

Workplace Diversity and Employee Performance among Staff of Selected Universities in
Edo State.

Elizabeth NAPOLEON
PG/MGS0602462

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT,
FACULTY OF MANAGEMENT SCIENCES,
UNIVERSITY OF BENIN,
BENIN CITY, EDO STATE.

APRIL, 2025

Workplace Diversity and Employee Performance among Staff of Selected Universities in
Edo State

Elizabeth NAPOLEON

PG/MGS0602462

Being a thesis written and submitted to the department of Human Resource Management,
Faculty of Management Sciences, University of Benin, Benin City, in partial fulfillment of
the requirements for the award of the Master of Science (M.Sc.) degree in Human Resource
Management.

April, 2025

DECLARATION

I, **Elizabeth NAPOLEON**, hereby declare that the work presented in this thesis is a genuine work done originally by me and has not been submitted elsewhere for the award of any degree. All sources of information referred to in this work are acknowledged with reference to the respective authors.

Elizabeth NAPOLEON
(M.Sc. Student/Researcher)

Date

CERTIFICATION

This is to certify that this thesis titled “**Workplace Diversity and Employee Performance among Staff of Selected Universities in Edo State**” was carried out by **Elizabeth NAPOLEON** in the Department of Human Resource Management, Faculty of Management Sciences, University of Benin, Benin City.

Dr. E.E. IDUBOR
(Supervisor)

Date

Dr. E.E. IDUBOR
(Ag. Head of Department)

Date

DEDICATION

This research work is humbly dedicated to GOD ALMIGHTY, who by His Grace and Mercies has made this day possible, kept me throughout my academic sojourn in this great citadel of learning and provided all my needs according to His riches in Glory through Christ Jesus.

ACKNOWLEDGEMENTS

I am grateful to God Almighty for the gift of life, sustenance, His Divine wisdom, knowledge, understanding and resources that He made available to me during the course of my study and while writing this thesis.

My profound gratitude goes to my thesis supervisor, Dr. E.E. IDUBOR, whose motherly and scholarly mentorship brought her wealth of experience and good knowledge to bear on this work. I remain eternally grateful to you, ma.

I am truly grateful to my family members comprising of my parents Prof. and Mrs Napoleon, my siblings Becky Onoriode, Peace Ailemen, Grace Napoleon and Emmanuel Napoleon, my in-laws Ohis Ailemen, Stephen Onoriode, my lovely niece and nephews Jsril, Nina, Jahdiel, Joshua, Nathan and the delectable Paul Okhe whose constant physical, spiritual, moral and financial support was there for me.

Special thanks to all my lecturers for impacting me academically and adding immense knowledge which has helped to shape my thought processes and patterns throughout.

My warmest and profound appreciation goes to my friends and my course mates Ogori Onugu, Peter Eben, Omorotionmwan Eunice, Aikhionbare Osasere, Amajuoyi Gabriel, Imade Philip, Goodness Godwin, Iburho-Umukoro Akujiro, Judith Obaseki, thank you all for being amazing, I appreciate you all a lot.

TABLE OF CONTENTS

TITLE PAGE.....	i
Declaration.....	ii
Certification.....	iii
Dedication.....	iv
Acknowledgement.....	v
Table of Content	vi
Abstract.....	xi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Research Problem.....	4
1.3 Research Questions.....	6
1.4 Objectives of the Study.....	7
1.5 Research Hypotheses	7
1.6 Scope of the Study.....	8
1.7 Significance of the Study.....	9
1.8 Limitations of the Study.....	10

1.9 Operational definition of terms.....11

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview.....13

2.2 Conceptual Review.....13

2.2.1 Employee Performance13

2.2.1.1 Components of Employee Performance15

2.2.1.2 Dimensions of Employee Performance18

2.2.1.3 Factors Affecting Employee Performance33

2.2.2 Workplace37

2.2.3 Diversity38

2.2.4 Workplace Diversity39

2.2.4.1 Dimensions of Workplace Diversity.....40

2.2.4.2 Benefits of Workplace Diversity47

2.2.4.3 Challenges of Workplace Diversity50

2.2.4.4 Managing Diversity in the Workplace52

2.2.4.5 Barriers to Workplace Diversity Management55

2.2.4.6 Managing Workplace Diversity and Employee Performance57

2.2.5	Conceptual Framework	63
2.3	Theoretical Review.....	64
2.3.1	Equity Theory	64
2.3.2	Social Identity Theory	65
2.3.3	Expectancy Theory	66
2.3.4	Stereotyping and Prejudice Theory	68
2.3.5	Multiculturalism Theory	70
2.3.6	Human Capital Theory	71
2.3.7	Goal Setting Theory	73
2.3.8	Contingency Theory	75
2.4	Theoretical Framework	78
2.5	Empirical Review	84
2.6	Research Gap	98

CHAPTER THREE: METHODOLOGY

3.1	Overview.....	100
3.2	Research Design	100
3.3	Population of the Study	100

3.4	Sample size and Sampling Technique	101
3.5	Model of Specification.....	103
3.6	Operationalisation of Variables.....	104
3.7	The Research Instrument.....	106
3.8	Method of Data Collection.....	106
3.9	Reliability of the Research Instrument	107
3.10	Validity of the Research Instrument.....	108
3.11	Sources of Data	108
3.11	Methods of Data Analysis.....	108

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND

INTERPRETATION

4.1	Overview.....	110
4.2	Retrieval Rate and Description of Respondents' Socio-Demographics.....	110
4.2.1	Retrieval Rate	110
4.2.2	Description of Respondents' Socio-Demographics.....	111
4.3	Description of Research Variables.....	114
4.3.1	Description of Workplace Diversity.....	114

4.4	Description of Employee Performance.....	125
4.5	Estimation and Interpretation of Model/Relationship between Workplace Diversity and Employee Performance in Selected Universities in Edo State.....	140
4.5.1	Correlation Analysis.....	140
4.5.2	Result of Regression Analysis.....	147
4.6	Test of Hypothesis.....	150
4.7	Discussion of Findings.....	153
 CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS		
5.1	Overview.....	155
5.2	Summary of Findings	155
5.3	Conclusion.....	156
5.4	Contribution to Knowledge	156
5.5	Recommendations	158
5.6	Suggestions for Further Research.....	159
	REFERENCES	160
	APPENDICES	172

ABSTRACT

This study examined the effect of workplace diversity on employee performance in selected universities in Edo State, Nigeria. The specific objectives were to assess the impact of ethnic diversity, gender diversity, age diversity, educational diversity, and religious diversity on different dimensions of employee performance, including work quality, teamwork quality, productivity level, innovation, and engagement.

A survey research design was employed, and data were collected from three hundred and seventy one (371) employees across selected universities in Edo State.

Regression analysis revealed that while ethnic diversity, gender diversity, and age diversity do not have a significant impact on employee performance dimensions, educational and religious diversity had a strong and significant positive influence on employee performance, suggesting that an inclusive and accommodating work environment enhances overall institutional outcomes.

The study concluded that while certain diversity dimensions, such as ethnicity, gender, and age, may not directly impact employee performance, educational and religious diversity play crucial roles in fostering productivity, innovation, and engagement. The study recommended that institutions should invest in diversity management strategies, particularly in promoting educational diversity and religious inclusivity, to optimise employee performance and institutional effectiveness.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the ever-evolving landscape of today's business world, organisations are engaged in an unceasing quest to optimize their performance and secure a persistent competitive edge Hitt and Duane (2020). This endeavour to achieve sustainable success has generated a profusion of innovative strategies and solutions. However, it's a notable characteristic of this environment that many of these solutions tend to be swiftly supplanted by newer, ostensibly more effective ones McGrath (2019). Higher institutions have historically been at the forefront of promoting diversity and inclusion (Thomas, 2020). However, despite these efforts, many institutions still struggle to create a truly inclusive environment (Kochan & Barocas, 2020). Recent studies have highlighted the importance of diversity in improving employee performance and creating a better workplace (Nishii & Rich, 2020).

Diversity, as a concept, is not a recent phenomenon; it has been a constant feature in both societies and organisations for centuries, the concept of diversity has been present in various forms throughout history, with nation-states being a prime example of how diversity has been managed and integrated into societies Taras and Gonzalez-Perez (2020). Diversity can take many forms, including age, ethnic, gender, education, and religion diversity (Taras & Gonzalez-Perez, 2020). Each of these forms of diversity brings unique

perspectives and experiences to the workplace, which can lead to improved creativity, innovation, and problem-solving (Jonsen & Schneider, 2020). Furthermore, diversity can also improve employee performance by creating a more inclusive and supportive work environment (Harrison & Kelley, 2020). When employees feel valued and respected, they are more likely to be motivated and engaged in their work (Lauring & Klitmøller, 2019).

In higher institutions, diversity can also play a critical role in promoting academic excellence and student success (Smith, 2019). By creating a diverse and inclusive learning environment, institutions can attract and retain top talent, improve student outcomes, and foster a culture of innovation and creativity (Williams & Clowney, 2020). It is imperative that the management of these organisations commit to integrating diversity management seamlessly into their day-to-day operations and also employees must be aware of the diversity of the workforce and understand how to get the most of it (Nishii & Rich 2020).

In recent years, researchers have highlighted the importance of diversity management in organisations. For instance, a study by Nishii and Rich (2020) emphasizes the need for organisations to integrate diversity management into their daily operations to foster a culture of inclusion and respect. Other researchers have also explored the concept of diversity in various contexts. Thomas (2020) discusses the importance of diversity and inclusion in the workplace, highlighting the need for organisations to create a culture that value and respects diversity.

Workforce diversity is defined by Alghazo and Shaiban (2016) as the heterogeneous composition of employees of the same organisation in terms of gender, age, race, and educational background. Barak (2016) proposes a broader definition of workforce diversity as employee differences that extend to the values, organisational roles, occupation and behavioural styles.

Makhdoomi and Nika (2017) emphasize that as long as individuals with diverse backgrounds coexist within the same professional environment, workplace diversity remains a salient and, indeed, an intrinsic concern.

However, it remains an unfortunate reality that workplace diversity is all too frequently undervalued and relegated to the periphery, rather than being acknowledged as the invaluable asset that it truly is.

It is against this backdrop that this research aims to extend the boundaries of existing knowledge regarding workplace diversity, seeking to plumb its depths and elucidate how it can substantively contribute to sustainable employee performance. The goal is to provide higher institutions with insights that will empower them to not only harness the potent potential of diversity but also leverage it as a pivotal instrument in maintaining their competitive advantage through, while adopting a deliberately broad and all-encompassing perspective in order to furnish an exhaustive and meticulously detailed analysis of the multifarious aspects surrounding workplace diversity through, ethnicity, age, gender, education and religion, and proffer intricate ways in which they exert influence on

employee performance. This research aspires to become a touchstone for those seeking a profound comprehension of how higher institutions can harness the power of diversity and inclusivity, guided by the principles of equity, to unlock their full potential and achieve sustainable performance.

1.2 Statement of the Research Problem

In recent years, diversity in the workplace has emerged as a critical topic in academic institutions. Diversity encompasses various attributes such as age, gender, ethnicity, educational background, and religion. As universities continue to foster inclusive environments, the effects of diversity on employee performance becomes a critical area of investigation. Employee performance in higher institutions includes a wide range of outcomes, from teaching and research productivity to engagement with students and colleagues (Benton, 2019; Tuckman & Tuckman, 2020).

Higher education institutions are unique in that they typically feature diverse staff in terms of age, gender, ethnicity, education level, and religion. However, the impact of this diversity on employee performance remains a debated issue. For instance, gender and ethnic diversity are often linked to varying levels of innovation, creativity, and problem-solving abilities, while age and religious diversity may influence communication styles, job satisfaction, and team cohesion (Shore, Randel, Chung, Dean, Ehrhart & Singh, 2011).

Previous research has suggested mixed outcomes; some studies highlight the benefits of

diversity, such as improved creativity and job satisfaction (Garton & Mankins, 2022; Phillips, 2022), while others indicate challenges like conflict and communication barriers (Shorey & Hart 2020; Katz & Miller, 2022). This research seeks to explore how different forms of workplace diversity impact the performance of employees in higher institutions, providing insight into the factors that facilitate or hinder positive outcomes.

This research centers on understanding the relationship between workplace diversity and employee performance in higher education institutions, specifically focusing on five variables of diversity (age, gender, ethnicity, education and religion) and five variables of employee performance (work quality, team work ability, productivity level, innovation and engagement). While diversity is often seen as an asset, its effects on employee performance are not universally agreed upon, as some studies suggest that diverse teams perform better due to the broad range of perspectives they bring to the table (Kearney & Gebert, 2009; Hewlett, Marshall & Sherbin, 2022), while others indicate that diversity may lead to communication difficulties, interpersonal conflict, and lower harmony/unity within teams (Van Knippenberg & Schippers, 2007; Steele & Cohn, 2023; Sanghavi, 2024).

Although there is substantial literature on the benefits of workplace diversity (Brzozowska, Gross-Golacka, Grima, Kusterka-Jefmańska & Jefmański 2023; Seliverstova & Pierog 2021; Raewf & Mahmood 2021), particularly in corporate settings, few studies have specifically addressed its impact within higher education institutions. Given the unique

nature of the academic environments, characterised by a high degree of intellectual autonomy with diverse employee groups working in various roles, such as teaching, research, administration, and student services, the effect of workplace diversity on employee performance in this setting remains unclear. This research thus seeks to examine the extent to which age, gender, ethnicity, education, and religion influence employee performance in higher education institutions, and how these factors interact to produce either positive or negative outcomes. Therefore, the rationale for this study lies in the need to understand the specific dynamics of workplace diversity in higher education settings and its impact on employee performance. As institutions strive for excellence, understanding how diversity affects employee performance is crucial for optimizing team interactions, improving organisational effectiveness, and fostering a positive work environment.

1.3 Research Questions

This study will address the following research questions:

i. How does age impact employee performance among staff of selected universities in Edo state?

ii. How does education affect employee performance among staff of selected universities in Edo state?

iii. What is the relationship between ethnicity and employee performance among staff of selected universities in Edo state?

iv. To what extent does gender affect employee performance among staff of selected universities in Edo state?

v. What is the relationship between religion and employee performance among staff of selected universities in Edo state?

1.4 Objectives of the Study

The broad objective of this study is to study the relationship between workplace diversity and employee performance. The specific objectives of this research are to;

i. find out how age impacts employee performance among staff of selected universities in Edo state;

ii. evaluate how education affects employee performance among staff of selected universities in Edo state;

iii. ascertain the relationship between ethnicity and employee performance among staff of selected universities in Edo state;

iv. examine the extent to which gender affects employee performance among staff of selected universities in Edo state and,

v. investigate the relationship between religion and employee performance among staff of selected universities in Edo state.

1.5 Research Hypotheses

Based on the research objectives above, the following hypotheses were tested in the null form;

i. There is no significant relationship between age and employee performance among staff of selected universities in Edo state.

ii. There is no significant relationship between education and employee performance among staff of selected universities in Edo state.

iii. There is no significant relationship between ethnicity and employee performance among staff of selected universities in Edo state.

iv. There is no significant relationship between gender and employee performance among staff of selected universities in Edo state.

v. There is no significant relationship between religion and employee performance among staff of selected universities in Edo state.

1.6 Scope of the Study

This study focuses on workplace diversity and employee performance in some universities in Edo State (University of Benin (Benin), Ambrose Alli University (Ekpoma) and Benson Idahosa University (Benin). These universities chosen serves as representative of the federal, state and private universities. The study population comprises of academic and non-academic staff of the institutions. The reason for using these universities is to investigate workforce diversity (if operational or not) and its impact on the performance of

the staff. This study is not merely an academic endeavour; it is an earnest quest to reveal the underlying threads that weave diversity, inclusion, equity, and performance into an intricate and interconnected fabric. It is a comprehensive endeavour, with the aspiration to contribute a holistic and profound understanding of the relationship between workplace diversity and employee performance.

For time constraint and in order to get the best of this research, we would concentrate on 5 variables, which are ethnicity, gender, age, education and religion and how they tend to influence employee performance in the selected Universities.

1.7 Significance of the Study

As a result of the increasing diversity in higher institutions and in a bid to improve organisational/institutional effectiveness, this study examines the correlation between workplace diversity and employee performance; with the aim to enhance the knowledge and capabilities of human resource agencies and practitioners, enabling them to better manage human resources, promote employee satisfaction, while improving engagement and retention.

Human Resource Agencies/Practitioners: This research will enhance the knowledge and capabilities of human resource agencies and practitioners, enabling them to better manage human resources, promote employee satisfaction, and help both employees and employers achieve their goals more effectively.

Management of Organisations/Employers: The study will inform management about the benefits of embracing diversity, inclusion, and equity and provide insights into effective diversity management. This knowledge can lead to the attraction and retention of high-quality employees, an expanded customer base, and increased customer loyalty.

Employees: This study will foster innovation, open-mindedness, and increased job satisfaction among employees, ultimately making them more productive and engaged in their organisations.

Academia / Further Research (Studies): The study will contribute to a deeper understanding of diversity, inclusion, and equity in the workplace, allowing for the development of new strategies and best practices for managing diversity in various contexts.

Professional Bodies: The study will help professional bodies understand the importance of diversity and inclusion in the workplace and develop policies and practices that promote diversity and inclusion. This can ultimately lead to better employee outcomes and long-term success.

1.8 Limitation of the Study

Despite the important contributions of this study to the understanding of workplace diversity and its impact on the performance of employees in higher institutions of learning, it had some limitations; one of which is that the scope of the study is geographically limited to selected universities in Edo State, Nigeria. This restriction implies that the findings may

not be fully generalisable to other states or regions within Nigeria, let alone other countries with different cultural, institutional, or demographic backgrounds. While the selected institutions provide a useful representation of universities within Edo State, they may not reflect the full range of diversity management practices or employee experiences in the broader higher education sector.

Another limitation arises from the use of self-reported data. The primary data collection instrument was a structured questionnaire, which relied on the respondents' subjective perceptions and honesty. This method is naturally vulnerable to biases such as exaggeration, misunderstanding of questions, or intentional misrepresentation. While steps were taken to ensure the clarity and anonymity of the questionnaire, these measures do not completely eliminate the possibility for inaccurate or biased responses.

Nevertheless, the study provides a meaningful contribution to on-going discussions on diversity and employee performance in Nigerian higher institutions of learning, and it also lays the groundwork for further research with a broader scope and improved methodology.

1.9 Operational Definition of Key Terms:

Workplace: The concept of workplace has evolved over time, shaped by societal changes and advancements in technology. Traditionally, it primarily denoted a physical location where employees gathered to perform their jobs.

Diversity: Diversity is acknowledging, understanding, accepting, valuing and celebrating differences among people with respect to age, physical and mental ability, ethnicity, gender and public assistance status.

Workplace Diversity: Workplace diversity is the differences that exists in people/ employees that work in an institution or establishment.

Employee: An Employee is a recognised worker who works part-time or full-time under a contract of employment whether oral or written, stated or implicit.

Performance: Performance is carrying out or accomplishing an action/ task or function successfully using knowledge possessed by the individual.

Employee Performance: Employee performance can be defined as the level of productivity, effectiveness, and accomplishment of an employee in their role within an organisation. It is how a member of staff fulfils the duties of their role, completes required tasks and behaves in the work place.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

In this chapter, we present the conceptual, theoretical, and empirical review of related literature on workplace diversity and employee performance. This chapter also provides a summary of the empirical review and highlights the gaps in the existing literature.

2.2 Conceptual Review

This section contains a review of the concepts of employee performance and workplace diversity. Different dimensions of diversity such as ethnicity, gender, age, education and religion are also discussed here.

2.2.1 Employee Performance

“Employee performance can be defined as how employees behave in an organisation, as well as how efficiently they perform their duties and complete work that has been delegated to them (Donohoe, 2019). Employee performance has been seen as a variable that is reliant on other variables like training, knowledge, abilities and inspiration (Odhiambo, 2014). This supports Beziibwe (2015) who contended that during the industrial revolution, numerous organisations saw performance as a variable that was mainly worried about "inputs" aspects, especially money related assets. In most organisations, employees are expected to reach performance targets that have been set. Additionally, targets are also

set for the organisation as a whole in order to offer goods and services that are efficient and timely (Donohoe, 2019). According to Donohoe (2019), when dealing with a single employee, performance refers to “work effectiveness, quality and efficiency at the task level”. “For example, a salesperson may be required to make a certain number of calls to potential customers in an hour, while a production worker may be required to produce a certain number of products in an hour. An employee’s performance will have an impact on their colleagues as well as an organisation’s performance outcome. If an employee is not able to keep up with what it is required of them, this will impact their colleagues who will have to help or in some cases redo the work. Donohoe (2019) maintains that if employee performance is low, consumers will be unsatisfied, which will have an impact on an organisation’s profits and reputation.

However, in this present period, organisations have understood the need to grasp diversity because of an all-encompassing business information that diverse work groups are creative, innovative and increasingly receptive to the worldwide market economy (Mollel, Mulongo & Maket 2015). There are numerous explanations of employee performance featured in various studies. For instance, a study done by Odhiambo (2014) on development of human capital, explained performance as the successful release of obligation for which an employee is employed to perform. The author further clarified that, irrespective of various tasks an employee has performed, he/she can be respected to have performed well if the performance results are in line with goals and objectives of an employer. Mahadevan,

Primecz and Romani (2014) gave another explanation that employee performance is described as the fruitful completion of duties by a selected employee, as a set and estimated by an employer, to pre-characterized satisfactory gauges, while proficiently and successfully using accessible resources within a changing environment.

According to Osabiya (2015), employee performance might be similarly advantageous to both parties (employee and employer). Employees that are highly performing are more productive and this may in turn diminish their expectation to quit employment (Hassan, 2013). This is in line with Vroom Expectancy Theory, which portrayed a high-performance appraisal as an indication that cautions employees of acquiring acknowledgement and getting benefits like salary increase and promotion. Thus, these benefits may lead one to remain in the organisation. On the organisation itself, Osabiya (2015) contend that the effective employee performance prompts positive business results, for example, improved market share and revenue growth. Subsequently, most importantly, employee performance goes about huge determinant for an employee, group and organisational development.

