The staff in the department are highly academically trained to serve in their respective positions.   | 21                 | 41               | 59                        | 106            | 60             |
|   | 7%                 | 14%              | 21%                       | 37%            | 21%            |
| Staff with diverse expertise are allowed to make decisions in the areas of their respective expertise.  | 41                 | 41               | 66                        | 73             | 66             |
|   | 14%                | 14%              | 23%                       | 25%            | 23%            |
| Staff in the department are only allowed to handle clients (citizens) who comes with the needs that are in line with their profession.                                | 16                 | 48               | 68                        | 79             | 76             |
|   | 6%                 | 17%              | 24%                       | 28%            | 26%            |
| Diversity in educational levels promote innovations in the organization in my department  | 24                 | 19               | 95                        | 76             | 73             |
|   | 8%                 | 7%               | 33%                       | 26%            | 25%            |
| The department ensure regular training of the staff and give them chance to further their studies and enhance their knowledge and skills in their areas of expertise. | 19                 | 39               | 58                        | 114            | 57             |
|   | 7%                 | 14%              | 20%                       | 40%            | 20%            |
| Staff in my department are placed in jobs they have trained for.  | 18                 | 58               | 55                        | 83             | 73             |
|   | 6%                 | 20%              | 19%                       | 29%            | 25%            |
| <b>Average level of Education Diversity</b>   | <b>Mean(%Mean)</b> | <b>Std. Dev.</b> | <b>Std. Error of mean</b> | <b>Minimum</b> | <b>Maximum</b> |
|   | 3.4918 (69.8%)     | .78231           | .04618                    | 1.43           | 5.00           |

**Key:**

*Strongly Disagree (SD) = 1, Disagree (D) = 2, Somewhat Agree (SMA) = 3, Agree (A) = 4, Strongly Agree (SA) = 5.*

The findings of table 2 show that majority of the respondents, 30% strongly agreed that their respective departments have employees of diverse professional qualifications, and 37% agreed that staff in the respective departments are highly academically trained to serve in their respective positions. Also, majority of the respondents, 23% somehow agreed that staff with diverse expertise are allowed to make decisions in the areas of their respective expertise, and 28% agreed that staff in the respective departments are only allowed to handle clients (citizens) who comes with the needs that are in line with their profession. Similarly, majority of the respondents, 33% somehow agreed that diversity in educational levels at departmental level promote innovations in sub-county, and 40% agreed that the respective departments ensure regular training of the staff and give them chance to further their studies and enhance their knowledge and skills in their areas of expertise. Also, majority of the respondents, 29% agreed that staff in their respective departments are placed in jobs they have trained for, however, 20% disagreed.



On average, the overall level of educational diversity among the staff of Kanduyi Sub-County, County Government of Bungoma is 69.8% (Mean = 3.4918, Std. Dev. = 0.78231) rated moderate; this is an indication that though there is diversity in education when it comes to employment of staff of Kanduyi Sub-County, County Government of Bungoma, the diversity is not that much effective thus need for improvement.

**Linear Regression between Education Diversity and Service Delivery.**

The first objective of the study was to establish the influence of education diversity on service delivery among employees in Kanduyi Sub-County, County Government of Bungoma. The study therefore sought to test for the following hypothesis (**H<sub>01</sub>**);

**H<sub>01</sub>**: Education diversity has no significant influence on service delivery among employees in Kanduyi Sub-County, County Government of Bungoma.

Similarly, the simple linear regression findings for test of hypothesis (**H<sub>01</sub>**) were as shown in table 3

**Table 3: Linear Regression of Education Diversity on Service Delivery**

| Model Summary   |                     |                             |                   |                            |                   |                   |               |
|---|---------------------|-----------------------------|-------------------|----------------------------|-------------------|-------------------|---------------|
| Model   | R                   | R Square                    | Adjusted R Square | Std. Error of the Estimate | Change Statistics |                   |               |
|   |                     |                             |                   |                            | R Square Change   | F Change          | Sig. F Change |
| 1   | .537 <sup>a</sup>   | .288                        | .286              | .55478                     | .288              | 115.321           | .000          |
| ANOVA <sup>a</sup>  |                     |                             |                   |                            |                   |                   |               |
| Model   |                     | Sum of Squares              | Df                | Mean Square                | F                 | Sig.              |               |
| 1   | Regression          | 35.494                      | 1                 | 35.494                     | 115.321           | .000 <sup>b</sup> |               |
|   | Residual            | 87.718                      | 285               | .308                       |                   |                   |               |
|   | Total               | 123.211                     | 286               |                            |                   |                   |               |
| Coefficients  |                     |                             |                   |                            |                   |                   |               |
| Model   |                     | Unstandardized Coefficients |                   | Standardized Coefficients  |                   | t                 | Sig.          |
|   |                     | B                           | Std. Error        | Beta                       |                   |                   |               |
| 1   | (Constant)          | 2.053                       | .150              |                            |                   | 13.682            | .000          |
|   | Education Diversity | .450                        | .042              | .537                       |                   | 10.739            | .000          |
| Dependent Variable: Service Delivery<br>Predictors: (Constant), Education Diversity |                     |                             |                   |                            |                   |                   |               |