2.2.1.1 Components of Employee Performance

Employee performance indicates an employee's accomplishments in the workplace after putting in an adequate amount of effort into a job; this is also influenced by a good work ethic, considerate colleagues, and good working conditions (Pradhan & Jena, 2017).

Managing employee performance positively in an organisation is vital for daily operations and can be done by utilising human resources effectively to obtain the best results. Human

resources will enable employee performance to be more tactical by aligning the performance objectives with the organisation's strategies. Employee performance is comprised of many components, as provided by Pradhan and Jena (2017) below:

Behavioural performance: Behavioural performance is a twofold concept; the process perspective of performance can be determined, which is the behavioural actions that lead to an expected outcome. The behavioural actions refer to the way employees act and behave to complete a task, while the expected outcome refers to the consequences of an employee's behaviour. It can be said that in an organisation, the behavioural actions are related to the expected outcomes. However, the intersection between the two concepts are not yet evident. This is because the expected outcome is also influenced by other factors, for example, employee motivation, skills, abilities, and so on.

Task performance: Task performance is comprised of clear behaviours that are expected of an employee, such as their responsibilities and the job description they were assigned. It requires an employee to use their cognitive ability, related to three elements:” Firstly, task knowledge, which is “requisite technical knowledge or principles to ensure job performance and having an ability to handle multiple assignments”; Secondly, task skill, which is “application of technical knowledge to accomplish task successfully without much supervision” and lastly, task habits, which is “an innate ability to respond to assigned jobs that either facilitate or impede the performance”. “Therefore, task performance requires an employee to have previous experience and the capability to do the work. In a working

environment, task performance can be seen as a contractual relationship between an employee and management to complete assigned tasks (Pradhan & Jena, 2017).

Adaptive performance: Adaptive performance refers to an employee's ability to adapt to the necessary working environment and provide the required support to complete the work.

According to earlier researchers, when employees perform their tasks, they make an effort to adapt their approach and role in the organisation according to the requirements of the job.

Adaptive performance requires employees to have the ability to professionally deal with working conditions that are not stable. For example, when dealing with new technology in the workplace, employees will need to learn and adapt to changes in how certain tasks will be done technologically. Employees may also be required to adapt their interpersonal behaviours to deal with different colleagues.

Contextual performance: Contextual performance can be referred to as employees' actions that are voluntary which benefit an organisation and create a better working environment. It is a type of pro-social behaviour that is established by employees in a working environment. These pro-social behaviours are unspoken expectations that are not part of an employee's job description; these can also be referred to as extra role behaviours." Contextual performance requires employees to have a voluntary attitude when it comes to "extra work, helping others in solving difficult tasks, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for organisational development, abiding by the prescribed rules and regulations,

and supporting organisational decisions for a better change”. “It benefits an organisation by creating a working environment that achieves individual employee productivity and overall effective organisational practices.

2.2.1.2 Dimensions of Employee Performance

Employee Work Quality

Employee performance is a important for organisations seeking to achieve strategic objectives, optimise operations, and enhance customer satisfaction. While performance can be assessed through various dimensions such as work quantity, behaviour, and timeliness, Work Quality stands as a pivotal factor that directly influences organisational success. Work quality refers to the degree of excellence with which an employee performs their tasks, emphasizing the accuracy, consistency, and value of the output to meet the specific standards and expectations of the organisation. Understanding the critical role of work quality in employee performance is essential for sustaining competitive advantage.

Unlike work quantity, which measures the volume of output, work quality evaluates how well the tasks are executed. High-quality work is characterised by minimal errors, meticulous attention to detail, and adherence to organisational goals and values (Cappelli, 2022).

Determinants of Work Quality

Several factors contribute to the quality of work an employee produces. These factors can be grouped into **individual factors**, **organisational factors**, and **external factors**.

- **Individual Factors:** These include the skills, education, experience, motivation, and cognitive ability of employees. Highly skilled and motivated employees are more likely to produce work of superior quality (Cappelli, 2022). Research has shown that intrinsic motivation, such as the personal satisfaction derived from completing tasks to the highest standard, is strongly correlated with high work quality (Kovjanic, Schuh, Jonas & Hielscher2023). Employees who possess advanced problem-solving skills and attention to detail can also deliver better outcomes with fewer errors.
- **Organisational Factors:** The organisational environment plays a significant role in shaping work quality. Factors such as training programs, up-skilling opportunities, leadership styles, feedback mechanisms, and organisational culture influence how well employees perform their tasks (Kuvaas & Buch, 2022). A supportive organisational culture that fosters collaboration, continuous learning, and constructive feedback encourages employees to consistently strive for high standards in their work (Chang & Lee, 2024).

- **External Factors:** External elements such as economic conditions, market demands, and technological advancements also impact work quality. For example, the integration of new technologies can enhance an employee's ability to perform tasks more efficiently, thus improving work quality. However, factors such as economic downturns or market pressures may lead to stress or overwork, potentially reducing the quality of work produced (Miller, Bartley & Gorman 2023).

Measuring work quality can be complex, as it often involves subjective judgment. Common methods of measuring work quality includes: supervisor evaluations, peer reviews, customer feedback, and self-assessments (Chang & Lee, 2024). In recent years, the rise of data analytics and artificial intelligence (AI) has enabled more precise and real-time measurement of work quality. These technologies can assess performance indicators such as error rates, customer satisfaction scores, and output consistency (Miller et al., 2023). However, organisations have adopted 360-degree feedback systems, which involve gathering performance evaluations from supervisors, peers, and subordinates. This holistic approach allows for a more comprehensive assessment of work quality, considering various perspectives within the organisation (Zhao & Wang, 2023).

Employee Teamwork Ability

Teamwork ability refers to an employee's capacity to effectively collaborate with others, contributing to the team's collective goals, and ensuring cohesive action toward

organisational objectives. It is an individual's ability to work cooperatively with others in a group to achieve shared goals. It involves skills such as communication, collaboration, problem-solving, and adaptability, all of which are essential for ensuring that teams function efficiently and harmoniously (Balthazard, Cooke & Potter, 2023). In today's work environment, where collaboration and cross-functional teams are central to achieving innovation and organisational goals, teamwork ability plays an indispensable role in overall employee performance.

As organisations increasingly adopt team-based structures to enhance creativity and improve decision-making, teamwork ability has become an essential dimension of employee performance (Chen, He & Yang, 2023).

Effective teamwork allows for a synergy where the combined efforts of the group exceed the sum of individual contributions. High-functioning teams can quickly adapt to changes and solve complex problems in ways that individual workers may not be able to achieve alone (Salas, Rico & Passmore, 2023). Consequently, an employee's ability to contribute positively to teamwork not only impacts their individual performance but also drives organisational success by improving overall productivity and effectiveness (Zhao, Li & Han, 2024).

Determinants of Teamwork Ability

The ability to work effectively in teams is influenced by a combination of individual, organisational, and contextual factors:

- **Individual Factors:** An employee's interpersonal skills, emotional intelligence, and communication abilities are crucial determinants of their teamwork success. Emotional intelligence, for instance, enables employees to navigate conflicts, understand others' perspectives, and manage relationships within the team (Goleman, 2023). Employees who can communicate effectively and listen actively tend to contribute more positively to team dynamics (Robinson & Judge, 2022).
- **Organisational Factors:** The organisational culture, leadership style, and support systems play a significant role in shaping teamwork ability. A culture that promotes open communication, trust, and collaboration provides employees with the environment they need to work well in teams. Leadership is particularly important; transformational leadership styles, which encourage participation, inspire trust, and provide clear direction, are often linked to improved teamwork and performance (Bass & Riggio, 2022). Organisations that provide adequate training and team-building resources enhance employees' teamwork skills, making it easier to collaborate effectively (Akinwale et al., 2023).

- **Contextual Factors:** External and situational factors, such as team size, team diversity, and task complexity, also influence teamwork ability. For example, larger teams may face more challenges in communication and coordination, which can affect overall performance. Conversely, diverse teams, where individuals bring different perspectives and skills, can enhance creativity and problem-solving but may also encounter issues related to conflict management (Stahl, Mäkelä, Zander & Maznevski, 2023).

When employees work well in teams, they can share knowledge and expertise, which results in faster decision-making and more effective problem-solving (Salas et al., 2023).

This collaborative effort leads to increased efficiency, as tasks can be divided and completed more rapidly with greater accuracy. Conversely, poor teamwork dynamics, such as lack of communication or unresolved conflicts, can negatively affect employee morale and performance, leading to decreased productivity and higher turnover (Zhao et al., 2024).

Measuring teamwork ability can be challenging, as it often requires subjective assessments of behaviors such as communication, collaboration, and conflict resolution. However, organisations commonly use tools such as peer assessments, team performance reviews, and 360-degree feedback to gauge teamwork ability (Robinson & Judge, 2022). These assessments often focus on key attributes such as cooperation, problem-solving skills, and

the ability to influence and support team members; also, team outputs, such as project success rates and quality of decisions, serve as indirect indicators of effective teamwork.

Employee Productivity Level

Employee productivity refers to the quantity and quality of work an employee produces in relation to the resources used to achieve it. It is the ratio of output produced by an employee to the input required for that output, such as time, effort, or resources. High productivity levels indicate that employees are delivering high-value work in an efficient manner, while low productivity levels may signal issues such as disengagement, lack of resources, or poor organisational support. Productivity is not merely about the quantity of work; it also involves the quality and impact of the employee's output (Bender & Shifrin, 2023).

This dimension is increasingly critical in today's competitive business landscape, where maximising output while minimising costs is paramount. By evaluating employee productivity, organisations gain insights into how effectively their workforce contributes to their goals, thereby helping to identify areas for improvement and ensuring long-term organisational success.

In modern organisations, employee productivity is a critical measure because it directly influences both operational and financial performance. Organisations that foster high productivity benefit from increased competitiveness, profitability, and the ability to

respond more quickly to market demands (Vega, 2023). In contrast, low productivity can result in wasted resources, unmet goals, and even employee turnover, all of which negatively affect organisational performance (Singh & Sharma, 2024).

Determinants of Employee Productivity

The productivity of an employee is influenced by several individual, organisational, and external factors:

- **Individual Factors:** An employee's skills, motivation, and physical and mental well-being are significant contributors to their productivity. Highly skilled employees can perform tasks more efficiently, while motivated employees tend to put more effort into their work and achieve better results. Factors such as work-life balance and mental health are essential, as employees who are well-rested and mentally healthy are more likely to produce quality work quickly (Goleman, 2023).
- **Organisational Factors:** The organisational environment and culture play an essential role in determining productivity levels. Workplaces that encourage collaboration, provide clear goals, and offer sufficient resources are more likely to have higher levels of employee productivity. Leadership also plays a significant role in building an environment that promotes high productivity. Leaders who provide clarity, support, and constructive feedback can help employees perform

better by aligning their individual efforts with the organisation's broader objectives (Hamel & Prahalad, 2023).

- **Technological and Environmental Factors:** The tools and technology available to employees can greatly impact their productivity. Access to modern software, automation tools, and effective communication platforms enables employees to complete tasks more efficiently and with fewer errors. The physical work environment, including factors such as noise, lighting, and ergonomics, can also influence how productive an employee is (Bender & Shifrin, 2023). For instance, comfortable, well-lit workspaces improve focus and reduce fatigue, which in turn boosts productivity.

To effectively assess employee productivity, organisations typically measure output in relation to input. In recent years, organisations have increasingly turned to performance management systems and analytics tools to track employee productivity. These tools use real-time data and insights to assess employee performance and identify trends.

Employee Innovation

Employee innovation is often considered a multidimensional concept that involves both creativity (the generation of new ideas) and implementation (the execution of these ideas within the organisation). This concept not only reflects an individual's ability to contribute creative ideas but also how these ideas are applied effectively to improve processes,

products, or services. It encompasses behaviours that go beyond routine job performance, suggesting that innovative employees are often those who demonstrate proactive, extra-role behaviors (Anderson, Potočnik & Zhou, 2014). Such behaviors include idea generation, problem-solving, and the willingness to engage in activities that may not be explicitly required by their job description but contribute to organisational change and improvement.

Employee performance has traditionally been evaluated based on task completion, quality of work, and adherence to job roles. However, in the modern workplace, innovation has become an essential performance indicator. Employee innovation as a performance dimension focuses on the proactive generation and implementation of ideas that improve or transform work processes, contribute to new product development or drive efficiencies within the organisation (Shalley & Gilson, 2004). Innovation is not just about creativity but the ability to take risks, challenge established norms, and experiment with new ways of doing things; all of which contribute to organisational growth and adaptability.

Determinants of Employee Innovation

Several factors influence the extent to which employees engage in innovative behaviors.

These factors can be broadly categorized into individual, organisational, and environmental influences:

- **Individual Factors:** Personal traits such as creativity and self-motivation are critical drivers of employee innovation. Employees with high levels of self-

motivation i.e. those driven by personal satisfaction and the desire to solve problems, are more likely to contribute innovative ideas and engage in innovative activities (Amabile, 1996). Furthermore, employees with a strong belief in their ability to succeed (self-efficacy) are more likely to take initiative and pursue innovative projects, even in the face of uncertainty or risk (Tierney & Farmer, 2002).

- **Organisational Factors:** Organisational culture and leadership significantly influence innovation. A culture that supports risk-taking, experimentation, and learning from failure creates an environment conducive to innovation. Transformational leaders, who inspire and intellectually stimulate their teams, are particularly effective in promoting innovation by creating a vision that encourages creativity and empowers employees (Jung, Chow & Wu, 2003).
- **Environmental Factors:** External factors such as technological advancements, market demands, and industry trends also influence employee innovation. In fast-paced industries, for example, employees may be more motivated to be creative in response to external pressures such as the need for digital transformation or the demand for sustainable practices. Furthermore, rapid technological advancements require employees to adapt continuously and contribute new ideas to keep the organisation competitive (Huang & Rice, 2020).

Impact of Employee Innovation on Organisational Performance

Employee innovation has a direct and significant impact on organisational performance.

- ✓ Innovative employees can contribute to the development of new products or services, which can lead to increased revenue streams.
- ✓ Innovation increases operational efficiencies by streamlining processes or introducing new technologies that reduce costs.
- ✓ Organisations with a strong focus on innovation tend to attract and retain top talent, as employees are drawn to workplaces that value creativity and forward-thinking (López-Cabarcos, García-Morales & Meroño-Cerdán, 2021).

Moreover, organisations that encourage employee innovation are better positioned to adapt to changing market conditions and stay ahead of competitors. For instance, firms that empower their employees to contribute innovative ideas are more likely to spot emerging trends and act on them swiftly, thereby gaining a competitive edge (Garcia-Morales, Lloréns-Montes & Verdu-Jover, 2007). As innovation becomes increasingly linked to organisational survival, organisations that do not promote it may face stagnation and reduced competitiveness.

Employee Engagement

It is widely understood as the emotional commitment employees have toward their organisation, which in turn influences their performance, behaviour, and attitude in the workplace. Engaged employees are not only more productive but also more likely to contribute to innovative solutions, enhance organisational culture, and drive long-term business success.

Employee engagement is generally defined as the level of enthusiasm, passion, and dedication that employees have toward their work. It encompasses three core elements: vigor (energy and resilience), dedication (commitment and pride in one's work), and absorption (focus and deep involvement in tasks) (Schaufeli, Salanova, González-Romá & Bakker, 2002). Unlike job satisfaction, which focuses primarily on contentment with work, engagement reflects a deeper emotional connection, often leading employees to go beyond their job descriptions.

Engagement is directly linked to job performance as it influences both in-role and extra-role behaviors. In-role behaviors refer to tasks directly associated with an employee's job description, while extra-role behaviors include activities that support the organisation but are not explicitly required, such as helping colleagues or voluntarily contributing ideas for process improvements (Organ, 1988).

Employee engagement positively impacts individual performance, including decision-making, productivity, and customer satisfaction. A meta-analysis by Harter, Schmidt & Hayes (2009) revealed that organisations with highly engaged employees experience higher productivity and profitability, demonstrating the direct link between engagement and performance outcomes. Furthermore, engaged employees are more likely to stay with the organisation, reducing turnover and its associated costs (Bakker & Demerouti, 2008).

Determinants of Employee Engagement

- **Individual Factors:** Individual traits such as personality, emotional intelligence, and motivation significantly influence engagement. Employees who possess high levels of self-efficacy and intrinsic motivation tend to be more engaged, as they feel competent and invested in their work (Bakker, Tims & Derks, 2011). Employees with a strong sense of purpose in their roles are more likely to be engaged, as they see their work as meaningful and aligned with their values (Kahn, 1990).
- **Organisational Factors:** Organisational culture and work environment are critical in fostering engagement. A supportive culture that encourages open communication, provides opportunities for growth, and values employee contributions is more likely to result in higher levels of engagement (Shuck, Reio & Rocco, 2017). Organisations that prioritize work-life balance, offer opportunities for skill development, and provide recognition for achievements create an environment that

promotes engagement (Albrecht, Bakker, Gruman, Macey & Saks, 2015). Leadership style also has a significant influence on employee engagement. Transformational leadership, which inspires and motivates employees through a shared vision, is particularly effective in creating engagement. Leaders who are empathetic, communicative, and supportive create an environment where employees feel valued, which increases their emotional connection to the organisation (Avolio, Walumbwa & Weber, 2004). Conversely, a lack of effective leadership can result in disengagement, leading to decreased performance and morale.

The Impact of Employee Engagement on Organisational Performance

The relationship between employee engagement and organisational outcomes is well-documented in recent studies. For example, a study by Gallup (2021) found that organisations with high employee engagement levels had 21% higher profitability and 17% higher productivity compared to those with lower engagement levels. Engaged employees are more likely to go the extra mile, contribute creative ideas, and provide excellent customer service, which directly influences customer satisfaction and loyalty (Harter et al., 2009).

Moreover, engagement has a positive effect on innovation. Employees who feel valued and supported by their organisation are more likely to contribute new ideas, experiment with

innovative solutions, and take risks to improve processes. A study by Macey and Schneider (2008) highlights that employee engagement is a predictor of innovation, particularly in dynamic industries where constant change is necessary for survival.

2.2.1.3 Factors Affecting Employee Performance

Firm/environment-related factors: Although there are many firm/environment-related factors that have been examined in the literature regarding their impact on employee performance, such as leadership, organisational trust, human capital investments, etc. Bapna, Langer, Mehra, Gopal and Gupta (2013), this study turns its attention on management support, training culture, organisational climate and environmental dynamism. Many researchers (Pulakos, 2004; Armstrong, 2012) claim that management support is an important condition for employee performance improvement. As Morrison and Phelps (1999) also indicate, when employees perceive that the management supports their job-related efforts, then it is likely that improved job performance will be noticed. Further, Parker, Williams and Turner (2006) found that management support is positively related to commitment and pro-activity (employee-related factors). Lepak, Liao, Chung and Harden (2006) have found that organisational climate influences employees' attitudes and behaviours and hence their performance levels, while Chatman et al. (2014) report that there is a relationship between organisational climate and adaptability and Erkutlu (2012) argues that it also affects employees' performance level. Finally, Boxall and Purcell (2007) point that organisation's culture affects employee's behaviour, while Roos and Van Eeden

(2008) claim that it is related with the level of employees' motivation. Dermol and Cater (2013) state that the acquisition of new knowledge and skills through training leads to improved employee performance. Additionally, Hale (2002) and Armstrong (2012) argue that training improves employees' knowledge and skills, so they can successfully deal with new everyday job-related challenges and, thus, improve their job performance. Moreover, Song, Martens, McCharen and Ausburn (2011) found that training culture is related to job autonomy and Winterton (2008) report that firms' training policy is closely related to the improvement of their employees' job-related skills and flexibility (employee-related factors). Ketkar and Sett (2010) reports that environmental dynamism affects firm performance. Furthermore, Motowildo and Schmit (1999) indicate that when firms' external environments are dynamic, then it is difficult for them to predetermine their employees' efficiency levels. In other words, in a dynamic environment, the job itself and its performance acquire unique characteristics. Finally, according to Crant (2000), employees working in a dynamic job environment with increasing job-related demands are likely to develop behaviours that lead to increased performance

Job related factors: Job related factors such as; Job communication and Job autonomy.

Noe, Hollenbeck, Gerhart and Wright (2006) define job autonomy as the extent to which “the job allows the employee to make decisions about how to perform his work. They also state that job autonomy is positively associated with employee performance. Specifically, Noe et al. (2006) report that job autonomy reflects the degree of freedom and independence

that employees have in decision making regarding the way they perform their jobs. Thus, employees with increased job autonomy have more flexibility in their work because they choose how to execute their jobs more efficiently and thus their performance is increased Morgenson, Delaney-Klinger and Hemingway (2005). Furthermore, Parker et al. (2006) found that job autonomy is also positively related to commitment and proactivity.

Employee-related factors: this study focuses on proactivity, adaptability, intrinsic motivation, skill flexibility, commitment and skill level. Employing people who have a variety of skills is a valuable asset for a firm, because it forms the basis for creating multiple alternatives to current or future job requirements. Wright and Snell (1998) define employees' skill flexibility as "the number of possible alternative ways, through which employees can apply their skills in their job" and "how employees with different skills can be repositioned to the proper places in a fast way. Bhattacharya, Gibson and Doty (2005) suggests that a firm can improve employees' skill flexibility through various processes, such as job rotation and cross-functional teams. These processes create unique skill combinations, exploitable by the firm and difficult to copy by competitors. Thus, claim that skill flexibility has the strongest direct and most visible impact on employee performance. Meaning that, the higher the level of HR skill flexibility, the more likely it is that employees will demonstrate higher performance. Besides skill flexibility, Noe et al (2006); Boxall and Purcell (2011) report that skill level is directly related to employee performance. Examining employees' intrinsic motivation, Boxall and Purcell (2011) indicate that it is

related and determine employee performance. Moreover, Delaney and Huselid (1996) suggest that in order for firm performance to be improved through increased employee performance, firms should strengthen employee motivation.”

Finally, it is argued that employee commitment, which consists of the three components (affective commitment, continuance commitment and normative commitment), is also related to employee performance. Chen and Francesco (2003) argue that the nature of the psychological status of each commitment factor varies from employee to employee. According to Chen and Francesco (2003), there is a positive relationship between affective commitment and employee performance, suggesting that, employees who feel that a firm’s behaviour towards them is good (e.g. fair treatment, participation in decision making) may increase their levels of emotional commitment to the firm and, in turn, their performances may also improve. Furthermore, employees with high continuance commitment feel a strong obligation to perform their jobs in such a way that is identified with the firm’s goals, while employees with low continuance commitment feel no such obligation to support the firm’s goals (Chen & Francesco, 2003). Meyer and Allen (1997) claim that there is a negative relationship between normative commitment and employee performance. They argue that this occurs because employees with a high degree of normative commitment are “trapped” in no-choice situations, such as remaining in the firm even if they do not want to. Thus, they perform their jobs passively and gradually their performance decreases (Meyer & Allen, 1997).

2.2.2 Workplace

The concept of workplace has evolved over time, shaped by societal changes and advancements in technology. Traditionally, it primarily denoted a physical location where employees gathered to perform their jobs. However, with the rise of remote work and digital collaboration tools, the definition has expanded to include virtual spaces where professionals connect and contribute from different geographical locations. According to indeed.com (2023), a workplace or place of employment is a location where people perform tasks, jobs and projects for their employer. Types of workplaces vary across industries and can be inside a building or outdoors. Workplaces can be mobile, and some people may work in different locations on various days. The growth of technology has led to a new type of workplace, a virtual one, allowing people to work remotely.”

The physical workplace often involves office buildings, cubicles, meeting rooms, and other facilities designed to support productive work. It plays a role in fostering a sense of belonging, teamwork, and corporate culture. On the other hand, the virtual workplace relies on digital platforms, video conferencing, and communication tools to facilitate remote collaboration. Regardless of the form it takes, a healthy workplace fosters effective communication, encourages collaboration, and supports the well-being of its members.

2.2.3 Diversity

Diversity has been defined as acknowledging, understanding, accepting, valuing and celebrating differences among people with respect to age, physical and mental ability, ethnicity, gender, and public assistance status (Esty, Griffin & Schorr-Hirsh, 1995). This description covers "those individual differences that are socially and historically significant and which have resulted in differences in power and privilege (Thomas, 2005). A group is diverse if it is composed of individuals who differ on a characteristic on which they base their own social identity (O'Reilly, Williams & Barsade 1998).

Diversity is also the distribution of Employee members in terms of physical and psychological attributes. Physical attributes which promote workplace diversity are seen as easily detectable such as ethnicity, age, gender and skin colour (Berdahl & Moore, 2006) and usually more enduring as it may form the first basis of alignment among diverse workers (Bezrukova, Thatcher & Jehn, 2007). Psychological attributes include factors such as attitudes, preferences, belief system, life style, values, personality and expertise as it forms the basis for differences among the workforce. To McKay, Avery, Tonidandel, Morris, Hernandez and Hebl (2007), attributes such as attitudes, life style, values, are controllable more easily through training while, certain attributes such as personality characteristics are relatively stable, it may require organisation members to interact long enough before being influenced Diversity has been expanded to means the collective differences brought to the workplace, based on individual and group characteristics,

attributes, values, beliefs, skills and abilities, backgrounds, socialization, life experiences, and power dynamics (Bagshaw 2004; Esen 2005; Konrad 2006)

2.2.4 Workplace Diversity

When defining the term diversity, it is essential to recognise that diversity amongst employees has a direct effect on a working environment. Natter (2019) defines diversity as the “understanding and acceptance of the fact that people have individual characteristics, which make them unique from each other, particularly when comparing individuals in a group”. These individual characteristics can be described as “race, ethnicity, gender, religion, political ideologies, sexual orientation, age, physical abilities or socio-economic status” (Natter, 2019). An individual’s experiences in life as well as their approaches to solving problems can also be included as individual characteristics. Another definition is given by Allen, et al. (2007), who stated that diversity can be described as a combination of variations in individuals; some are visible, for example race, and others are less visible, for example, sexual orientation. Diversity is viewed as being inclusive of everyone and treasures the variances that each employee brings along to an organisation (Allen, et al., 2007).

Workplace diversity can be described in many ways; there is no single definition that covers the wide range of aspects. These definitions and explanations of diversity recognise that it is necessary to have a broader overview of diversity than the traditional meaning linked to employment equity and affirmative action which has a focus on the previously

disadvantaged groups. In addition, the definition of diversity differs according to one's perception of diversity (Allen, et al., 2007). The perception of diversity is without a doubt influenced by the groups that one belongs to.

Natter (2019) argues that a working environment is comprised of different employees who each bring their unique qualities to an organisation. This has a direct effect on what occurs in an organisation, as different parts of an organisation are impacted by these diverse employees (Natter, 2019). Members outside the organisation also have a direct effect on how they perceive the organisation; if an organisation is seen to have too many diverse employees that can have an impact on how outside members think (Natter, 2019). Some may become discouraged from interacting with the organisation, while others may jump at the opportunity.

Diversity in the workplace has become a topic that is increasingly discussed, however, there are still varying viewpoints. According to previous research, some organisations may create a diverse labour force because they feel legally obliged to do so, while other organisations may create a diverse labour force because they see the benefits of having a wide range of employees working together (Natter, 2019). It is essential that organisations understand the intricacy of workplace diversity when implementing planning decisions.

2.2.4.1 Dimensions of Workplace Diversity

Loden & Rosener (1991) define diversity as that which differentiates one group of people from another along primary and secondary dimensions. Primary dimensions of diversity, those exerting primary influences on our identities, are gender, ethnicity, race, sexual orientation, age and mental or physical abilities and characteristics. The primary dimensions shape our basic self-image as well as our fundamental world views. Additionally, they have the most impact on groups in the workplace and society. Secondary dimensions of diversity are less visible, exert a more variable influence on personal identity and add a more subtle richness to the primary dimensions of diversity. They include: educational background, geographic location, religion, first language, family status, work style, work experience, military experience, Employee role and level, income and communication style. The secondary dimensions impact our self-esteem and self-definition. There is a definite trend towards definitions of a multiplicity of diversity dimensions; Arredondo (2004) adds culture, social class and language to the primary dimensions and healthcare beliefs and recreational interests to the secondary dimensions. She further adds a tertiary dimension, which encompasses historical moments experienced. The different dimensions of workplace diversity related to the research objectives of this study are discussed as follows:

Age Diversity

The concept of age has been phenomenal ever since the beginning of human history. Age is prodigious in the family, at schools or any institution. It is also crucial at work places as

most workplace activities are characterised by people of different age groups and categories Gitonga, Kamaara and Orwa (2016). In line with Azam (2018) there is no institution with employees of the same group, age varies across all aspects of the organisation. Zhakata, Bhebhe and Karedza (2017) states that each age group of workers has its own performance behaviours and characteristics, coupled with strengths and weaknesses.

In terms of employee performance, employees below the age of 30 are considered as keen knowledge acquirers. They are open minded and are willing to learn new things and new ways of increasing performance. They are usually high performers and are mainly characterised of school leavers and fresh graduates (Zhuwao, 2017; Gitonga et al. 2016; Busolo, 2017; Azam, 2018). Employees aged between 40 and 50 years are considered as the rational beings of the organisations. They usually make balanced decisions and their thinking and employee performances are balanced by work experience and need for excellence (Busolo, 2017). This age category consists of employees who have worked for a significant number of years. The majority of them have switched organisations in the past and so they have vast years of experience. Their experience makes them resourceful. Ekot (2017) suggests that this age group is mainly referred to when new recruits are oriented to the organisational culture. Employees above the age of 50 are essentially approaching the retirement age. Their priorities usually are mainly focused on life after employment. Some of the employees in this category have rage and regrets over how they have failed to plan

well for their retirement. When employees get to this age, they worry more about who will cater for them and worry less about how to enhance employee productivity (Ekot, 2017).

This is the most unproductive group of all employees especially when the employees hold non-managerial positions. However, Azam (2018) also indicates that this is the most resourceful age group. Most managers are in this age category as well as most company directors and executives. They have significant experience which they can use to further the performance of the organisation, and of individuals.

Educational Diversity

Carelse (2013) is of the view that it is a typical judgement that employees who are educated can execute their responsibilities effectively and adequately over those individuals who are certainly not. This implies that an employee who is well informed can complete their duties that need a particular information and application. Grubb (2016) argued that various sorts of training and levels of training require various mobility rates. For example, many companies have different employment opportunities offered for various groups of people. The category of employment that is offered for somebody with few years of work experience yet have no formal qualification in a field of study is not quite the same as an individual who has the necessary qualification from an institution of higher learning. In view of Carelse (2013) conclusions, an individual's efficiency relies upon the level of training they have gained. Frank (2014) found that companies and employers in most of the times they decline employees whom they view as they lack necessary training, education,

proper knowledge, abilities and experience to take the open positions in some companies. In addition, this shows that education is exceptionally significant to both parties; employers and employees. Hence, except satisfactory or legitimate education, it would be difficult for the individuals to be employed or even to execute their tasks properly in the event that they are ultimately employed into the company.

Ethnic Diversity

Ethnicity is defined as grouping of individuals based on their tribes (Dastane & Eshegbe, 2015). It has a feeling of mutual notable origin and shared fate. Martin and Nakayama (2015) contended that a workforce that is diverse in terms of ethnicity is likely to be productive and favourable to organisations. Ethnic diversity implies diversity in language, religions, races and cultures. There has been an increase in multicultural workforce in the organisation for utilizing greater participation and synergy to improve and increase both employee satisfaction and business performance. A moderate level of ethnic diversity has no effect on team performance in terms of business outcomes i.e. sales, profit, and market share. However, if at least the majority of team members are ethnically diverse, then more ethnic diversity has a positive impact on performance (Gupta, 2013; Simbarashe, Hlanganipai, Wiseman & Tlou 2019). Following the raise of diversity in recent times, there has be a raise in work groups with the intention of making increased participation to enhance employee and organisational performance as a whole. However, in as much as the nature of the composition of employees is speedily getting more and more varied in terms

of ethnicity, age, gender, education, and so on. Similar attention has been growing with respect to the effect of these diversities in academic institutions (Scott & Sims, 2016). A team that has diversity is likely to bring numerous views for team problem solving, new inventive thought subsequently prompting enhanced team performance. This is in line with Van Knippenberg et al. (2013) who stated that diversity in ethnicity gives creativity and innovation to the firm and therefore leading to an enhanced organisational performance. However, in cases where ethnic diversity is poorly managed, poor communication and social conflicts might arise (Arokiasamy, 2013). Bleaney and Dimico (2016) support this and further argued that conflict that arise as a result of ethnicity might negatively affect the reputation, performance, and productivity of the organisation. Based on the above-mentioned disadvantages together with advantages, Martin and Nakayama (2015) encouraged firms to develop effective diversity management techniques so that they can take advantage of benefits and decrease negative impacts of ethnic diversity.

Gender Diversity

Powell (2011) reiterates that gender refers to the physiological inference of someone being either male or female. Expectations and beliefs regarding what kind of attitudes, behaviours, values, knowledge, skills, and interest areas are more peculiar to one gender than the other. When it comes to gender diversity, this relates to the extent to which both male and female employees work together (Ehimare & Ogaga-oghene, 2018). Gender diversity studies agree that differences between males and females are significant enough to lead to organisational

dysfunctional or organisational improved performance (Makhdoomi & Nika, 2017; Ogbo & Ukpere, 2014). This follows that males and females respond differently to certain organisational stimuli. One of the widely cited theories which affects employee performance as a result of gender diversity is the Glass Ceiling Theory. The notion was first coined in 1960 and was used to describe a subtle obstacle that is so clear but yet very powerful that it can hinder women from climbing up the managerial ladder (Ekot, 2017). There is a social and organisational stereotype which belittles women to pursue senior positions in an organisation. According to Mulilima (2018) the Glass Ceiling Theory indicates that the fullest potential of women is not explored and their uttermost level of performance is not reached. In poorly managed and yet diversified organisations, gender diversity is more likely to lead towards stereotypes and discrimination (Ogbo & Ukpere, 2014). Females are usually the main victims as they are at times denied the social support to rise to some organisational positions which are regarded as masculine. However, Gellner and Veen (2019) indicate that some female employees have broken the glass ceiling, accepted and performed well in senior/superior positions.

Religious Diversity

Religion has been identified as one of the secondary feature of diversity management at work and in organisations; it is also one of the demographic element that many countries, institutions and establishments face. Religious diversity at work is also one of the natural creative and innovative potentials that can increase the competitive advantage of an

institution. According to Grubb (2016), there are numerous important differences in religious principles and practices. As a result, a notable challenge for employers with regard to religious diversity is acknowledging and monitoring various religions and their principles with specific consideration being put when religious special days come. For instance, basic organisational programs, meeting and conferences ought not to be planned during a holy period for employees of a particular religion, and employers ought to be adaptable in permitting employees to have leaves specifically for their religious practices. In the event when employers recognize, regard, and initiate even a little acknowledgment for their religious beliefs, employee trustworthiness is frequently improved (Grubb, 2016).

2.2.4.2 Benefits of Workplace Diversity

Diversity is beneficial to both employees and employers. Although employees are interdependent in the workplace, respecting individual differences can increase performance. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image (Esty et al. 1995). In an era when flexibility and creativity are keys to competitiveness, diversity is critical for an organisation's success. Also, the consequences (loss of time and money) should not be overlooked. Workplace diversity benefits organisations in many ways, such as retaining talent, lower turnover, generating creative ideas, improved problem solving and decision making, and increased performance levels (Allen, Dawson, Wheatley & White 2007). Workplace diversity serves as a competitive advantage which overall results in improved

organisational performance (Allen, et al., 2007). Ayres (2019) gives an account of the advantages of workplace diversity:

Increases predictability when working in teams: When working with teams that are diverse, organisations have the chance to allocate tasks in relation to each employee's strengths (Ayres, 2019). There is no need to assume who is best suited to complete a task. Organisations are able to build diverse teams that fit well together and work cohesively. Each employee will have the suitable qualification and experience that is needed in order to contribute to the team effectively, and this will allow for increased productivity and innovation on a daily basis (Ayres, 2019). This results in an increased job satisfaction level and a decreased turnover rate.

Creates a stronger economy Workplace diversity develops a working arrangement whereby everyone is able to join the labour force. It can be seen as an invitation that welcomes everyone to become active; different individuals bring their unique education and past experiences which are treated with great value (Ayres, 2019). On an organisational level, there will be a larger pool of applicants to choose from when filling positions (Ayres, 2019). From a societal standpoint, a stronger economy will be developed with regards to both local and international communities (Ayres, 2019).

Organisations are able to access required talent: Workplace diversity results in less restrictions when hiring employees. Organisations are able to pay attention to a candidate's past experiences and education and assess who has the best skills and abilities to perform

the tasks, rather than focusing on a demographic profile that will fit in with other employees (Ayres, 2019). By using an individual's skills and abilities as the primary tool when hiring, everyone will have a chance at success.

Increases creativity and productivity: When employees have comparable backgrounds or have similar past experiences, their views will often be grouped into the same category (Ayres, 2019). If employees have similar viewpoints, this can become very problematic when an organisation needs to develop new, creative ideas. Workplace diversity is a very powerful tool that enables an organisation to solve complex problems due to the wide range of fresh ideas and creative solutions that were not previously accessible (Ayres, 2019). At each level, diverse teams that leave room to improve create stronger bonds and have increased productivity levels. Ayres (2019) reports that productivity in a team increases by 35% when employees are racially diverse, and by 45% when employees are bilingual. Therefore, workplace diversity has become a key factor for many organisations today (Ayres, 2019).

Other benefits includes:

Learning and development: D'Netto et al. (2014). Indicated that the co-existence of employee difference in an organisation makes a point for an individual's self-development. The authors further added that, at the point when employees connect with different employees from different backgrounds such as, culture, race, gender and educational level, it may allow each employee to intelligently socialize and come up with alternate points of

view in an international viewpoint and along these lines their very own environment. As employees spend much time with other employees from various cultures, the more the employees destroy the ideology of ethnocentrism, therefore encouraging employees to be more experienced cultural individuals (Dike, 2013).

Effective communication: Workforce diversity can hugely enhance an organisation's relationship with clients from different backgrounds through initiating an effective communication process (Trittin & Schoeneborn, 2015). The customer service area is between the most significant parties where dynamic communication process is expected (Martin & Nakayama, 2015). Employees working in customer service area in a diverse organisation can be in line with diverse customers and can welcome clients and making them feel at home by using their basic understanding of diversity (Martin & Nakayama, 2015).

2.2.4.3 Challenges of workplace diversity

An opposing view of workplace diversity claims that it is undesirably linked to employee performance due to decreased levels in employee satisfaction, and increased turnover, decreased cohesiveness, communication difficulties, and increased conflict (Allen, et al., 2007). These effects could in turn result in damaging consequences in an organisation. Ayres (2019) gives an account of the disadvantages of workplace diversity:

Some cultures are not heard: When working in teams, workplace diversity definitely helps to improve intellect and understanding in an organisation. However, it does not create a working environment where every employee feels comfortable or safe to share their ideas (Ayres, 2019). This matter is customary in cultures which emphasise being respectful or polite. For example, employees may not feel free to voice their opinions or ideas even if they are asked to. This may be due to the influence of culture on keeping to their roles and what their job position requires of them (Ayres, 2019).

Communication issues: When working with diverse employees, quality translation is the most effective way to ensure good communication. It can also be seen as an effective way to communicate without losing important information in the process (Ayres, 2019). It is important to recognise that diverse employees have different backgrounds, so although everyone may, for example, speak English, they will have different accents and slang that can cause miscommunication. The same applies to different cultures. If employees do not understand each other, they may offend someone without knowing it; for example, a handshake may be a kind gesture for some, while having cultural implications for others (Ayres, 2019).

Varying understandings of etiquette Employees from different backgrounds will have varying attitudes in the workplace. They will have their own set of standards, as well as behaviours and etiquette they believe in (Ayres, 2019). These differences can either improve the working environment, or cause misunderstandings and create ill feelings and

bitterness among employees. For example, some employees may feel the need to ensure that all their work is complete at the end of their shift even if it means staying on, while others expect to work only for the eight hours they get paid for (Ayres, 2019).

Slow down work processes: Although a diverse workforce will generate more ideas when solving problems, this can also be seen as a challenge. Teams may move at a slower rate due to debating ideas that are proposed. When employees propose ideas that have the potential to be successful, it is only fair that the value of the idea should be debated (Ayres, 2019). Many teams find it difficult to stay on track and meet their deadlines due to this issue, therefore, it is helpful to have a management figure to direct the debates.

2.2.4.4 Managing Diversity in the Workplace

Diversity management is the systematic and planned commitment by the organisations to recruits retain, reward and promote a heterogeneous mix of employees. Theories and techniques of diversity management have been developed and enthusiastically supported by a growing number of chief executives, training specialists, diversity consultants and academics (Saji 2004). Diversity can improve organisational effectiveness. Organisations that develop experience in and reputations for managing diversity will likely attract the best personnel (Carrel, Elbert & Hatfield 2000).

Diversity refers to the co-existence of employees from various socio-cultural backgrounds within the company. Diversity includes cultural factors such as race, gender, age, colour,

physical ability, ethnicity, etc. The broader definition of diversity may include age, national origin, religion, disability, sexual orientation, values, ethnic culture, education, language, lifestyle, beliefs, physical appearance and economic status (Wentling & Palma-Rivas 2000).

Diversity requires a type of organisational culture in which each employee can pursue his or her career aspirations without being inhibited by gender, race, nationality, religion, or other factors that are irrelevant to performance (Bryan 1999). Managing diversity means enabling the diverse workforce to perform its full potential in an equitable work environment where no one group has an advantage or disadvantage (Torres & Bruxelles 1992). Diversity has increasingly become a "hot-button" issue in corporate, political, and legal circles. For example, managing workforce diversity is one of the most difficult and pressing challenges of modern organisations. The demo-graphic differences like sex, age, and were conventionally related to team level outcomes (Williams & O'Reilly 1998). Managers in public and private organisations will have to understand, predict and manage this intriguing nature of the diverse workforce. An understanding about the history of diversity management gives an idea about the evolution of the interest in a diverse workforce in organisations.

While many organisations have embraced diversity, others still consider it merely an issue of compliance with legal requirements. Effective diversity management has historically been used to provide a legally defensive position; that is, a firm with a diverse workforce could argue that they were not guilty of discrimination because of the prima facie case

based on their workforce demographics representing the demographics of the local community. However, in more recent years, the view of diversity has dramatically changed to a more proactive concept. Many business leaders are now beginning to believe that diversity has important bottom-line benefits. Diversity in the workforce can be a competitive advantage because different viewpoints can facilitate unique and creative approaches to problem-solving, thereby increasing creativity and innovation, which in turn leads to better organisational performance (Allen et al., 2004)

Effective diversity management involves creating a work environment that recognizes and values differences, and that promotes inclusiveness, equality, and fairness (Cox & Blake 1991). Diversity management practices can include affirmative action programs, mentoring and coaching programs, diversity training, and diversity councils or committees (Herring 2009). The aim of diversity management is to create a work environment that leverages the strengths of a diverse workforce, fosters creativity and innovation, and enhances organisational performance (Kossek & Lobel 1996). Other researchers like Inegbedion, Sunday, Asaleye, Lawal and Adebajji (2020) have indicated that managing workplace diversity has a substantial effect on organisational effectiveness. The study's goal was to investigate how diversity management affects organisational effectiveness by looking at how conflict is handled, cultural diversity, how marginalisation is seen by employees, collaboration, and employee work attitudes.

Moreover, Inegbedion et al. (2020) used a survey methodology to gather information from 178 respondents who were employed by nine multinational corporations in southern Nigeria. The research data were analysed using structural equation modelling, and organisational effectiveness and diversity management were employed as latent variables. However, the current thesis does not need such high levels of data analysis. Nevertheless, it has been found that there is suggestion for managing cultural diversity, in the way how disadvantaged people feel, and create conflict all have a big impact on diversity management. It follows that good management of these elements is essential for putting diversity management strategies in place in organisations (Inegbedion et al. 2020). In fact, some researchers have even considered it to be a new paradigm in the governance of organisations. For example, Gilbert, Stead and Ivancevich (1999) described diversity management as a new organisational paradigm. On the other hand, according to Turi, Khastoori, Sorooshian and Campbell (2022), because it acknowledges the effects of varied factors including gender, age, educational background, and ethnicity on organisational performance, diversity management is crucial.