The findings in Table 3 show that  $F(1, 285) = 115.321, P = 0.000 < 0.05$ ; these indicates that our study model (education diversity) was a good fit to the study dataset for modelling service delivery among employees of Kanduyi Sub-County, County Government of Bungoma. The model (education diversity) was able to explain 28.8% of the variation in the service delivery among employees of Kanduyi Sub-County, County Government of Bungoma as indicated by the r-square



coefficient of 0.288 (see table 3). The unstandardized beta coefficient for education diversity under the coefficient results (see table 3) was significant and positive ( $\beta = 0.450$ ,  $p = 0.000 < 0.05$ ; the study therefore rejected the null hypothesis and concluded that education diversity had a statistically significant positive influence on the service delivery among employees of Kanduyi Sub-County, County Government of Bungoma. Education diversity had a positive standardized beta coefficient = 0.537(see the coefficients results of table 3); this indicates that a unit improvement in education diversity improves the service delivery among employees of Kanduyi Sub-County, County Government of Bungoma by 53.7%.

The unstandardized Beta coefficient of the constant in the model was also found to be significant,  $\beta = 2.053$ ,  $p = 0.000 < 0.05$ ; this indicates that besides education diversity included in this model, there are other variables not included in the model that significantly influences service delivery among employees of Kanduyi Sub-County, County Government of Bungoma thus need for further research. To predict the service delivery among employees of Kanduyi Sub-County, County Government of Bungoma when given the level of diversity in education, the following model is appropriate for use;

$$\text{Service Delivery} = 2.053 + 0.450 (\text{Education Diversity})$$

The study findings contradict the findings of a study by Wang (2013) where it showed that staff with high academic qualifications showed signs of pride and segregation towards those with lesser academic qualifications. Our study indicates that the more diverse in terms of academic levels among the staff, the higher the chances of this staff working together in a coordinated manner to realize efficient service delivery. Our study findings agree with that of Kilonzo and Ikamani (2015) which found that when an institution has diverse academic qualifications among staff, the staff tend to have a line of order and respect thus encouraging efficiency in working rather than having staff with academic qualifications who tend to compete and prove to each other that they can outdo the other. The study therefore encourages institutions, especially county governments to consider diversifying with respect to academic qualifications when employing staff as this will in turn encourage hard work, order and discipline in service delivery hence efficiency in operations.

## SUMMARY OF FINDINGS

The findings of the study indicated that education diversity had a strong positive correlation with the service delivery among the employees of Kanduyi Sub- County, County Government of Bungoma ( $r = 0.537$ ,  $p\text{-value} = 0.000 < 0.05$ ). The study also revealed that education diversity had a significant casual effect on the service delivery among the employees of Kanduyi Sub- County, County Government of Bungoma ( $\beta = 0.450$ ,  $p = 0.000 < 0.05$ ). That a unit improvement in the education diversity in staffing would improve service delivery among the employees of Kanduyi Sub-County, County Government of Bungoma by 53.7%. The findings indicate that having staffing of different academic qualifications eliminates pride and segregation among the staff and encourages working together thus enhancing service delivery among the employees of Kanduyi Sub- County, County Government of Bungoma.

## CONCLUSIONS

The study concluded that education diversity has a significant casual effect on the service delivery among the employees of Kanduyi Sub- County, County Government of Bungoma. That having staffing of different academic qualifications enhances service delivery among the employees of Kanduyi Sub- County, County Government of Bungoma.





## RECOMMENDATIONS

Since education diversity enhances service delivery among the employees, the County Government of Bungoma should consider employing staff of different academic qualification levels. That this eliminates pride and segregation among the staff and encourages working together thus enhancing service delivery among the employees of Kanduyi Sub- County, County Government of Bungoma.

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## CONFLICT OF INTEREST

No potential conflict of interest was recorded by the authors.

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