This study shows how leadership ability, diversity views, and age diversity all have a big impact on organisational success. Organisations may increase performance and creativity by managing diversity well by utilising the distinctive views and abilities of their diverse workforce. Researchers found that leadership expertise also emphasises the significance of inclusive leadership in converting diversity into advantageous results. A more inclusive and

fairer workplace is fostered by diversity management, which also improves worker happiness and overall organisational performance (Turi et al. 2022.)

2.2.4.5 Barriers to Workforce Diversity Management

There are challenges to managing a diverse work population in relation to age, gender and culture that business leaders and managers ought to overcome in order to effectively implement diversity management strategies. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination, as well as complaints and legal actions against the organisation (Devoe 1999). Negative attitudes and behaviours can be barriers to workplace diversity because they can harm working relationships and damage morale and work productivity (Esty et al 1995). Negative attitudes and behaviours in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention and termination practices (could lead to costly litigation).

Kreitner & Kinicki (2012) set out some of common challenges for implementing diversity management as:

1. The difficulty especially for women to balancing career and family during these modern times, where they still have to manage the household.

2. A working environment, which is still hostile and unsupportive to diversity management.

The exclusion of diverse employees from networking with other employees.

3. Fears of discrimination. Employees are still reluctant to apply for senior positions in work areas that are still dominated by different nationalities.

4. The organisational policies does not promote diversity, therefore, employees perceive diversity as not important in the achievement of organisational goals.

5. Fear of the unknown from the employees who are fearful of failure and mistrust from other fellow colleagues

2.2.4.6 Managing Workplace Diversity and Employee Performance

Regardless of the mixed results of the influence of workplace diversity on employee performance in organisations, research indicates that the outcome of any organisation depends on how workplace diversity strategies are managed (Jayne & Dipboye 2004).

Jayne and Dipboye (2004) discuss the actions that organisations can take in order to successfully manage workplace diversity and employee performance:

Enforce the commitment and accountability of management: When dealing with diversity in the workplace, employees need to know that management is committed when implementing any new strategy. Organisations usually have many diversity barriers that are very general and indirect, therefore when dealing with workplace diversity for the improvement of an organisation, it is important to have reliable leadership. Organisational

success requires management to take charge of diversity strategies and stand accountable for any issues that may arise; they should ensure that these issues are reported, discussed, and the appropriate action should be taken. This will ensure that diversity barriers are addressed and a workforce will be built that truly reflects the demographics of the accessible labour market, as well as build employee commitment. Therefore, enforcing the commitment and accountability of management is critical; these diversity strategies will mean transforming an organisation for the better (Jayne & Dipboye 2004).

Conduct a detailed needs assessment: Organisations need to conduct a detailed needs assessment. In order to be successful, workplace diversity needs to be personalised to a specific organisation as well as the unique employees who face challenges. A needs assessment focuses on the employees, the jobs, and the organisation; this makes sure that diversity issues are outlined correctly and the appropriate actions are taken. Therefore, the needs assessment benefits an organisation by discovering the broad variety of options and choosing the best strategies to address the diversity issues in an organisation. At an employee level, an effective needs assessment involves comprehending the organisation's challenges, evaluating the demographics of an organisation, as well as being aware of the attitudes of employees (Jayne & Dipboye 2004). An organisation can do some research by using focus groups, surveys, or interviews to discover the issues that employees face in an organisation (Jayne & Dipboye 2004).

The research that an organisation does can explore the attitudes of employees, as well as detect issues in an organisation that management may overlook. For example, an organisation can analyse complaints that have been made by employees, or evaluate any activity that has taken place with regards to legal policies and practices. A detailed needs assessment benefits an organisation by identifying areas that need attention. At an organisational level, the culture of an organisation is important when developing new diversity strategies. An organisation's culture needs to be taken into consideration because a strategy that may be implemented successfully in one organisation may not be successful in another. Therefore, management needs to focus on the organisation and pay attention to the needs and support what is needed for a specific organisation. If an organisation does not consider their culture, the result will more than likely be that new diversity strategies will be underutilised due to employees' non-participation (Jayne & Dipboye, 2004).

Develop a strategy that links diversity and results: Organisations need to link diversity strategies with the results they want to achieve in order to be successful. The diversity strategy that is developed will guide decision making in an organisation, as well as organisational processes (Jayne & Dipboye, 2004). In order for an organisation to be transformed, organisations first need to recognise the competitive advantages of workplace diversity, such as recruiting the best talent, appreciating a diverse customer base, improved teamwork results, and increased productivity. Thus, organisations need to develop diversity strategies that link to the outcomes that an organisation wants to achieve, and in this way

challenges will be addressed successfully. Organisations can also provide a communication plan to inform employees about an organisation's steps in diversity strategies (Jayne & Dipboye, 2004). By organisations discussing the diversity strategies, employees will be up-to-date and aware of what is going on; for example, on-going review meetings, efforts to implement diversity strategies, and so on. In this way, the commitment of management will be demonstrated and an organisational culture will be developed that entirely embraces diversity (Jayne & Dipboye, 2004).

Encourage team building and group training: Organisations with a diverse workforce need to acknowledge that employees have a wide array of knowledge and skills, therefore, management needs to encourage team building and group training. This will make sure that the knowledge and skills of employees will be used to improve their performance (Jayne & Dipboye, 2004), as well as make the most of the individual strengths that each employee contributes when working in a team or group. After some time, it is believed that team performance improves due to employees developing a deeper, interpersonal understanding of each other, not just at a demographic level. This is a result of team building as employees are encouraged to share details about their past experiences and backgrounds, which in turn helps employees understand each other better as well as what each employee brings to the team (Jayne & Dipboye, 2004). Working in diverse teams has an impact on employee performance as well as the productivity levels in an organisation, therefore management needs to ensure that teams have the necessary skills to deal with conflict and

communicate effectively. This can be done through a few steps. Firstly, an organisation needs to recognise and prepare for potential issues that may arise in diverse teams, for example, very little social contact or communication problems. Secondly, it is important for an organisation to recognise that these issues can be resolved with effective management leading a team. Effective management is made up of the necessary abilities and skills to assist diverse teams in resolving these issues. And lastly, an organisation needs to understand that it takes time for a diverse team to make the most of their differences, and this should also be considered when evaluating a diverse team's performance (Jayne & Dipboye, 2004). However, team building and group training should speed up the process of a diverse team having an advantage.

Measure and evaluate the effectiveness of diversity strategies: In order to successfully manage diversity, it is essential to measure and evaluate the effectiveness of diversity strategies. There are many reasons why organisations do not evaluate the diversity strategies. Firstly, organisations may have difficulty finding worthwhile metrics and they worry about the return on investment when it comes to diversity strategies (Jayne & Dipboye, 2004). Secondly, often organisations do not gather the correct data to be evaluated; this results in resources being wasted (Jayne & Dipboye, 2004) and may be due to organisations fearing that data collected may be biased or discriminate against employees. And lastly, organisations that already have effective diversity plans in place do not feel the need to have conclusive evidence. However, regardless of these reasons, there

are many persuasive reasons why organisations should capitalise on diversity metrics.

Firstly, metrics enable organisations to keep track of the progress that is being made as well as address any emerging challenges. Secondly, metrics indicate an organisation's level of commitment to diversity strategies that are being implemented. And lastly, metrics make sure that resources are allocated according to regions that are most beneficial, and in this way costs can be reduced.

Therefore, by measuring and evaluating the effectiveness of diversity strategies, organisations will be able to make informed decisions with a good data-filled background (Jayne & Dipboye, 2004). Introducing metrics that are significant and implementing an evaluation process that is effective and all-inclusive involves detailed planning and adequate resources. Measurement involves monitoring changes that occur, so organisations need to be aware that change takes time. Thus, when evaluating diversity strategies, a long-range perspective is needed.

2.2.5 CONCEPTUAL FRAMEWORK

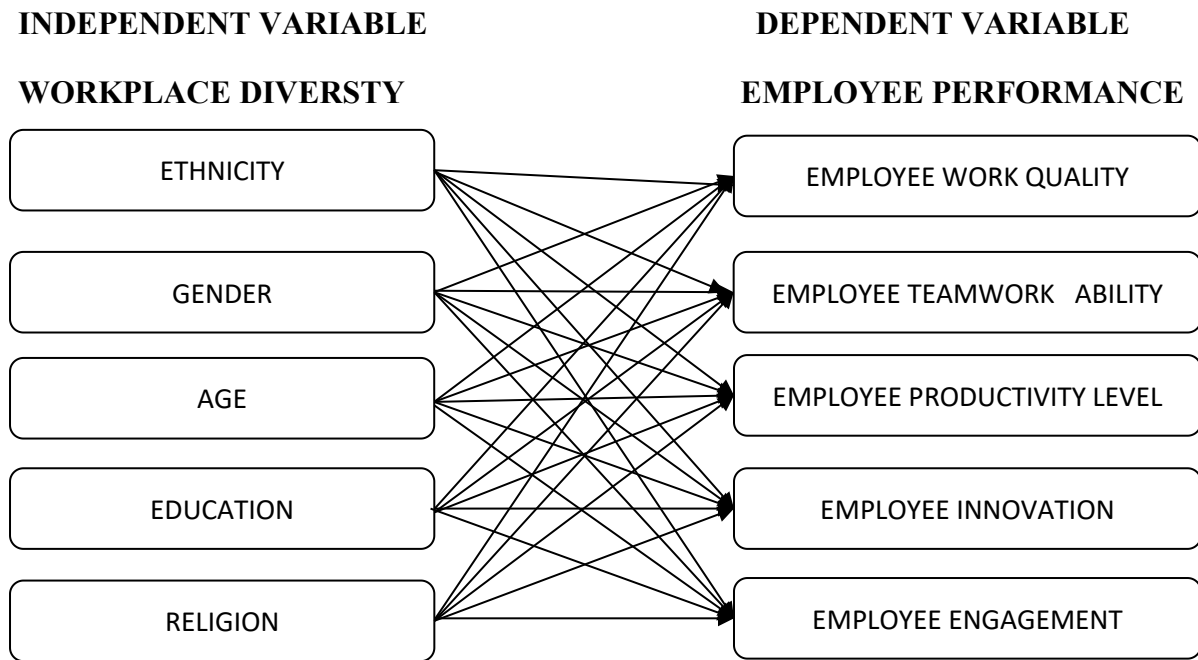


Figure 2.1 Researcher's conceptualization (2025)

The above diagram provides a visual representation of the hypothesized connection between the dependent variable (employee performance) which was further disaggregated (employee work quality, employee teamwork ability, employee productivity level, employee innovation, employee engagement) and the independent variables (age, gender ethnicity, gender, education and religion). Based on the foregoing, the conceptual framework reveals how the parameters of workplace diversity relate with employee performance.

2.3 Theoretical Review

2.3.1 Equity Theory

The equity theory was introduced by J. Stacy Adams (1963) with the view that fairness and equity are very crucial elements of a motivated individual. This theory states that “individuals are driven by fairness, and if they identify inequalities in the input or output ratios of themselves and their referent group, they will seek to adjust their input to reach their perceived equity” (Adams, 1963). Yousef (1998) explains that the equity theory is a theory that centres on perceived fairness of an individual. An employee reflects on how much effort has been expended and compares this to what has been got from it. This theory shows that employees strive to achieve equity between themselves and their co-workers. This equity will be achieved when the ratio of employee outcomes over inputs is equal to other employee outcomes over inputs. The equity theory is concerned with the perceptions people have about how they are treated as compared to others. The theory posits that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees. An example is when employees compare the work they do to someone else that receives a higher salary than them. They may conclude that the person may be doing lesser work compared to them, while receiving a bigger compensation (Kandpal, 2015). In such a scenario, the person evaluates their own effort-to-compensation ratio to that of another

person, and the end result is a loss in motivation. When compared to others, individuals want to get paid fairly according to the contributions in the organisation. Since motivation has a direct influence on performance, the study shall try to understand if the staff at the selected universities feels that there is equality in their output in regard to their input.

2.3.2 Social Identity Theory

This study was guided by the social identity theory proposed by Trajfel and Turner (1979) as it considers attributes such as age, gender, ethnicity and education, which is being investigated in this study. The social identity theory explains that employees have a tendency of classifying themselves based on groups in which they fit in. Such group maybe be based on age, gender, ethnicity and education, amongst others. According to the authors, these groups are the basis of egotism and self-confidence or agony and low self-confidence. In most instances, a group will develop high self-confidence through discriminating and prejudging members of other groups, what the Trajfel and Turner (1979) describe as in group and out group classification. These discriminatory practises and biased perceptions, for example on race may result into racism which can further lead to constant political and economic battles. This theory further explained that an employee work behaviour is defined by the inside principles of the group to which they belong. In consequence, this directly influences the performance of the employee. This theory opens up the need for this study to investigate how the phenomenon of gender diversity and ethnicity diversity contribute towards employee performance through identifying their effects.

2.3.3 Expectancy Theory

In 1964, Victor H. Vroom developed the expectancy theory through his study of the motivations behind decision-making. The expectancy theory of motivation, or the expectancy theory, is the belief that an individual chooses their behaviours based on what they believe leads to the most beneficial outcome. This theory is dependent on how much value a person places on different motivations. This results in a decision they expect to give them the highest return for their efforts. People often make decisions based on the reward they expect to receive from their work. This concept, known as the expectancy theory of motivation, can help you gain insight into the different ways you can encourage your team members. By learning what motivates your team members to work harder, you can better assign tasks, set goals and distribute meaningful rewards.

Three key elements of the expectancy theory

To help create a correlation between the efforts and performance that comprise the expectancy theory, look for the following three core variables:

Expectancy: Expectancy is the belief that if an individual raises their efforts, their reward may rise as well. Expectancy is what motivates a person to gather the right tools to get the job done, which could include raw materials and resources, skills to perform the job and support and information from supervisors. Some of the most common factors associated with your level of expectancy include:

1. Self-efficacy: The belief in your ability to successfully perform can impact your motivation levels.

2. Goal Difficulty: The difficulty level of your goal may influence the outcome you expect from your work.

3. Control: The level of control you feel you have over your performance can influence the efforts you make.

Instrumentality: Instrumentality is the belief that the reward you receive depends on your performance in the workplace. For a reward to have a positive impact on someone's future contributions at work, it typically follows some of these basic guidelines:

1. Clearly communicate the reward a team member can expect to receive.

2. Team members can trust that their manager or supervisor to give them an appropriate reward for their efforts.

3. Team members have clear expectations for their rewards.

An employee's performance at work can lead to many different types of rewards. Some of the most common rewards include a pay increase, a promotion, recognition or a sense of accomplishment. Generally, instrumentality increases if you feel that you have more control as to how, why or when you may receive rewards.

Valence: Valence is the importance you place on the expected outcome of your performance. This often depends on your individual needs, goals, values and sources of motivation. For example, if you expect to be one of the top performers on your team, you may place high importance on achieving that goal, even if others don't expect you to achieve this level of performance.

2.3.4 Stereotyping and Prejudice Theory

Pitts (2009) defines stereotype as a fixed and over-generalized belief about a group of people. The theory was proposed by Gordon Allport in 1954 and he asserts that stereotypes helps people respond to situations because of sharing similar experiences. The main drawback with these stereotypes is that it makes people ignore differences and make generalizations about others that might not be true. Stereotyping in the workplace allows people to infer that an employee has a range of characteristics and abilities that members of his or her group are assumed to have. This inference leads to social categorization which forms the prejudice attitudes that cause people to form in-groups and out-groups. Workplace prejudice and stereotyping can result to discrimination of a person or a group of people based on a certain range of characteristics. Such instances create a poor working atmosphere that may end up demoralizing the victim. Such effects can cause the victim to lose focus and morale which directly impacts on the productivity of the individual (Nayab, 2010). The individual may end up feeling unworthy, which can cause a loss in self-esteem and motivation. The productivity or performance of such a person is likely to drop. He

further indicates that workplace prejudice and discrimination is a major cause of unemployment. People stay unemployed because of biasness in hiring companies or organisations. This biasness impacts on workplace diversity management which creates a ripple effect on performance. Uwlax (2003) also introduced four theories describing the formation of prejudices among individuals. These were normative theory, scapegoating theory, exploitation theory, and authoritarian-personality theory. On normative theory, the author observes that one's family, friends, and community will be responsible for the creation and reinforcement of prejudices. In the scapegoating theory, people formed prejudices based on their need to apportion blame on a minority group for personal shortcomings and misfortunes. Uwlax observes that the exploitation theory describes the prejudices formed by individuals as a result of conflicting economic interests. These conflicting interests cause people to justify actions that would discriminate against other ethnic groups with whom they are in competition. Finally, authoritarian-personality theory described the formation of harsh prejudices based on an individual's personality of what is good or evil. Levy (1997) introduced the stereotype embodiment theory (SET) to describe the process by which age stereotypes affect the health of older adults. This assertion was based on four main premises: that stereotypes become internalized across the lifespan; that stereotypes can operate unconsciously; that stereotypes can gain salience from self-relevance; and people could utilize multiple pathways in their stereotyping. Using these premises, Levy sought to explain why age stereotypes were internalized by older adults and

how other types of self-stereotypes operated (such as ethnic stereotypes). The findings will be useful in depicting how these stereotypes, once activated in the individual's subconscious, would eventually have an effect on his or her health. Stereotyping and prejudice shall be investigated in this study at the Universities. As outlined above on the impacts of stereotyping, the study shall try to make a generalization of the influence of stereotyping and performance. Random sampling shall be expected to include respondents from initially known stereotyped groups along age, education or even gender lines which shall be used to infer conclusions.

2.3.5 Multiculturalism Theory

This theory was made popular by Will Kymlicka in 1995. According to this theory, members of dissimilar cultures can live in harmony alongside each other, without the need or appeal for assimilation (Sunada, 2000). This theory was formulated to define disadvantaged groups, minorities and the physically challenged (Glazer, 1997). Multiculturalism is a body of thought in political philosophy about the proper way to respond to cultural and religious diversity (Yousef, 2000). Mere toleration of group differences was said to fall short of treating members of minority groups as equal citizens; recognition and positive accommodation of group differences was required. Song perceives that multiculturalism is closely allied with nationalism. Multiculturalism does not only apply to culture or cultural groups but also a wide range of aspects such as religion, language, ethnicity, nationality and race. Segregation of individuals at workplaces along

this line is common. Minority individuals can still work together in any environment, without having to get assimilated into the pre-dominant culture; they can retain their collective practices and identities. Some theorists argue that sometimes, such groups receive cultural accommodations such as “group-differentiated rights” including assistance to do some tasks, exemptions from law owing to their cultural beliefs such as religion (Levy, 1997). In a working environment, other workmates can feel demotivated for seeing their fellow colleagues getting such preferential treatments, or exemptions from the common law. This is likely to have an effect on performance. The study shall attempt to unearth any form of exemptions or advantages that are enjoyed by minority groups within the organisation. Further inquiries shall be made to understand how such privileges affect the motivation of other employees not receiving such benefits, or how it eventually impacts on their performance.

2.3.6 Human Capital Theory

Human capital theory can be traced back to the mid-twentieth century, when economists and scholars recognised the importance of human knowledge, skills and abilities as a form of capital that contributes to economic growth and development. It was proposed by Gary Becker in 1964. Since then, human capital theory has evolved and expanded, shaping our understanding of education, training and workforce productivity.

The theory of human capital emphasized that a diverse workforce can improve organisational effectiveness when it is properly and effectively managed to achieve a

competitive advantage. According to the proponents of this theory, (Esty, et al, 1995), firms are likely to attract the best human resource personnel when they build reputations and experience in diversity management and this ultimately will enhance work success, in line with their proposition, a well-managed diverse workforce environment will enhance marketing opportunities, creativity, business image and consequently improve overall organisational productivity.

The theory of human capital is an off-shoot of the resource-based outlook of the organisation as espoused by Barney (1991). According to the theory, when an organisation has a diversified workforce, then a sustainable competitive advantage is attained. The theory further posits that a well-managed diverse workforce (human resource) signifies an essential pus with the capacity to grant basis for competitive advantage because it is often complex to replicate by competitors and inflexible to alternate even within the same firm. Therefore for firms to attain and increase this valuable capital, strategic human resource management can be used through maximising and capitalising on workforce diversity to an advantage.

Expanding on this notion, Green, Craven and Gonzales (2006) argues that the recognition and accommodation of individuals or groups differences should be recognised as a critical issue in human resource management, if a harmonious working environment that encourages morale and performance is to be achieved.

The application of the human capital theory to workplace diversity studies can give useful insights into how diversity and inclusion policies affects both individuals and organisational results. For instance, the theory suggests that investments in education, training and skill development boost productivity and economic returns. Companies that hire a diverse workforce and provide training and development opportunities can increase their workers knowledge and abilities, resulting in enhanced organisational performance.

2.3.7 Goal Setting Theory

Goal setting theory, a theory of motivation that explains what causes some people to perform better on work-related tasks than others. The most well-known theoretical framework for goal setting intervention is goal setting theory by Locke and Latham 1990. At its deepest roots, goal-directed action is based in biology; The theory was based on close to 400 studies. Since 1990, over 600 additional studies have been done (Mitchell & Daniels, 2003), and the use of goal setting has expanded into many domains including education, leadership, psychotherapy, health promotion, creativity, bargaining, sports, and entrepreneurship, among others. Furthermore, new discoveries have been made about the core elements of goal setting; for example, mediators, moderators, learning goals, and subconsciously primed goals have been added to the theory. Goal-setting theory is a powerful approach to enhance productivity and employee engagement in the workplace.

Principles of Goal-Setting Theory:

Clarity: Goals must be clear and specific. When employees understand project objectives and deadlines, misunderstandings are minimized.

Challenge: Goals should be sufficiently challenging to keep employees engaged and focused. Tedious or overly easy goals can demotivate employees.

Commitment: Employees need to support and understand the assigned goals from the outset. Commitment drives enjoyment and goal achievement.

Feedback: Regular feedback throughout the goal-achieving process ensures tasks stay on track.

Task Complexity: Break down goals into smaller ones, allowing employees to track overall progress.

Advantages of Goal-Setting Theory:

Improved Control: Companies benefit from better control when employees work toward well-defined goals. Recognizing high achievers becomes easier.

Enhanced Performance: Challenging goals, coupled with matching rewards, lead to better employee performance.

Company Success: Employee success contributes to overall company goals and objectives.

Disadvantages of Goal-Setting Theory:

Narrow Focus: Excessive focus on specific goals may lead to neglect of other important aspects.

Stress and Pressure: Unrealistic or overly ambitious goals can cause stress and burnout.

Resistance to Change: Some employees resist change associated with new goals.

Risk of Manipulation: Managers might manipulate goals to achieve desired outcomes.

Goal-setting theory, when applied thoughtfully, can drive employee motivation, increased employee performance and ultimately organisational success. However, balancing clarity, challenge, and employee well-being is crucial for optimal results.

2.3.8 Contingency Theory

In 1964, Fred Fiedler popularized the concept of contingency theory. He emphasized that leadership effectiveness depends on both the leader's personality and the degree of power and control they have in a given situation. Contingency theory is an organisational theory that asserts there is no single best way to structure a corporation, lead a company, or make decisions. Instead, the optimal approach depends on the specific internal and external context. The notable points about contingency theory are:

Flexibility: Unlike prescriptive theories, contingency theory recognizes that effective management and leadership methods must be flexible to adapt to varying situations within an organisation.

No One-Size-Fits-All: Contingency theory rejects the notion of a universal best approach. Instead, it acknowledges that the right course of action depends on the unique circumstances faced by an organisation.

Environment Matters: Management style and organisational structure are influenced by various environmental factors, termed contingency factors. These factors include technology, culture, diversity of the workforce and external conditions. Organisations are classified with three (3) variables according to Fred Fiedler contingent approach. The variables are:

1. How well employee perceive the leader
2. The degree to which the employees job are described in details
3. The authority the leader possesses through his/her position in the organisation,

Contingency theories claim that leaders will be able to exert more influence if they are able to have good relationship with employees (Miles, 2022). In addition, contingency management states that in organisations/institutions where the task is described in detail, the leader has more influence over employees than in those organisations that do not have structured tasks.

Contingency theory highlights the need for adaptable leadership and organisational approaches, recognizing that context matters more than a one-size-fits-all solution. If an organisation/ institution especially one with a diverse workforce seeks to improve its

employee performance, this theory will be best suited for achieving the desired outcome. A leader should be strong, possess good interpersonal relationship skill with acute emotional intelligence required for effective coordination and collaboration in team work (Marthin, 2023)

2.4 Theoretical Framework – Equity Theory and Contingency Theory

The integration of diversity, whether related to gender, ethnicity, age, religion or education can enhance the academic environment, contribute to innovative teaching and research, and improve student satisfaction. However, managing diversity in these institutions presents both opportunities and challenges. While diversity can foster creativity, collaboration, and a more inclusive educational experience, it can also lead to issues such as conflict, communication barriers, and perceived inequities in opportunities for faculty, staff, and students. To fully understand the dynamics of workplace diversity in higher education and its impact on employee performance, this study is adopting the equity and contingency theory. Equity theory and contingency theory sheds light on how diversity affects the workplace and influence employee outcomes in higher institutions.

Equity theory was developed by John Stacey Adams in 1963. It is grounded in the idea that individuals seek fairness and equity in their social and work relationships. According to this theory, employees assess their efforts (inputs) against the rewards (outputs) they receive and compare these ratios with those of others. When employees perceive an imbalance, whether they feel they are under-rewarded or over-rewarded, they experience feelings of distress, which can impact their motivation, performance and engagement.

In the context of higher education institutions, Equity theory can be applied to assess how academic and non-academic staff from diverse backgrounds perceive their contributions in comparison to the recognition, resources, and opportunities they receive. Since universities are often comprised of a wide range of individuals; professors, researchers, administrative staff, and students, diversity in age, gender, ethnicity, religion and education can significantly influence how equity is perceived within these environments. If employees perceive inequity, especially those from marginalized or underrepresented groups, it can lead to negative outcomes such as job dissatisfaction, high turnover and reduced performance. Equity Theory is highly relevant in analyzing the effects of diversity on employee performance in higher education institutions. Several factors influence how individuals perceive equity in this setting, including compensation, recognition, career advancement opportunities, and access to resources such as research funding and institutional support. Diverse employees, particularly those from historically underrepresented groups, may experience perceived inequities if they feel their contributions are undervalued compared to their peers. While diverse teams can bring valuable perspectives, they can also highlight disparities in opportunities and rewards. Employees from different age, ethnic, or gender backgrounds may perceive themselves as being overlooked for promotions, leadership opportunities, or even research funding. These feelings of inequity can negatively impact their motivation, job satisfaction, and overall performance.

By applying equity theory, higher education institutions can identify areas where perceived inequities exist and address them proactively. For example, institutions can implement more transparent and equitable policies around promotion, tenure, and resource allocation to ensure that academic and non-academic staff from all backgrounds have equal access to career development opportunities.

Furthermore, universities can foster an environment where diverse staff members are given opportunities to engage in leadership roles and are recognized for their unique contributions. By ensuring that all employees, regardless of their background, feel that their efforts are valued and fairly rewarded, universities can improve job satisfaction, motivation, and, ultimately, employee performance.

Contingency Theory suggests that there is no one-size-fits-all approach to organisational effectiveness or leadership. Developed by Fred Fiedler in the 1960s, the theory argues that the success of an organisation or a leader depends on the interaction between various internal and external factors. These factors can include the organisation's culture, the leadership style of its managers, the structure of the team, and the specific task or environment in which the team operates.

In higher education institutions, diversity management strategies and leadership approaches need to be adapted to the specific needs of the academic and non-academic staff and students. A “one-size-fits-all” approach to managing diversity may not be effective, as

different departments or programs within the same institution may have varying levels of diversity and different challenges related to inclusivity. Contingency theory, therefore, provides a flexible framework for understanding how leadership styles and diversity management practices should be adapted to the needs of specific contexts within higher institutions.

The application of contingency theory to the management of diversity in higher education institutions helps to highlight the importance of adapting leadership and organisational practices to the unique characteristics of diverse faculty and staff. The dynamic nature of the higher education environment means that diversity management strategies must be context-specific. Contingency theory suggests that leadership styles should be adapted to the specific demands of the situation. In a higher education institution, different departments or teams may require different approaches to leadership. For example, a leadership style that emphasizes collaboration and team-building may be more effective in a highly diverse department where interpersonal relationships are critical to the success of academic projects. Conversely, a more task-oriented leadership style may be suitable for a department focused on research productivity, where clear goals and deliverables are prioritized.

The diversity within academic teams, comprising academic and non-academic staff, also requires flexibility in leadership and decision-making approaches. The leadership style in a

department with a high proportion of underrepresented groups might need to prioritise inclusivity and create a supportive environment, while a department with a homogenous staff might focus on more task-oriented leadership to achieve specific academic goals. The implementation of diversity strategies in a university setting must be contingent upon the unique characteristics of each institution. For example, large public universities with diverse student and staff populations may face different challenges related to diversity than smaller private institutions. In some institutions, diversity strategies might include formal policies on recruitment, retention, and advancement of underrepresented academic and non-academic staff, while others may focus on fostering a more inclusive curriculum or promoting cross-cultural interactions among students. The effectiveness of these strategies will depend on the specific context of each institution, and a flexible, adaptive approach is required for success.

Together, equity theory and contingency theory provide a holistic framework for understanding the dynamics of diversity and employee performance in higher education institutions. Equity theory focuses on the individual's perception of fairness and justice, which directly affects motivation and performance, while contingency theory emphasizes the importance of context and adaptability in leadership and organisational practices.

By integrating these theories, universities can:

- Identify and address inequities: Equity theory can help pinpoint areas where academic and non-academic staff feel that they are being treated unfairly, allowing institutions to implement corrective measures to improve morale and performance.
- Adapt leadership to context: Contingency theory suggests that leadership and diversity management strategies must be adapted to the specific needs of each department, academic and non-academic staff member or group, ensuring that the unique challenges and strengths of diverse teams are taken into account.
- Create a supportive and flexible environment: By combining the principles of both theories, higher education institutions can create environments that not only support diverse individuals but also offer the flexibility to adapt diversity strategies to the unique demands of the institution.

2.5 EMPIRICAL REVIEW

Age and Employee Performance

Igbolie, Chinedu and Obikeze (2021) investigated influence of age and gender on job performance among non-teaching staff of Chukwuemeka Odumegwu Ojukwu University.

The study adopted a descriptive survey research design. Data collected were statistically analysed using two (2) way analysis of variance and T-test at 0.5 level significance. The result showed that age significantly influence job performance of staff.

Bashir, Hameed and Ullah (2021) carried research on the impact of age-diverse workforce on organisation performance: mediating role of job crafting. The Partial least square structural equation modelling (PLS-SEM) approach was used for data analysis. The outcome of the study reveals that there is a significant relationship between both age groups of employee and an organisation's financial and non-financial performance.

Krishnan, Gowrishankar and Kanagaray (2017) examined age diversity of the workforce and employee performance. The purpose of the study is to examine the relationship between age diversity and employee performance. The study surveyed 120 respondents through convenience sampling technique and tested with Kaiser meyer olkin test sampling adequacy and Bartlett's Sphericity test. Correlation and regression analysis were deployed and findings revealed that age diversity of the workforce has a significant contribution to predict the employee performance.

Hapompwe, Mulenga, Siwale and Kukano (2020) analysed impact of age and gender diversity on employee performance in Zambia Compulsory Standards Agency (ZCSA), Zambia. A descriptive research design was adopted and a set of descriptive statistic tools were employed (frequencies, percentages, mean, and standard deviation) were used to generate tables, bars and graphs while SPSS 18 was used for analysis. Key findings reveal that there is a significant positive relationship between age and gender diversity on employee performance.

Education and Employee Performance

Rivaldo and Nabella (2023) carried out a research on employee performance: Education, training, experience and work discipline in PT. Infineon Technologies Batam, Indonesia. The study aimed to determine the extent to which education, training, experience and job discipline affects the performance of employees in the company. Data was analysed using SPSS mathematical tool and findings revealed education, training, experience and work discipline positively influenced employee performance.

Hidayat and Budiartma (2018) investigated Education and job training on employee performance. The study aims to determine the effect of education and job training on employee performance in PDAM Giri Menang Mataram, Indonesia. The data collection method in this study is the survey research design, multiple linear regression was used to analyse data and findings show that the variables of education and training have a simultaneous effect on employee performance.

Ethnicity and Employee Performance

Ukachukwu and Iheriohamma (2013) in their study, the effect of cultural diversity on employee productivity in work organisations in Port Harcourt, Nigeria. This study sheds light therefore on how differences in cultural orientations can affect the productivity of employees and organisations. The quantitative research method was adopted for data collection. Chi-square analysis was used to test the hypotheses formulated and the findings show that cultural diversity significantly affects the ability of employees to build or work in teams. This consequently affects their productivity. Since conflict arising from cultural differences wastes time and reduces employee morale, this study recommends that organisations should strive to create organisational culture that not only incorporates and enhances the cultural diversity of its workforce composition, but also enables employees to build relationships and acknowledge each other regardless of their differences of origin and background.

Nguta and Omuya (2024) carried out research on effect of ethnic diversity on employee performance at National Museum of Kenya. This study intends to examine the impact of ethnic diversity on the performance of employees at the national museum of Kenya. A descriptive cross sectional survey design was employed using a population of sample. 110 was selected through stratified random sampling and research uncovered significant positive correlations between ethnic diversity and employee performance within the national museum of Kenya

Tjimuku and Atiku (2024) investigated “Addressing workplace diversity to improve employee performance” using a quantitative approach following a cross-sectional survey research design for data collection which was analysed using structural equations modelling smart PLS 4. Findings indicate that age diversity and educational background diversity significantly influence employee performance.

Mande, Imbambi, Aketch and Awiti (2020) accessed the relationship between ethnic diversity and employee performance in public universities in western Kenya. The study adopted a survey research design and primary data was collected using the questionnaire and analysed using the correlation and regression. Findings show that Ethnic diversity positively influences employee performances in public universities in western Kenya.

Muange and Kiptoo (2020) examined the effect of workforce ethnic diversity and educational background on employee performance in selected universities in Kenya. The study aimed to determine the effects of education diversity on employee performance and to determine the effects of workforce ethnic diversity on employee performance. Explanatory research design was adopted and regression analysis was done to test the hypothesis and findings revealed that ethnic diversity and education diversity have a significant and positive effect on employee performance.

Gender and Employee Performance

Chepkemon and Patricia (2022) examined the relationship between gender diversity and employee performance in county government of Bomet Kenya. Data analysis was done using correlation and regression analysis and findings indicated that, it is important to advocate for workforce diversity explicitly focusing on gender diversity to increase employee performance.

Kwofie, Frimpong and Baffoe (2023) carried out research on gender diversity and institutional performance: What management of tertiary institution should know. The purpose of the study was to determine how gender is diversified in the selected institutions. Quantitative method was used for the study and data analysed using SPSS V25. The major finding of the study was that there is a significant positive relationship between gender diversity and employee performance in public tertiary institutions.

Moh'd and Massawe (2024) investigated effects of gender equality initiatives on employees performance at the first Vice President's office in Pemba, Tanzania. The study employed a case study design with a quantitative approach, proportionate random sampling was used to select 104 respondents for a questionnaire-based survey. The data collected were analysed using descriptive statistical techniques including frequency, mean and correlation. Findings revealed that women facing challenges in job engagement and retention, have low productivity which is a result of the negative impact it has on them.

Abbas and Blaheed (2011) examined gender discrimination and its effects on employee performance. Correlation and regression analysis was used to analyse data and findings

reveals that gender discrimination in promotion and facilities are more responsible for the level of employee performance.

Shwetha, Priya and Sofia (2024) investigated gender discrimination and its impact on employee performance in educational institutions. The objective of the study is focused on determining the factors that impact gender discrimination in educational institutions. Data were analysed using ANOVA and multiple regression and findings revealed that gender discrimination has a significant impact on employee performance in educational institutions in banjalar city.

Religion and Employee Performance

Ramadhan and Eryandra (2022) examined the effect of religiosity on employee performance among civil servants and private sector employees in DKI Jakarta and Bekasi, Indonesia. The study was conducted with the aim of testing whether religiosity affects employee performance. Data was collected using questionnaire and analysed using SPSS V26 and findings revealed that religiosity has a significant positive effect on employee performance.

Odogwu and Nnoyelu (2021) carried out research on the effect of religious beliefs and practices on employee performance in the workplace. The study attempts to fill the gap by examining the effect of religious beliefs and practices on employee performance in universities. Structured questionnaire was used to collect data and the data was analysed

using descriptive and inferential statistics with the aid of software for statistics and data science (STATA.13.O) and findings revealed that religious beliefs and practices significantly affect employee performance in universities in south-south Nigeria.

Workplace Diversity and Employee Performance

Ngalo, Ogohi and Ibrahim (2023). In their study, Workplace Diversity and Employee Performance: An Empirical Analysis of Nigeria's Banking Sector. The study adopted a survey research design. While the study population consisted of all twenty-two Commercial Banks in Nigeria. A sample size of three hundred (300) respondents was selected. The internet mail survey had a 90% response rate. Data collection was by use of a questionnaire through the internet MS survey link. Analysis was done by use of descriptive and inferential statistics in SPSS version 25.0. The Regression analysis coefficient indicated the strength and direction of the relationship between each independent variable and the dependent variable and tested at a 5% significance level. The study, therefore, concludes that workplace diversity variables like Gender diversity, Income diversity, Ethnic diversity and Belief diversity have a significant impact on employee effectiveness thus their respective performance.

Udin, Suharnomo, Sugeng and Tri Wikaningrum (2017) conducted a study on managing workplace diversity for sustaining organisational competitive advantage. The purpose of this study is to review workplace diversity at literature and to explore how workplace diversity improves employees performance and organisational effectiveness. Methods: A

systematic literature review is conducted using electronic database searching to find articles that identify and describe the characteristics of workplace diversity and organisational performance. The final sample of 12 empirical and conceptual studies of last 8 years are scientifically identified and synthesized. The researchers found out that There are five different perspectives introduced on how workplace diversity benefits employees and supports organisational performance based on the extant literature: (a) workplace diversity promotes work and cost relationship effectively by using the better talent of employees: (b) workplace diversity enhances customer relationship: (c) workplace diversity improves creativity, flexibility, and innovation; (d) workplace diversity reduces the costs associated with turnover, absenteeism, and lawsuit; and (e) workplace diversity promotes development and sustainable business advantage.”

Jekelle, (2021), conducted a study on An Empirical Analysis of Key Antecedents of Workforce Diversity on Job Performance in Nigeria. The study examined the effect of workforce diversity on job performance. The study adopted the quantitative research design whereby questionnaires were administered to the participants. A sample size of 208 participants were drawn from a population of 452 employees of the government agency in Abuja using Raosoft sampling size calculator. However, only 137 valid questionnaires were retrieved from the participants. Therefore, the data analysis was based on the valid retrieved questionnaires. Data analysis and hypotheses test was done using multiple regression analysis. The results showed a significant relationship between the dimensions

of the explanatory variables (gender diversity, age diversity and educational background diversity) and the outcome variable (employee performance).

Telyani, Farmanesh and Zargar, (2022) carried out a study on the relationship between levels diversity and organisational performance. The purpose of the study was to investigate the emergence of workforce diversity and firm performance consequences. The effect of surface-level diversity versus deep-level diversity on organisational performance was also investigated. This research takes place in the context of the Lebanese banking sector with 75 different banking and finance institutions involved. Hypotheses were tested through Structural Equation Modelling techniques. The findings demonstrated that diversity in age and experience have a vivid impact on organisational performance through the mediation effect of an innovative culture.

Ogbo and Ukpere (2014), *The Effect of Workforce Diversity on Organisational Performance of Selected Firms in Nigeria* The Objectives of the paper are: To determine whether workforce diversity has a positive influence on customer related issues; and to ascertain the effect of education as a tool, on the management of workforce diversity to enhance high profitability index. A combination of the use of secondary data, oral interview and content analysis was adopted. A spearman's rank correlation coefficient of 0.95 was obtained. Findings in line with the objectives revealed positive influence of workforce diversity on organisational performance of the selected organisations in Nigeria.

SUMMARY OF EMPIRICAL LITERATURE

S/N	Name of Author(s)	Location of Study	Variables of Interest	Methodology	Major Findings
1.	Nguta and Omuya (2024)	Kenya	Examine the impact of ethnic diversity on the performance of employee at the national museum of Kenya	Descriptive cross sectional survey design	Significant positive correlations between ethnic diversity and employee performance within the national museum of Kenya
2.	Tjimuku and Atiku (2024)	Nigeria	Addressing workplace diversity to improve employee performance	Quantitative Approach, structural equation modelling with the aid of SMART-PLS 4	Age diversity and educational background diversity significantly influence employee performance
3.	Muange and Kitpo (2020)	Kenya	Effect of workplace ethnic diversity and education background on employee performance in selected universities in Kenya	Quantitative approach and Regression Analysis	The study revealed that ethnic diversity and educational diversity have a significant and positive effect on employee performance
4.	Kwofie, Frimpong and Baffoe	Ghana	Gender diversity and institutional performance: what management of tertiary institutions should know	Quantitative method and data was analysed using SPSS v25.	There is a significant Positive relationship between gender diversity and employee performance in public tertiary institutions in Ghana
5.	Jekelle, (2021)	Abuja, Nigeria	Key antecedents of workforce diversity on job performance in Nigeria.	Quantitative research design (Questionnaire). Data analysis and hypothesis test were carried out	The result showed a significant relationship between the dimensions of the explanatory

				using the multiple regression analysis.	variables (gender diversity, age diversity and educational background diversity) and the outcome variable (employee performance).
6.	Telyani, Farmanesh and Zargar, (2022)	Lebanese	The relationship between levels diversity and organisational performance.	Hypotheses were tested through Structural Equation Modelling techniques.	The findings demonstrated that diversity in age and experience have a vivid impact on organisational performance through the mediation effect of an innovative culture.
7.	Shwetha, Priya and Sofia (2024)	India	Gender discrimination and its impact on employee performance in educational institutions	Data were analysed using ANOVA and multiple regression	Gender discrimination has a significant impact on employee performance in educational institutions in Banglador city
8.	Odogwu and Noyelu (2021)	Nigeria	Effect of religious beliefs and practices on employee performance in a workplace	Data were analysed Descriptive and inferential statistics and STATA 13.0	Religious beliefs and practices significantly affect employee performance in universities in South-South Nigeria
9.	Abbas and Waheed (2011)	Nigeria	Gender discrimination and its effect on workplace performance	Correlation and regression analysis were used for data analysis	Findings revealed that gender discrimination in promotion and facilities are more responsible for the level of employee performance
10.	Ngalo, Ogohi and Ibrahim (2023)	Nigeria	Workplace Diversity and Employee Performance: An Empirical	Analysis was done by use of descriptive and inferential statistics in	workplace diversity variables like Gender diversity, Income diversity,

			Analysis of Nigeria's Banking Sector	SPSS version 25.0	Ethnic diversity and Belief diversity have a significant impact on employee effectiveness thus their respective performance.
11.	Chepkemoi and Patricia (2022)	Kenya	The relationship between gender diversity and employee performance in county government of Bomet Kenya.	The data analysis was carried out using correlation and regression.	Findings showed a positive relationship between gender diversity and employee performance.
12.	Ukachukwu and Iheriohamma (2013)	Nigeria	the effect of cultural diversity on employee productivity in work organisations in Port Harcourt, Nigeria	The quantitative research method was adopted for data collection and Chi-square analysis was used to test the hypotheses formulated	cultural diversity significantly affects the ability of employees to build or work in teams
13.	Bashir, Hameed and Ullah (2021)	Nigeria	The impact of age-diverse workforce on organisation performance: mediating role of job crafting	The Partial least square structural equation modelling (PLS-SEM) approach was used for data analysis	There is a significant relationship between both age groups of employee and an organisation's financial and non-financial performance.
14.	Igbolie, Chinedu and Obikeze (2021)	Nigeria	Influence of age and gender on job performance among non-teaching staff of Chukwuemeka Odumegwu Ojukwu University	Data collected were statistically analysed using two (2) way analysis of variance and T-test at 0.5 level significance	The result showed that age significantly influence job performance of staff
15.	Udin, Suharnomo, Sugeng and Tri Wikaningrum	Indonesia	Managing workplace diversity for sustaining	Systematic review of literature using electronic	There are five different perspectives introduced on

	(2017		organisational competitive advantage.	database, studies were scientifically identified and synthesized.	how workplace diversity benefits employees and supports organisational performance based on the extant literature.
16.	Ogbo and Ukpere (2014)	Nigeria	The effect of workforce diversity on organisational performance of selected firms in Nigeria.	Combination of the use of secondary data, oral interview and content analysis was adopted. Spearman's rank correlation was used for the analysis.	The findings revealed a positive influence of workforce diversity on organisational performance of the selected firms in Nigeria.
17.	Mande, Imbambi, Aketch and Awiti (2020)	Kenya	The relationship between ethnic diversity and employee performance in public universities in western Kenya.	The survey research design was employed and data was analysed using correlation and regression.	The findings revealed that ethnic diversity positively influences employee performance in public universities in western Kenya
18.	Moh'd and Massawe (2024)	Tanzania	The effects of gender equality initiatives on employees performance at the first Vice President's office in Pemba, Tanzania.	A quantitative approach, proportionate random sampling was used to select 104 respondents. The data collected were analysed using descriptive statistical techniques and correlation.	Findings showed that women facing challenges in job engagement and retention, have low productivity which is a result of the negative impact it has on them.
19.	Rivaldo and Nabella (2023)	Indonesia	Employee performance: Education, training, experience and work discipline in PT. Infineon	Data was analysed using SPSS mathematical tool.	Findings revealed that employee performance is positively influenced by education, training, experience and

			Technologies Batam, Indonesia		work discipline.
20.	Hidayat and Budiatma (2018)	Indonesia	Education and job training on employee performance	The study adopted a survey research design method, collecting data through questionnaire and the data was analysed using multiple linear regression.	The findings indicated that job training and education has a simultaneous effect on employee performance.
21.	Ramadhan and Eryandra (2022)	Indonesia	The effect of religiosity on employee performance among civil servants and public sector employees.	Data were collected using questionnaire and the data was analysed using SPSS V26	The findings revealed that religiosity has a significant positive effect on employee performance.
22.	Krishnana, Gowrishankar and Kanagaray (2017)	India	Age diversity of the workforce and employee performance in the food processing industry.	The study surveyed 120 respondents through convenience sampling and the data was analysed using correlation and regression.	Findings showed that age diversity of the workforce has a significant contribution to predict employee performance.
23.	Hapompwe, Mulenga, Siwale and Kukano (2020)	Zambia	The Impact of age and gender diversity on employee performance in Zambia Compulsory Standards Agency (ZCSA), Zambia.	A descriptive research design was adopted and a set of statistical tools like frequency, percentages, mean and standard deviation was used to generate data, which was analysed using SPSS V18.	Findings showed that age and gender diversity has a significant positive effect on employee performance.

2.6 Research Gaps

Higher institutions are increasingly recognizing the importance of workplace diversity in enhancing employee performance and organisational success (Alvarez, Martinez & Rodriguez 2020; Shore, Cleveland & Sanchez 2018). However, despite the growing body of research on workplace diversity, there remains a significant gap in understanding the complex relationships between diversity, employee performance, and organisational outcomes in higher institutions (Joshi, Neely, Emrich, Master & Pierotti 2015; Avery, 2011).

Previous studies have examined the effects of diversity on employee performance in various contexts, including business and industry (Cox & Blake, 1991; Ely & Thomas, 2001). However, few studies have investigated the specific challenges and opportunities presented by workplace diversity in higher institutions, particularly with regards to age, ethnicity, gender, education, and religion diversity (Bilimoria & Stewart, 2009; Antonio, 2001).

For instance, a recent study found that age diversity was positively related to employee performance and job satisfaction in higher education institutions (Alvarez et al., 2020).

Another study found that ethnic diversity was positively related to organisational performance in higher education institutions (Shore et al., 2018).

However, these studies have several limitations. Firstly, they have primarily focused on surface-level diversity characteristics, such as age and ethnicity and didn't go to deep-level diversity characteristics, such as gender, education and religion (Harrison & Klein 2007). Secondly, they have neglected the experiences of non-academic staff members in higher institutions, focusing primarily on the experiences of academic staff members (Turner, González & Wood 2008).

Therefore, this study aims to address the research gap by exploring the impact of workplace diversity on employee (academic and non-academic staff) performance in higher institutions, with a specific focus on age, ethnicity, gender, education, and religious diversity.

While some studies have investigated workplace diversity and its effects on employee relationships and performance, this study aim to extend the frontiers of existing knowledge by focusing on factors such as age, gender, religion, education and ethnicity and their resulting effect on employee performance.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter deals with methods or modalities to be used in attaining the research objectives in this study under the following sub headings: Research design, Population of the study, Sample size and Sampling techniques, Operationalisation of Variables, Source of data, Methods of data collections, Model of specification, Research instruments, Validity and Reliability of research instrument and Methods of Data analysis.

3.2 Research Design

The survey research design was adopted for this research in order to ensure the quality and reliability of data collected while minimising potential source of errors and non-response or measurement bias. Additionally, it was adopted because it studies small and large population by selecting and studying samples drawn from the population to discover the relative incidence in order to reach a conclusion and make necessary recommendations.

3.3 Population of the Study

The population of this study consists of staff of selected universities in Edo State. These universities were chosen because of their widespread practices of the federal character commission's act which aims to promote workforce diversity and inclusion. The

Population of the study consisted of ten thousand, eight hundred and ninety nine (10,899)

staff across the selected universities in Edo State (University of Benin, Ambrose Alli University, Benson Idahosa University).

TABLE 3.1

S/N	INSTITUTIONS	NO. OF EMPLOYEES
1	UNIVERSITY OF BENIN	6,736
2	AMBROSE ALLI UNIVERSITY	3,529
3	BENSON IDAHOSA UNIVERSITY	634
	TOTAL POPULATION	10,899

3.4 Sample Size and Sampling Technique

In order to have a more diverse population, the researcher selected three universities that cut across the Federal, State and Private tertiary Institutions in Nigeria as her sample size.

The total population of the employees stood at 10,899; University of Benin 6,736, Ambrose Alli University 3,529 and Benson Idahosa University 634.

The Sample size for this study is based on Taro Yamane's formulae (1967)

The Formulae is:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n= sample size

N= Population size

E= Level of significance desired

$$n = \frac{10,899}{1 + 10,899(0.005^2)}$$

$$n = \frac{10899}{28.25}$$

n= 386.

The sample size of three hundred and eighty six (386) respondents was determined using the above formula.

The Hayes (2022) formula for proportional allocation in stratified sampling was used to proportionally allocate respondents across the selected universities. The formula is:

$$nh = \frac{Nh \times n}{N}$$

Where:

nh= Sample size for institution (stratum)

Nh= Population size

n= Total sample size

N= Total population

$$\text{Sample size} = \frac{\text{Population of each university} \times \text{total sample size}}{\text{Total population}}$$

TABLE 3.2

S/N	INSTITUTIONS	TOTAL POPULATION	PROPORTIONAL STRATIFICATION	SAMPLE SIZE
1	UNIVERSITY OF BENIN	6736	6736/10899 x 386	239
2	AMBROSE ALLI UNIVERSITY	3529	3529/10899 x 386	125
3	BENSON IDAHOSA UNIVERSITY	634	634/10899 x 386	22
	TOTAL	10899		386

Researchers Fieldwork 2025

3.5 Model of Specification

For this study multiple regression model was performed to explain the variation in the value of the dependent variable (employee performance) denoted by employee work quality, employee teamwork ability, employee productivity level, employee innovation, employee engagement, based on a change in the independent variable (workplace diversity) denoted by ethnic diversity, gender diversity, age diversity, education and religion diversity.

The model for this study is expressed functionally as:

$$\text{Employee Performance} = f(\text{Workplace Diversity}) \dots \dots \dots (1)$$

The functional model is written as:

$$EP = f(AD, EDD, ETD, GD, RD) \dots \dots \dots (2)$$

The relationship is mathematically expressed as:

$$EP_i = \beta_0 + \beta_1 AD_i + \beta_2 EDD_i + \beta_3 ETD_i + \beta_4 GD_i + \beta_5 RD_i + e_i \dots \dots \dots (3)$$

Owing to the disaggregation of Employee Performance, the following 5 models are stated in their econometric form.

$$EWQ = \beta_0 + \beta_1 AD_i + \beta_2 EDD_i + \beta_3 ETD_i + \beta_4 GD_i + \beta_5 RD_i + e_i \dots \dots \dots (1)$$

$$ETA = \beta_0 + \beta_1 AD_i + \beta_2 EDD_i + \beta_3 ETD_i + \beta_4 GD_i + \beta_5 RD_i + e_i \dots \dots \dots (2)$$

$$EPL = \beta_0 + \beta_1 AD_i + \beta_2 EDD_i + \beta_3 ETD_i + \beta_4 GD_i + \beta_5 RD_i + e_i \dots \dots \dots (3)$$

$$EI = \beta_0 + \beta_1 AD_i + \beta_2 EDD_i + \beta_3 ETD_i + \beta_4 GD_i + \beta_5 RD_i + e_i \dots \dots \dots (4)$$

$$EE = \beta_0 + \beta_1 AD_i + \beta_2 EDD_i + \beta_3 ETD_i + \beta_4 GD_i + \beta_5 RD_i + e_i \dots \dots \dots (5)$$

Where:

AD = Age Diversity

EDD = Educational Diversity

ETD = Ethnic Diversity

GD = Gender Diversity

RD = Religious Diversity

EWQ = Employee Work Quality

ETA = Employee Teamwork Ability

EPL = Employee Productivity Level

EI = Employee Innovation

EE = Employee Engagement

β_0 = Constant

$\beta_1 - \beta_5$ = parameters to be determined

e_i = Error term.

The *a priori* expectations of the parameters are $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5 > 0$

Thus, it signifies that an increase in ethnic diversity, gender diversity, age diversity, educational diversity and religious diversity will increase employee performance. This is because prior studies have revealed that there is a positive relationship between workplace diversity and employee performance.

3.6 Operationalisation of Variables

The dependent variable (Employee Performance) and the independent variable (Workplace Diversity) are defined and measured by their given number of items in the questionnaire.

S/N	Variables	Operational Definitions	Measuring Scale	Question Number
1.	Ethnic Diversity	Ethnic diversity is the existence of people from a variety of cultural and diverse backgrounds within a single area	Measured on a 5 point likert scale.	Q1-Q4
2.	Gender Diversity	Gender diversity is the equitable or fair representation of people of different genders.	Measured on a 5 point likert scale.	Q5-Q8
3.	Age Diversity	Age diversity is the ability to accept employees from different age groups(baby boomers, Gen Xers, Millennials and Gen Z) in the workplace	Measured on a 5 point likert scale.	Q9-Q12
4.	Education Diversity	Education Diversity is acknowledging and accepting people with diverse educational background in	Measured on a 5 point likert scale.	Q13-Q16

		the society/ organisation.		
5.	Religious Diversity	Religious diversity is a social phenomenon in which two or more clearly defined religions exist simultaneously within a region or society.	Measured on a 5 point likert scale.	Q17-Q20
6.	Employee Work Quality	Employee work quality refers to the degree to which an employee's work meets or exceeds the expected standards of performance in an organisation.	Measured on a 5 point likert scale.	Q21-Q24
7.	Employee Teamwork Ability	Employee Teamwork ability refers to an employee's capacity to collaborate, cooperate and work effectively with others towards achieving a common goal.	Measured on a 5 point likert scale.	Q25-Q28
8.	Employee Productivity Level	Employee Productivity level refers to the quantity and quality of work produced by an employee within a given timeframe.	Measured on a 5 point likert scale.	Q29-Q32
9.	Employee Innovation	Employee Innovation refers to the creation, development and implementation of new and creative ideas, processes or services by an	Measured on a 5 point likert scale.	Q33-Q36

		employee leading to improvements.		
10.	Employee Engagement	Employee Engagement refers to the emotional, cognitive and behavioural state of being fully involved and committed to one's work.	Measured on a 5 point likert scale.	Q37-Q40

3.7 Research Instrument

The research instrument of this study is the questionnaire, which shall consist of items made up of multiple choice responses that is the likert-type questions which are very suitable for measuring attitude towards objects or for obtaining respondents evaluation of a phenomenon.

3.8 Method of Data Collection

The research data was collected through the adopted questionnaires which were administered to all the sampled respondents. To ensure high response rate of the research instrument, the researcher administered the questionnaire to respondents (Academic and non- academic staff) that were randomly selected in University of Benin, Ambrose Alli University and Benson Idahosa University. A total of three hundred and eight six (386) questionnaires were administered to the staff of the institutions. The questionnaire was divided into two (2) sections: Section A: Socio-demographic information such as age, gender, educational qualification, job designation, marital status, Section B: contains items

of the description of dependent variable (employee performance) and the independent variable (workplace diversity).

3.9 Reliability of the Research Instrument

For the purpose of Reliability of the questionnaire, a pilot test was conducted in which 20 copies of questionnaire were administered to staff members of University of Benin, Benin City. The purpose was to ensure internal consistency. Furthermore, the internal consistency of the questionnaire items was checked using Cronbach's alpha and it was computed to be above 0.70 thus making it very reliable.

Table 3. Cronbach Alpha Values

S/N	Variables	Number of items	Cronbach alpha value
1	Ethnic Diversity	1-4 (4 items)	0.818
2	Gender Diversity	5-8 (4 items)	0.787
3	Age Diversity	9-12 (4 items)	0.796
4	Education Diversity	13-16 (4 items)	0.752
5	Religious Diversity	17-20 (4 items)	0.835
6	Employee work quality	21-24 (4 items)	0.830
7	Employee Team work Quality	25-28 (4 items)	0.837
8	Employee Productivity Level	29-32 (4 items)	0.846
9	Employee Innovation	33-36 (4 items)	0.829
10	Employee Engagement	37-40 (4 items)	0.853

Source: Researcher's fieldwork (2025).

3.9 Validity of the Research Instrument

Copies of the questionnaire were given to my supervisor and she evaluated how well it was structured and that the questions were related to the study's objectives. In addition, copies of the questionnaire were given to other experts in the department to vet and advise accordingly. Thus the face validity of the questionnaire was confirmed.

3.11 Source of Data

This research work made use of the primary source of data through the use of questionnaire. The questionnaire was used to collect data on the dependent variable (employee performance) and the independent variable (workplace diversity).

3.12 Methods of Data Analysis

The data obtained from the research instrument (questionnaire) were analysed using descriptive and inferential statistics. The descriptive statistics such as frequency distribution tables, mean and standard deviation were used to describe the data. The inferential statistics comprising of correlation and multi-variate regression analysis were used to determine the relationship between the dependent and independent variables. The hypotheses were tested at 5% level of significance using SPSS software.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Overview

This chapter presents the analysis and interpretation of the data collected from respondents. It specifically addresses the descriptive analysis and demographic characteristics of the respondents, alongside data on workplace diversity and employee performance among selected universities in Edo State. Additionally, this chapter includes the results of the regression analysis used to examine the hypothesised relationships between key diversity factors—ethnicity, gender, age, education, and religion—and employee performance. The findings are systematically presented to provide a clear understanding of how these diversity dimensions influence employee performance within the selected universities.

4.2 Retrieval Rate and Description of Respondents' Socio-Demographics

4.2.1 Retrieval Rate

From the survey conducted, 371 copies of the questionnaires were retrieved out of the 386 copies distributed. The retrieval rate was calculated as follows:

$$\text{Retrieval Rate} = \frac{\text{Total retrieved}}{\text{Total Distributed}} \times 100$$

$$rr = \frac{371}{386} \times 100$$

$$rr = 0.9611 \times 100$$

Retrieval rate \approx 96.11%

So, the retrieval rate is approximately 96%.

4.2.2 Description of Respondents' Socio-Demographics

This section presents the socio-demographic characteristics of the respondents, including gender, age, marital status, job designation, educational status, and years of service.

Understanding these demographics provides insights into the composition of the workforce and its potential implications for workplace diversity and employee performance in selected universities in Edo State.

Table 4.1: Socio-Demographic Characteristics of the Respondents

S/N	Categories	Frequency	
		No.	%
1.	Gender		
	Male	204	55.0
	Female	167	45.0
	Total	371	100.0
2.	Age		
	20-30 years	64	17.3
	31-40 years	135	36.4
	41-50 years	128	34.5
	51 years and above	44	11.9
	Total	371	100.0
3.	Marital Status		
	Single	138	37.2
	Married	193	52.0
	Others (Divorced, Widowed, etc.)	40	10.8
	Total	371	100.0
4.	Job Designation		
	Academic	237	63.9
	Non-Academic	134	36.1
	Total	371	100.0
5.	Highest Educational Qualification		
	First School Leaving Certificate or less	16	4.3
	SSCE/GCE/NECO/NABTEB	28	7.5
	OND/NCE	38	10.2
	HND/B.Sc.	185	49.9
	MBA/M.Sc./Ph.D.	104	28.0

	Total	371	100.0
6.	Years in Service		
	0-10 years	92	24.8
	11-20 years	216	58.2
	21-30 years	63	17.0

Source: Field Survey, 2025.

Gender Distribution

The gender distribution of the respondents indicates that 204 (55.0%) of the participants were male, while 167 (45.0%) were female. This reflects a relatively balanced representation of gender in the study, though there is a slightly higher proportion of male respondents.

Age Distribution

The age distribution of respondents shows that the majority fall within the 31-40 years (135 respondents, 36.4%) and 41-50 years (128 respondents, 34.5%) age brackets. Respondents aged 20-30 years accounted for 64 (17.3%), while those 51 years and above comprised 44 (11.9%) of the total sample. This indicates that the workforce in the selected universities is predominantly middle-aged, with fewer young or older employees.

Marital Status

Regarding marital status, the majority of respondents (193, 52.0%) were married, while 138 (37.2%) were single. Additionally, 40 respondents (10.8%) fell under the category of "Others," which may include divorced, widowed, or separated individuals. The

predominance of married individuals suggests that family life may play a role in shaping employee performance.

Job Designation

The distribution of job roles among respondents reveals that 237 (63.9%) were academic staff, whereas 134 (36.1%) were non-academic staff. This suggests that the study sample is more representative of academic personnel, which could influence the findings related to workplace diversity and employee performance.

Educational Status

The respondents' educational qualifications varied significantly. The majority of the respondents (185, 49.9%) held HND/B.Sc. degrees, while 104 (28.0%) possessed MBA, M.Sc., or Ph.D. qualifications. Meanwhile, 38 (10.2%) had OND/NCE, 28 (7.5%) had SSCE/GCE/NECO/NABTEB, and 16 (4.3%) had First School Leaving Certificate or lower qualifications. This distribution suggests a highly educated workforce, which is expected in a university setting.

Years in Service

In terms of work experience, the majority of respondents (216, 58.2%) had 11-20 years of service, followed by 92 respondents (24.8%) with 0-10 years of experience. Additionally, 63 respondents (17.0%) had 21-30 years of work experience. This indicates that a

significant portion of the workforce has substantial professional experience, which may influence employee performance and workplace diversity outcomes.

4.3 Description of Research Variables

The research variables were analysed using simple percentage, mean, and standard deviation. The independent variable in this study is workplace diversity, which includes ethnic diversity, gender diversity, age diversity, educational diversity, and religious diversity. The dependent variable is employee performance.

4.3.1 Description of Workplace Diversity

Table 4.2 below presents the description of workplace diversity and employee performance in selected universities in Edo State. The analysis is based on responses measured on a five-point Likert scale, where a mean score below 3 indicates rejection, while a score above 3 signifies acceptance. The dimensions assessed include ethnic diversity, gender diversity, age diversity, education diversity, and religious diversity.

Table 4.2: Description of Workplace Diversity

Q/N	Item	Frequency					Mean	SD	Decision Rule: Reject <3 >3 Accept
		1	2	3	4	5			
	Ethnic Diversity								
7.	No particular ethnic group dominates this institution	16	17	62	144	132	3.97	1.047	Accepted
8.	Ethnic background does not influence	16	20	60	154	121	3.93	1.044	Accepted

	promotion or attract special favours								
9.	Employees from different backgrounds interact freely with one another	11	19	68	137	136	3.99	1.012	Accepted
10.	Employees from a particular ethnic group are treated better than others	8	18	60	136	149	4.08	0.974	Accepted
	Average Total						3.9925	1.01925	Accepted
	Gender Diversity								
11.	My institution hires both males and females with equal ratio.	14	20	59	142	136	3.99	1.041	Accepted
12.	Fair treatment is given to all employees, whether they are males or females	19	27	61	133	131	3.89	1.123	Accepted
13.	Opportunities for growth and advancement exist for women and men in my institution	5	21	54	138	153	4.11	0.946	Accepted
14.	Women are involved in the institution's decision making as much as men	10	41	67	126	127	3.86	1.091	Accepted
	Average Total						3.9625	1.05025	Accepted
	Age Diversity								
15.	The workforce consists of varied age groups.	24	21	66	128	132	3.87	1.153	Accepted
16.	Different age groups are recruited by my institution.	16	18	60	152	125	3.95	1.04	Accepted
17.	Working with employees of	1	17	23	204	126	4.18	0.761	Accepted

	different age groups does not cause conflict								
18.	My institution includes all members of different ages in problem solving and decision making committees	10	12	44	204	101	4.01	0.875	Accepted
	Average Total						4.0025	0.95725	Accepted
	Education Diversity								
19.	The recruitment plan of the institution is based on the education background of the employees	8	17	19	186	141	4.17	0.884	Accepted
20.	The institution provides paid study leave to employees who further their education	10	23	38	197	103	3.97	0.934	Accepted
21.	Opportunities for growth and advancement exist for employees who have lower qualifications in education	8	32	53	174	104	3.9	0.977	Accepted
22.	At work, I do not experience lack of confidence due to my education background.	3	26	30	213	99	4.02	0.838	Accepted
	Average Total						4.015	0.90825	Accepted
	Religious Diversity								
23.	No particular religion is dominant in the institution	2	26	46	209	88	3.96	0.831	Accepted
24.	No religion is favoured over the	11	16	51	158	135	4.05	0.97	Accepted

	other in this institution								
25.	There is equal and fair treatment of staff irrespective of their religion	13	18	53	170	117	3.97	0.985	Accepted
26.	Staff religion does not affect their performance evaluation process/result	8	20	71	144	128	3.98	0.974	Accepted
	Average Total						3.99	0.94	Accepted
	Overall Workplace Diversity Score						3.9925	0.975	Accepted

Source: Field Survey, 2025.

N.B: 1, 2, 3, 4 and 5 denote strongly disagree, disagree, Indifferent, agree, strongly agree response rate respectively.

Ethnic Diversity

The analysis of ethnic diversity in the selected universities in Edo State is based on responses to questionnaire items measuring perceptions of inclusivity, fairness, and interaction among employees of different ethnic backgrounds. The responses are summarised in Table 4.2 above and analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, and a score above 3 signifies acceptance. For item 7, “No particular ethnic group dominates this institution,” 16 respondents strongly disagreed, 17 disagreed, 62 were indifferent, 144 agreed, and 132 strongly agreed. The mean score of 3.97 and standard deviation of 1.047 indicate a general agreement among respondents that no single ethnic group dominates the institution, although some variation in perception

exists. For item 8, “Ethnic background does not influence promotion or attract special favours,” 16 respondents strongly disagreed, 20 disagreed, 60 were indifferent, 154 agreed, and 121 strongly agreed. The mean score of 3.93 and standard deviation of 1.044 suggest that most respondents believe promotions and favours are not influenced by ethnicity, though there remains some level of disagreement. For item 9, “Employees from different backgrounds interact freely with one another,” 11 respondents strongly disagreed, 19 disagreed, 68 were indifferent, 137 agreed, and 136 strongly agreed. The mean score of 3.99 and standard deviation of 1.012 reflect strong agreement, indicating that employees generally engage in cross-ethnic interactions without significant barriers. For item 10, “Employees from a particular ethnic group are treated better than others,” 8 respondents strongly disagreed, 18 disagreed, 60 were indifferent, 136 agreed, and 149 strongly agreed. The mean score of 4.08 and standard deviation of 0.974 indicate agreement with this statement, suggesting that some respondents perceive preferential treatment based on ethnicity, despite the overall positive perception of diversity. The average total mean score of 3.99 suggests a strong agreement among respondents that ethnic diversity is generally well managed within the universities. However, the responses also indicate some level of perceived preferential treatment, which may require further institutional efforts to promote equity. The standard deviation of 1.019 reflects moderate variability in responses, indicating differing perspectives among employees on the extent of ethnic inclusivity in the workplace.

Gender Diversity

The analysis of gender diversity in the selected universities in Edo State is based on responses to questionnaire items measuring perceptions of gender balance in hiring, fair treatment of employees, opportunities for career advancement, and women's involvement in decision-making. The responses are summarised in Table 4.2 above and analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, and a score above 3 signifies acceptance. For item 11, "My institution hires both males and females with equal ratio," 14 respondents strongly disagreed, 20 disagreed, 59 were indifferent, 142 agreed, and 136 strongly agreed. The mean score of 3.99 and standard deviation of 1.041 indicate general agreement that gender representation in recruitment is balanced, though some variation in perception exists. For item 12, "Fair treatment is given to all employees, whether they are males or females," 19 respondents strongly disagreed, 27 disagreed, 61 were indifferent, 133 agreed, and 131 strongly agreed. The mean score of 3.89 and standard deviation of 1.123 suggest that most respondents believe there is fair treatment across genders, although a level of disagreement persists, indicating that some employees may still perceive gender-based disparities. For item 13, "Opportunities for growth and advancement exist for women and men in my institution," 5 respondents strongly disagreed, 21 disagreed, 54 were indifferent, 138 agreed, and 153 strongly agreed. The mean score of 4.11 and standard deviation of 0.946 reflect strong agreement that both men and women have access to career advancement opportunities, reinforcing the perception of gender

inclusivity in professional development. For item 14, “Women are involved in the institution’s decision-making as much as men,” 10 respondents strongly disagreed, 41 disagreed, 67 were indifferent, 126 agreed, and 127 strongly agreed. The mean score of 3.86 and standard deviation of 1.091 suggest overall agreement that women participate in institutional decision-making. However, the relatively lower mean score compared to other items in this category indicates that some respondents perceive a gender imbalance in leadership roles. The average total mean score of 3.96 suggests strong agreement among respondents that gender diversity is generally well managed within the universities. However, the responses also indicate some level of perceived disparity in fair treatment and leadership inclusion, which may require further institutional efforts to ensure full gender equity. The standard deviation of 1.050 reflects moderate variability in responses, indicating differing perspectives among employees on gender inclusivity in the workplace.

Age Diversity

The analysis of age diversity in the selected universities in Edo State is based on responses to questionnaire items measuring perceptions of workforce composition, recruitment practices, intergenerational workplace harmony, and inclusivity in decision-making. The responses are summarised in Table 4.2 above and analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, and a score above 3 signifies acceptance. For item 15, “The workforce consists of varied age groups,” 24 respondents strongly disagreed, 21 disagreed, 66 were indifferent, 128 agreed, and 132 strongly agreed. The

mean score of 3.87 and standard deviation of 1.153 indicate general agreement that employees of different age groups are represented in the workforce, though some respondents expressed uncertainty or disagreement. For item 16, "Different age groups are recruited by my institution," 16 respondents strongly disagreed, 18 disagreed, 60 were indifferent, 152 agreed, and 125 strongly agreed. The mean score of 3.95 and standard deviation of 1.04 suggest that recruitment practices accommodate diverse age groups, although the moderate standard deviation indicates some level of variation in perception. For item 17, "Working with employees of different age groups does not cause conflict," 1 respondent strongly disagreed, 17 disagreed, 23 were indifferent, 204 agreed, and 126 strongly agreed. The mean score of 4.18 and standard deviation of 0.761 reflect strong agreement that intergenerational cooperation in the workplace is generally positive, with minimal reported conflict. The lower standard deviation indicates a more consistent perception among respondents. For item 18, "My institution includes all members of different ages in problem-solving and decision-making committees," 10 respondents strongly disagreed, 12 disagreed, 44 were indifferent, 204 agreed, and 101 strongly agreed. The mean score of 4.01 and standard deviation of 0.875 suggest broad agreement that employees across various age groups participate in institutional decision-making, although some variation in opinion persists. The average total mean score of 4.00 suggests strong agreement among respondents that age diversity is well managed within the universities. The responses indicate that employees generally perceive an inclusive environment for

different age groups, with minimal reported conflicts. The standard deviation of 0.957 reflects moderate variability in responses, suggesting that while most employees view age diversity positively, some differences in perception remain.

Education Diversity

The analysis of education diversity in the selected universities in Edo State is based on responses to questionnaire items measuring perceptions of recruitment practices, support for further education, opportunities for employees with lower qualifications, and confidence in the workplace irrespective of educational background. The responses are summarised in Table 4.2 above and analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, and a score above 3 signifies acceptance. For item 19, “The recruitment plan of the institution is based on the education background of the employees,” 8 respondents strongly disagreed, 17 disagreed, 19 were indifferent, 186 agreed, and 141 strongly agreed. The mean score of 4.17 and standard deviation of 0.884 indicate strong agreement that educational background plays a key role in recruitment, with relatively low variability in responses. For item 20, “The institution provides paid study leave to employees who further their education,” 10 respondents strongly disagreed, 23 disagreed, 38 were indifferent, 197 agreed, and 103 strongly agreed. The mean score of 3.97 and standard deviation of 0.934 suggest a general agreement that the universities offer paid study leave, though some respondents expressed uncertainty or disagreement. For item 21, “Opportunities for growth and advancement exist for employees who have lower

qualifications in education,” 8 respondents strongly disagreed, 32 disagreed, 53 were indifferent, 174 agreed, and 104 strongly agreed. The mean score of 3.90 and standard deviation of 0.977 indicate that most respondents believe career advancement opportunities exist for employees with lower educational qualifications, although there is a moderate level of variation in perception. For item 22, “At work, I do not experience lack of confidence due to my education background,” 3 respondents strongly disagreed, 26 disagreed, 30 were indifferent, 213 agreed, and 99 strongly agreed. The mean score of 4.02 and standard deviation of 0.838 reflect strong agreement that employees feel confident in the workplace regardless of their educational background, with relatively low variability in responses. The average total mean score of 4.02 suggests strong agreement among respondents that education diversity is well managed within the universities. The findings indicate that recruitment is largely based on educational background, support is available for employees pursuing further education, and employees feel confident in their roles regardless of qualification levels. The standard deviation of 0.908 reflects moderate variability in responses, indicating that while education diversity is generally well perceived, some differences in opinion exist.

Religious Diversity

The analysis of religious diversity in the selected universities in Edo State is based on responses to questionnaire items assessing the dominance of religious groups, fairness in institutional policies, and the impact of religious affiliation on staff treatment and

performance evaluation. The responses are summarised in Table 4.2 above and analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, and a score above 3 signifies acceptance. For item 23, “No particular religion is dominant in the institution,” 2 respondents strongly disagreed, 26 disagreed, 46 were indifferent, 209 agreed, and 88 strongly agreed. The mean score of 3.96 and standard deviation of 0.831 indicate strong agreement that no single religion dominates the institution, with relatively low variability in responses. For item 24, “No religion is favoured over the other in this institution,” 11 respondents strongly disagreed, 16 disagreed, 51 were indifferent, 158 agreed, and 135 strongly agreed. The mean score of 4.05 and standard deviation of 0.97 suggest that respondents perceive the institution as maintaining neutrality in religious matters, though some respondents expressed uncertainty or disagreement. For item 25, “There is equal and fair treatment of staff irrespective of their religion,” 13 respondents strongly disagreed, 18 disagreed, 53 were indifferent, 170 agreed, and 117 strongly agreed. The mean score of 3.97 and standard deviation of 0.985 indicate general agreement that religious affiliation does not impact fair treatment, though a moderate level of variation in perception exists. For item 26, “Staff religion does not affect their performance evaluation process/result,” 8 respondents strongly disagreed, 20 disagreed, 71 were indifferent, 144 agreed, and 128 strongly agreed. The mean score of 3.98 and standard deviation of 0.974 reflect strong agreement that religion does not influence performance evaluations, though a small proportion of respondents expressed uncertainty or disagreement. The average total mean

score of 3.99 suggests strong agreement among respondents that religion diversity is well managed within the universities. The findings indicate that no particular religion dominates, religious neutrality is maintained in institutional policies, and staff are generally treated fairly regardless of their faith. The standard deviation of 0.94 reflects moderate variability in responses, indicating that while religious diversity is well perceived, some differences in opinion exist.

The overall workplace diversity score of 3.99 with a standard deviation (SD) of 0.975 further supports the conclusion that the universities uphold diversity and inclusion across all dimensions, including ethnicity, gender, age, education, and religion. The relatively low standard deviation indicates that while there are some variations in individual responses, the overall perception of workplace diversity remains consistently positive among respondents.

4.4 Description of Employee Performance

Table 4.3 showed the description of employee performance in selected universities in Edo State, Nigeria.

Table 4.3 Description of Employee Performance

Q/N	Item	Frequency					Mean	SD	Decision Rule: <3 Reject >3 Accept
		1	2	3	4	5			
	Employee Performance								
	Employee Work Quality								
27.	The Institution values and utilises the skills and experience of employees across different age groups, which enhances my performance.	10	19	50	153	139	4.06	0.978	Accepted
28.	The institution’s commitment to gender equality and inclusivity promotes a work environment that supports my productivity and work quality.	7	22	53	190	99	3.95	0.903	Accepted
29.	Collaborating with colleagues from diverse educational backgrounds enhances my knowledge, skills and	10	21	60	172	108	3.94	0.959	Accepted

	overall work quality.								
30.	The institution's overall commitment to diversity and inclusivity has a positive impact on my work quality and performance.	5	27	65	181	93	3.89	0.91	Accepted
	Average Total						3.96	0.9375	Accepted
	Employee Teamwork Ability								
31.	Working with employees of different age groups enhances our team's problem-solving abilities and collaborations.	11	32	65	143	120	3.89	1.049	Accepted
32.	The presence of both male and female colleagues on our team promotes a more inclusive and effective teamwork environment.	8	13	54	157	139	4.09	0.921	Accepted
33.	Collaborating with team members with diverse educational backgrounds brings unique perspectives and ideas that improve our team work.	5	19	62	147	138	4.06	0.929	Accepted
34.	The diversity of	6	31	55	170	109	3.93	0.959	Accepted

	our ethnic backgrounds on our team enriches our discussions, decision-making and overall teamwork.								
	Average Total						3.9925	0.9645	Accepted
	Employee Productivity Level								
35.	The institution's dedication to diversity has led to increased employee motivation and productivity.	8	45	60	142	116	3.84	1.064	Accepted
36.	The inclusive culture of the institution which accommodates employees from diverse religious backgrounds reduces conflicts and improves overall productivity.	11	16	51	158	135	4.05	0.97	Accepted
37.	The diverse educational backgrounds of our team members enable us to leverage a broader range of skills and expertise while increasing productivity.	13	18	53	171	116	3.97	0.983	Accepted
38.	The varied work experiences and perspectives of	5	29	63	180	94	3.89	0.92	Accepted

	colleagues from different age groups help us to streamline our workflow and increase productivity.								
	Average Total						3.9375	0.98425	Accepted
	Employee Innovation								
39.	The institutions focus on diversity enables us to develop creative solutions and stay ahead of the competition.	11	15	50	159	136	4.06	0.964	Accepted
40.	Gender-balance in our institution leads to a more effective brainstorming and idea generation.	10	32	65	141	123	3.9	1.043	Accepted
41.	The synergy of employees with different educational and age backgrounds, fosters creativity and development of new and innovative ideas.	11	29	94	121	116	3.81	1.055	Accepted
42.	Collaborating with employees of different ages ethnic backgrounds broadens my knowledge and increases my	15	28	75	93	160	3.96	1.141	Accepted

	creativity level.								
	Average Total						3.9325	1.05075	Accepted
	Employee Engagement								
43.	Working with colleagues from different educational backgrounds broadens my perspectives and encourages me to participate more actively in team discussions.	19	35	78	99	140	3.82	1.183	Accepted
44.	Accommodating diverse ethnic backgrounds in our workplace promotes a sense of community and belonging which enhances my engagement.	2	13	83	120	153	4.1	0.904	Accepted
45.	The institution's emphasis on diversity and inclusion creates a positive work environment that encourages my active participation and commitment.	2	21	69	120	159	4.11	0.938	Accepted
46.	The equal treatment and opportunities for all genders in our institution makes me feel	19	23	74	120	135	3.89	1.124	Accepted

	valued.								
	Average Total						3.98	1.03725	Accepted
	Overall Employee Performance Score						3.9605	0.99485	Accepted

Source: Field Survey, 2025.

N.B: 1, 2, 3, 4 and 5 denote strongly disagreed, disagreed, undecided, agreed, strongly agreed response rate respectively

Employee Performance

This section analyses employee performance in the selected universities in Edo State, focusing on the impact of workplace diversity on various performance dimensions, including work quality, teamwork ability, productivity, innovation, and engagement. The analysis is based on responses to questionnaire items measured on a five-point Likert scale, where a mean score below 3 indicates rejection and a score above 3 signifies acceptance. Table 4.3 summarises employees' perceptions of how diversity and inclusion influence their performance. The analysis explores key aspects such as the utilisation of skills and experience, collaboration across diverse groups, motivation, creativity, and overall engagement. The findings provide insights into how workplace diversity contributes to enhancing employee performance in the institutions surveyed.

Employee Work Quality

The analysis of employee work quality in the selected universities in Edo State is based on responses to questionnaire items assessing the impact of workplace diversity on employees' skills, productivity, and overall performance. The responses are summarised in Table 4.3 and analysed using a five-point Likert scale, where a mean score below 3 indicates rejection, while a score above 3 signifies acceptance. For item 27, "The Institution values and utilises the skills and experience of employees across different age groups, which enhances my performance," 10 respondents strongly disagreed, 19 disagreed, 50 were undecided, 153 agreed, and 139 strongly agreed. The mean score of 4.06 and standard deviation of 0.978 indicate strong agreement, suggesting that employees believe the institution effectively leverages diverse age groups to enhance performance. For item 28, "The institution's commitment to gender equality and inclusivity promotes a work environment that supports my productivity and work quality," 7 respondents strongly disagreed, 22 disagreed, 53 were undecided, 190 agreed, and 99 strongly agreed. The mean score of 3.95 and standard deviation of 0.903 indicate agreement, reflecting that gender equality and inclusivity positively impact employee productivity. For item 29, "Collaborating with colleagues from diverse educational backgrounds enhances my knowledge, skills, and overall work quality," 10 respondents strongly disagreed, 21 disagreed, 60 were undecided, 172 agreed, and 108 strongly agreed. The mean score of 3.94 and standard deviation of 0.959 suggest agreement, highlighting the positive impact of educational diversity on work quality. For item 30, "The institution's overall commitment

to diversity and inclusivity has a positive impact on my work quality and performance," 5 respondents strongly disagreed, 27 disagreed, 65 were undecided, 181 agreed, and 93 strongly agreed. The mean score of 3.89 and standard deviation of 0.91 indicate agreement, demonstrating that diversity and inclusivity contribute to improved employee performance. The average total mean score of 3.96 suggests a strong agreement among respondents that workplace diversity enhances employee work quality. The standard deviation of 0.9375 reflects moderate variability in responses, indicating that while the majority perceive diversity positively, there are differing opinions on its impact on individual performance.

Employee Teamwork Ability

The analysis of employee teamwork quality in the selected universities in Edo State is based on responses to questionnaire items assessing how workplace diversity influences collaboration, problem-solving, and overall teamwork effectiveness. The responses, summarised in Table 4.3, were analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, while a score above 3 signifies acceptance. For item 31, "Working with employees of different age groups enhances our team's problem-solving abilities and collaborations," 11 respondents strongly disagreed, 32 disagreed, 65 were undecided, 143 agreed, and 120 strongly agreed. The mean score of 3.89 and standard deviation of 1.049 indicate agreement, suggesting that age diversity positively influences problem-solving and teamwork, although some variation in perception exists. For item 32, "The presence of both male and female colleagues on our team promotes a more inclusive

and effective teamwork environment," 8 respondents strongly disagreed, 13 disagreed, 54 were undecided, 157 agreed, and 139 strongly agreed. The mean score of 4.09 and standard deviation of 0.921 suggest strong agreement, indicating that gender diversity contributes positively to team dynamics and inclusivity. For item 33, "Collaborating with team members with diverse educational backgrounds brings unique perspectives and ideas that improve our teamwork," 5 respondents strongly disagreed, 19 disagreed, 62 were undecided, 147 agreed, and 138 strongly agreed. The mean score of 4.06 and standard deviation of 0.929 indicate that educational diversity is widely perceived as enhancing teamwork by introducing varied perspectives and innovative ideas. For item 34, "The diversity of our ethnic backgrounds on our team enriches our discussions, decision-making, and overall teamwork," 6 respondents strongly disagreed, 31 disagreed, 55 were undecided, 170 agreed, and 109 strongly agreed. The mean score of 3.93 and standard deviation of 0.959 indicate agreement, showing that ethnic diversity contributes positively to teamwork and decision-making processes. The average total mean score of 3.9925 suggests strong agreement among respondents that workplace diversity enhances teamwork quality. The standard deviation of 0.9645 reflects moderate variability in responses, indicating that while the majority perceive diversity as beneficial to teamwork, there are differing opinions on its impact.

Employee Productivity Level

The analysis of employee productivity levels in the selected universities in Edo State is based on responses to questionnaire items assessing the impact of workplace diversity on motivation, conflict reduction, skills utilisation, and overall productivity. The responses, summarised in Table 4.3, were analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, while a score above 3 signifies acceptance. For item 35, "The institution's dedication to diversity has led to increased employee motivation and productivity," 8 respondents strongly disagreed, 45 disagreed, 60 were undecided, 142 agreed, and 116 strongly agreed. The mean score of 3.84 and standard deviation of 1.064 indicate a general agreement that diversity positively impacts motivation and productivity, though with some variability in perception. For item 36, "The inclusive culture of the institution, which accommodates employees from diverse religious backgrounds, reduces conflicts and improves overall productivity," 11 respondents strongly disagreed, 16 disagreed, 51 were undecided, 158 agreed, and 135 strongly agreed. The mean score of 4.05 and standard deviation of 0.97 suggest strong agreement that religious inclusivity fosters harmony and enhances productivity. For item 37, "The diverse educational backgrounds of our team members enable us to leverage a broader range of skills and expertise while increasing productivity," 13 respondents strongly disagreed, 18 disagreed, 53 were undecided, 171 agreed, and 116 strongly agreed. The mean score of 3.97 and standard deviation of 0.983 indicate that employees recognise the value of educational diversity in enhancing skill utilisation and productivity. For item 38, "The varied work

experiences and perspectives of colleagues from different age groups help us to streamline our workflow and increase productivity," 5 respondents strongly disagreed, 29 disagreed, 63 were undecided, 180 agreed, and 94 strongly agreed. The mean score of 3.89 and standard deviation of 0.92 reflect agreement that age diversity contributes to workflow efficiency and productivity improvements. The average total mean score of 3.9375 suggests strong agreement that workplace diversity enhances employee productivity. The standard deviation of 0.98425 reflects moderate variability in responses, indicating that while the majority perceive diversity as beneficial to productivity, differences in perception exist among respondents.

Employee Innovation

The analysis of employee innovation in the selected universities in Edo State is based on responses to questionnaire items evaluating the role of workplace diversity in fostering creativity, idea generation, and competitive advantage. The responses, summarised in Table 4.3, were analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, while a score above 3 signifies acceptance. For item 39, "The institution's focus on diversity enables us to develop creative solutions and stay ahead of the competition," 11 respondents strongly disagreed, 15 disagreed, 50 were undecided, 159 agreed, and 136 strongly agreed. The mean score of 4.06 and standard deviation of 0.964 indicate strong agreement that diversity fosters creativity and competitive advantage, with relatively low variation in responses. For item 40, "Gender balance in our institution leads to more

effective brainstorming and idea generation," 10 respondents strongly disagreed, 32 disagreed, 65 were undecided, 141 agreed, and 123 strongly agreed. The mean score of 3.9 and standard deviation of 1.043 suggest that most respondents recognise gender diversity as beneficial for brainstorming, though some level of disagreement exists. For item 41, "The synergy of employees with different educational and age backgrounds fosters creativity and the development of new and innovative ideas," 11 respondents strongly disagreed, 29 disagreed, 94 were undecided, 121 agreed, and 116 strongly agreed. The mean score of 3.81 and standard deviation of 1.055 indicate general agreement that educational and age diversity contribute to innovation, though with some variability in perception. For item 42, "Collaborating with employees of different age and ethnic backgrounds broadens my knowledge and increases my creativity level," 15 respondents strongly disagreed, 28 disagreed, 75 were undecided, 93 agreed, and 160 strongly agreed. The mean score of 3.96 and standard deviation of 1.141 reflect strong agreement that diverse collaboration enhances creativity, although the higher standard deviation suggests greater variability in responses. The average total mean score of 3.9325 suggests strong agreement that workplace diversity positively influences employee innovation. The standard deviation of 1.05075 reflects moderate variability in responses, indicating that while most employees acknowledge the innovation-enhancing effects of diversity, perceptions vary across the workforce.

Employee Engagement

The analysis of employee engagement in the selected universities in Edo State is based on responses to questionnaire items evaluating how workplace diversity influences employees' participation, commitment, and sense of belonging. The responses, summarised in Table 4.3, were analysed on a five-point Likert scale, where a mean score below 3 indicates rejection, while a score above 3 signifies acceptance. For item 43, "Working with colleagues from different educational backgrounds broadens my perspectives and encourages me to participate more actively in team discussions," 19 respondents strongly disagreed, 35 disagreed, 78 were undecided, 99 agreed, and 140 strongly agreed. The mean score of 3.82 and standard deviation of 1.183 indicate overall agreement, though the relatively high standard deviation suggests a wider range of perspectives on the influence of educational diversity on engagement. For item 44, "Accommodating diverse ethnic backgrounds in our workplace promotes a sense of community and belonging which enhances my engagement," 2 respondents strongly disagreed, 13 disagreed, 83 were undecided, 120 agreed, and 153 strongly agreed. The mean score of 4.1 and standard deviation of 0.904 indicate strong agreement that ethnic diversity fosters a sense of belonging and engagement, with relatively low variation in responses. For item 45, "The institution's emphasis on diversity and inclusion creates a positive work environment that encourages my active participation and commitment," 2 respondents strongly disagreed, 21 disagreed, 69 were undecided, 120 agreed, and 159 strongly agreed. The mean score of 4.11 and standard deviation of 0.938 reflect strong agreement that diversity and inclusion

contribute to a positive work environment, though with some differing perceptions. For item 46, "The equal treatment and opportunities for all genders in our institution makes me feel valued," 19 respondents strongly disagreed, 23 disagreed, 74 were undecided, 120 agreed, and 135 strongly agreed. The mean score of 3.89 and standard deviation of 1.124 suggest that most respondents feel valued due to gender equality, though some variations in perception exist. The average total mean score of 3.98 suggests strong agreement that workplace diversity positively influences employee engagement. The standard deviation of 1.03725 reflects moderate variability in responses, indicating that while most employees acknowledge the engagement-enhancing effects of diversity, some differences in perception exist.

The overall employee performance score of 3.9605 further supports the conclusion that workplace diversity contributes positively to employee work quality, teamwork, productivity, innovation, and engagement. The overall standard deviation of 0.99485 indicates moderate variability in responses, suggesting that while the majority of employees recognise the benefits of diversity, some differing perspectives remain.

4.5 Estimation and Interpretation of Model/Relationship between Workplace Diversity and Employee Performance in Selected Universities in Edo State.

4.5.1 Correlation Analysis

Bivariate Pearson correlation coefficients were conducted on the data for all the variables in the study. Table 4.4 shows the Pearson correlation coefficients among research variables.

Table 4.4: Pearson Correlation Coefficients among Research Variables

Variable	Employee Work Quality	Employee Team Work Quality	Employee Productivity Level	Employee Innovation	Employee Engagement	Ethnic Diversity	Gender Diversity	Age Diversity	Education Diversity	Religious Diversity
Employee Work Quality Pearson Correlation Sig. (2-tailed) N	1 .000 371	.752** .000 371	.800** .000 371	.632** .000 371	.426** .000 371	-.090 .083 371	.005 .928 371	-.140** .007 371	-.081 .117 371	.670** .000 371
Employee Team Work Ability Pearson Correlation Sig. (2-tailed) N	.752** .000 371	1 .000 371	.741** .000 371	.659** .000 371	.425** .000 371	-.061 .240 371	-.013 .801 371	-.101 .051 371	-.105* .044 371	.670** .000 371
Employee Productivity Level Pearson Correlation Sig. (2-tailed) N	.800** .000 371	.741** .000 371	1 .000 371	.685** .000 371	.379** .000 371	-.068 .189 371	.005 .922 371	-.106* .042 371	-.113* .029 371	.831** .000 371
Employee Innovation Pearson Correlation Sig. (2-tailed) N	.632** .000 371	.659** .000 371	.685** .000 371	1 .000 371	.583** .000 371	-.050 .332 371	-.033 .525 371	-.069 .187 371	-.099 .057 371	.661** .000 371
Employee Engagement Pearson Correlation	.426**	.425**	.379**	.583**	1	-.068	-.018	-.081	-.146**	.301**

Engagement	Sig. (2-tailed)	.000	.000	.000	.000		.189	.731	.117	.005	.000
	N	371	371	371	371	371	371	371	371	371	371
Ethnic Diversity	Pearson Correlation	-.090	-.061	-.068	-.050	-.068	1	.696**	.748**	.182**	-.072
	Sig. (2-tailed)	.083	.240	.189	.332	.189		.000	.000	.000	.168
	N	371	371	371	371	371	371	371	371	371	371
Gender Diversity	Pearson Correlation	.005	-.013	.005	-.033	-.018	.696**	1	.442**	.052	-.024
	Sig. (2-tailed)	.928	.801	.922	.525	.731	.000		.000	.313	.640
	N	371	371	371	371	371	371	371	371	371	371
Age Diversity	Pearson Correlation	-.140**	-.101	-.106*	-.069	-.081	.748**	.442**	1	.424**	-.062
	Sig. (2-tailed)	.007	.051	.042	.187	.117	.000	.000		.000	.230
	N	371	371	371	371	371	371	371	371	371	371
Educational Diversity	Pearson Correlation	-.081	-.105*	-.113*	-.099	-.146**	.182**	.052	.424**	1	.012
	Sig. (2-tailed)	.117	.044	.029	.057	.005	.000	.313	.000		.811
	N	371	371	371	371	371	371	371	371	371	371
Religious Diversity	Pearson Correlation	.670**	.670**	.831**	.661**	.301**	-.072	-.024	-.062	.012	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.168	.640	.230	.811	
	N	371	371	371	371	371	371	371	371	371	371

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

Employee Work Quality and Workplace Diversity

Table 4.4 shows the correlation between Employee Work Quality and workplace diversity dimensions. Religious Diversity exhibits a strong positive correlation with Employee Work Quality (0.670, $p = 0.000$), indicating that religious inclusivity contributes significantly to work quality. Employees likely feel more valued and perform better when their religious beliefs are respected.

On the other hand, Age Diversity has a weak negative correlation with Employee Work Quality (-0.140, $p = 0.007$), suggesting that generational differences might create challenges in maintaining work quality. Similarly, Ethnic Diversity (-0.090, $p = 0.083$) and Educational Diversity (-0.081, $p = 0.117$) show slight negative correlations, though not statistically significant. This implies that while diversity is present, it may require structured inclusion policies to enhance its positive impact on work quality. Gender Diversity has no meaningful correlation (0.005, $p = 0.928$), suggesting that gender balance does not significantly affect work quality in this context.

Employee Teamwork Ability and Workplace Diversity

The correlation matrix also highlights the relationship between Employee Teamwork Ability and workplace diversity. Religious Diversity shows a strong positive correlation with Employee Teamwork Ability (0.670, $p = 0.000$), indicating that religious inclusivity promotes collaboration and effective teamwork.

Conversely, Age Diversity (-0.101, $p = 0.051$) and Educational Diversity (-0.105, $p = 0.044$) exhibit weak negative correlations with Employee Teamwork Ability. This suggests that differences in age and educational backgrounds may sometimes hinder collaboration due to varied perspectives and working styles. Ethnic Diversity (-0.061, $p = 0.240$) and Gender Diversity (-0.013, $p = 0.801$) show negligible correlations, indicating that these factors do not significantly influence teamwork quality.

Employee Productivity Level and Workplace Diversity

The relationship between Employee Productivity Level and workplace diversity is also examined. Religious Diversity has the strongest positive correlation with Employee Productivity Level (0.831, $p = 0.000$), signifying that a religiously inclusive workplace enhances employee motivation and productivity.

However, Age Diversity (-0.106, $p = 0.042$) and Educational Diversity (-0.113, $p = 0.029$) show weak negative correlations with Employee Productivity Level. These findings suggest that differences in age and education levels may sometimes create barriers to optimal productivity, possibly due to differences in skills, experience, or adaptation to organisational processes. Ethnic Diversity (-0.068, $p = 0.189$) and Gender Diversity (0.005, $p = 0.922$) show negligible correlations, implying that these dimensions do not significantly affect productivity.

Employee Innovation and Workplace Diversity

Innovation is a key performance indicator in diverse workplaces. The analysis reveals that Religious Diversity has a strong positive correlation with Employee Innovation (0.661, $p = 0.000$), indicating that employees in a religiously inclusive environment are more likely to generate creative ideas.

On the other hand, Educational Diversity (-0.099, $p = 0.057$) and Age Diversity (-0.069, $p = 0.187$) show weak negative correlations with Employee Innovation. This suggests that differences in educational background and generational perspectives may sometimes hinder creative problem-solving due to contrasting ways of thinking. Ethnic Diversity (-0.050, $p = 0.332$) and Gender Diversity (-0.033, $p = 0.525$) exhibit negligible correlations, implying that these dimensions have no significant impact on innovation.

Employee Engagement and Workplace Diversity

The correlation analysis also examines the relationship between Employee Engagement and diversity dimensions. Religious Diversity again exhibits a strong positive correlation with Employee Engagement (0.301, $p = 0.000$), indicating that employees feel more engaged in a religiously inclusive environment.

Conversely, Educational Diversity (-0.146, $p = 0.005$) shows a weak negative correlation with Employee Engagement, suggesting that differing educational backgrounds may impact employees' sense of belonging or active participation in the workplace. Age Diversity (-0.081, $p = 0.117$), Ethnic Diversity (-0.068, $p = 0.189$), and Gender Diversity (-0.018, $p = 0.731$) all show negligible correlations, implying that these factors do not significantly influence employee engagement.

From the above, the analysis reveals that Religious Diversity consistently has the strongest positive correlations with all employee performance indicators, suggesting that a religiously inclusive environment fosters higher work quality, teamwork ability, productivity, innovation, and engagement. Conversely, Age and Educational Diversity show weak negative correlations with multiple performance indicators, indicating that differences in age and educational backgrounds may sometimes pose challenges in the workplace. These challenges could be addressed through mentorship programmes, training initiatives, and structured collaboration frameworks. Ethnic and Gender Diversity do not exhibit significant correlations with employee performance, suggesting that while diversity in these areas exists, their direct impact on performance may be limited. Organisations could explore further ways to leverage these diversity dimensions to enhance workplace outcomes. Overall, these findings highlight the importance of inclusive workplace policies, targeted diversity management strategies, and on-going training programmes to ensure that diversity translates into improved organisational performance.

4.5.2 Results of Regression Analysis

Multiple regression analysis was performed to start a relationship between workplace diversity and employee performance. The results are presented in the table below.

Table 4.5: Workplace Diversity and Employee Performance in Selected Universities in Edo State.

Variables	Coefficients	Model 1: Employee Work Quality	Model 2: Employee Team Work Ability	Model 3: Employee Productiv ity Level	Model 4: Employee Innovatio n	Model 5: Employee Engagem ent
Ethnic Diversity	B	-0.005	0.037	0.002	0.032	-0.066
	S.E	0.064	0.07	0.05	0.06	0.089
	S.C	-0.006	0.039	0.002	0.04	-0.07
	T	-0.081	0.521	0.039	0.539	-0.734
	Sig.	0.935	0.602	0.969	0.59	0.464
Gender Diversity	B	0.065	0.002	0.038	-0.036	0.025
	S.E	0.047	0.052	0.037	0.044	0.066
	S.C	0.075	0.002	0.041	-0.044	0.027
	T	1.379	0.041	1.014	-0.805	0.382
	Sig.	0.169	0.968	0.311	0.421	0.703
Age Diversity	B	-0.129	-0.063	-0.031	0.013	0.059
	S.E	0.079	0.087	0.062	0.074	0.11
	S.C	-0.106	-0.047	-0.024	0.012	0.045
	T	-1.643	-0.719	-0.501	0.18	0.535
	Sig.	0.101	0.473	0.617	0.857	0.593
Education al Diversity	B	-0.052	0.123	0.136	0.12	0.189
	S.E	0.048	0.053	0.038	0.045	0.067
	S.C	-0.047	0.101	0.116	0.117	0.157
	T	-1.092	2.308	3.615	2.663	2.814

	Sig.	0.276	0.022	0.000	0.008	0.005
Religious Diversity	B	0.74	0.824	0.982	0.683	0.365
	S.E	0.043	0.047	0.034	0.04	0.06
	S.C	0.665	0.671	0.832	0.665	0.301
	T	17.314	17.416	29.29	17.042	6.089
	Sig.	0.000	0.000	0.000	0.000	0.000
R		.682 ^a	.680 ^a	.841 ^a	.670 ^a	.338 ^a
R-Squared		0.465	0.462	0.708	0.449	0.114
Adjusted R-Squared		0.458	0.455	0.704	0.442	0.102
Std. Error of the Estimate		2.11451	2.34009	1.6581	1.98305	2.96606
R Square Change		0.465	0.462	0.708	0.449	0.114
F-Statistic		63.533	62.782	176.641	59.543	9.41
Prob (F-Statistic)		.000 ^b	.000 ^b	.000 ^b	.000 ^b	.000 ^b
No of Observation		370	370	370	370	370
Durbin-Watson		1.940	1.97	1.825	1.503	1.74
Dependent Variable: Employee Performance						

Table 4.5 presents the effects of workplace diversity on various aspects of employee performance, including work quality, teamwork ability, productivity level, innovation, and engagement. The regression models assess the impact of ethnic diversity, gender diversity, age diversity, educational diversity, and religious diversity on employee performance in selected universities in Edo State.

Model 1:

The first model examines the effect of workplace diversity on employee work quality. Religious diversity significantly enhances employee work quality ($B = 0.740$, $p = 0.000$), indicating that employees working in religiously diverse environments experience higher work ability. Other diversity factors, including ethnic diversity ($B = -0.005$, $p = 0.935$), gender diversity ($B = 0.065$, $p =$

0.169), age diversity ($B = -0.129$, $p = 0.101$), and educational diversity ($B = -0.052$, $p = 0.276$), do not have statistically significant effects. The model explains 46.5% of the variance in employee work quality ($R^2 = 0.465$) with an F-statistic of 63.533 ($p = 0.000$), indicating a strong overall model fit.

Model 2:

The second model evaluates the relationship between workplace diversity and employee teamwork ability. Religious diversity remains the strongest positive predictor ($B = 0.824$, $p = 0.000$), suggesting that diverse religious backgrounds foster better teamwork. Educational diversity has a significant positive effect ($B = 0.123$, $p = 0.022$), indicating that varying educational backgrounds contribute positively to teamwork. Other variables, such as ethnic diversity ($B = 0.037$, $p = 0.602$), gender diversity ($B = 0.002$, $p = 0.968$), and age diversity ($B = -0.063$, $p = 0.473$), do not exhibit statistically significant effects. The model accounts for 46.2% of the variance in employee teamwork quality ($R^2 = 0.462$), with an F-statistic of 62.782 ($p = 0.000$), demonstrating a robust model fit.

Model 3:

In the third model (workplace diversity and employee productivity level), religious diversity again emerges as the most significant positive factor influencing employee productivity ($B = 0.982$, $p = 0.000$). Educational diversity also has a significant positive impact on employee productivity ($B = 0.136$, $p = 0.000$), suggesting that employees with diverse educational backgrounds contribute to enhanced productivity. Other variables, including ethnic diversity ($B = 0.002$, $p = 0.969$), gender diversity ($B = 0.038$, $p = 0.311$), and age diversity ($B = -0.031$, $p = 0.617$), do not significantly contribute to employee productivity. This model explains the highest variance among all models, accounting for 70.8% of the variance in employee productivity ($R^2 = 0.708$), with an F-statistic of 176.641 ($p = 0.000$), signifying a strong model fit.

Model 4:

The fourth model assesses the effect of workplace diversity on employee innovation. Religious diversity remains a significant positive predictor ($B = 0.683$, $p = 0.000$), while educational diversity also has a significant positive impact ($B = 0.120$, $p = 0.008$), indicating that employees from diverse educational backgrounds contribute to innovation. Other variables, including ethnic diversity ($B = 0.032$, $p = 0.590$), gender diversity ($B = -0.036$, $p = 0.421$), and age diversity ($B = 0.013$, $p = 0.857$), do not significantly impact employee innovation. This model accounts for 44.9% of the variance in employee innovation ($R^2 = 0.449$), with an F-statistic of 59.543 ($p = 0.000$), demonstrating a substantial model fit.

Model 5:

The final model examines the relationship between workplace diversity and employee engagement. Religious diversity significantly enhances employee engagement ($B = 0.365$, $p = 0.000$), while educational diversity also shows a significant positive impact ($B = 0.189$, $p = 0.005$), suggesting that employees with diverse educational backgrounds are more engaged. Other diversity factors, including ethnic diversity ($B = -0.066$, $p = 0.464$), gender diversity ($B = 0.025$, $p = 0.703$), and age diversity ($B = 0.059$, $p = 0.593$), do not significantly influence employee engagement. The model explains 11.4% of the variance in employee engagement ($R^2 = 0.114$), with an F-statistic of 9.41 ($p = 0.000$), indicating a relatively lower explanatory power compared to other models.

4.6 Test of Hypotheses

The hypotheses were tested using the p-values derived from the regression analysis. A significance threshold of 0.05 was applied, meaning that: If the p-value is **greater than or equal to 0.05**, the null hypothesis (H_0) is **not rejected** (i.e., no significant relationship exists). If the p-value is **less than 0.05**, the null hypothesis (H_0) is **rejected**, indicating a **significant relationship** between the variables. The results and interpretations are presented below.

Hypothesis 1: There is no significant relationship between ethnic diversity and employee performance in selected universities in Edo State.

The results indicate that ethnic diversity is not significant across all models (employee work quality, $p = 0.935 > 0.05$; employee teamwork ability, $p = 0.602 > 0.05$; employee productivity level, $p = 0.969 > 0.05$; employee innovation, $p = 0.590 > 0.05$; and employee engagement, $p = 0.464 > 0.05$). Since the p-values are all greater than 0.05, the null hypothesis is not rejected, suggesting that ethnic diversity does not significantly affect employee performance.

Hypothesis 2: There is no significant relationship between gender diversity and employee performance in selected universities in Edo State.

Gender diversity is also not significant across all models (employee work quality, $p = 0.169 > 0.05$; employee teamwork ability, $p = 0.968 > 0.05$; employee productivity level, $p = 0.311 > 0.05$; employee innovation, $p = 0.421 > 0.05$; and employee engagement, $p = 0.703 > 0.05$). As all p-values exceed 0.05, the null hypothesis is not rejected, indicating that gender diversity does not significantly influence employee performance.

Hypothesis 3: There is no significant relationship between age diversity and employee performance in selected universities in Edo State.

Age diversity is not significant across all models (employee work quality, $p = 0.101 > 0.05$; employee teamwork ability, $p = 0.473 > 0.05$; employee productivity level, $p = 0.617 > 0.05$; employee innovation, $p = 0.857 > 0.05$; and employee engagement, $p = 0.593 > 0.05$). Given that all p-values are greater than 0.05, the null hypothesis is not rejected, suggesting that age diversity does not significantly impact employee performance.

Hypothesis 4: There is no significant relationship between educational diversity and employee performance in selected universities in Edo State.

The results indicate that educational diversity is significant in four models but not significant in one: [Employee work quality, $p = 0.276 > 0.05$ (not significant), Employee teamwork ability, $p = 0.022 < 0.05$ (significant), Employee productivity level, $p = 0.000 < 0.05$ (significant), Employee innovation, $p = 0.008 < 0.05$ (significant), Employee engagement, $p = 0.005 < 0.05$ (significant)].

Since the p-values for teamwork quality, productivity level, innovation, and engagement are less than 0.05, the null hypothesis is rejected for these models, indicating a significant positive relationship between educational diversity and these aspects of employee performance. However, the null hypothesis is not rejected for work quality, as the p-value is greater than 0.05, meaning there is no significant relationship between educational diversity and employee work quality.

Hypothesis 5: There is no significant relationship between religious diversity and employee performance in selected universities in Edo State.

Religious diversity is highly significant across all models (employee work quality, $p = 0.000 < 0.05$; employee teamwork ability, $p = 0.000 < 0.05$; employee productivity level, $p = 0.000 < 0.05$; employee innovation, $p = 0.000 < 0.05$; and employee engagement, $p = 0.000 < 0.05$). Since all p-values are less than 0.05, the null hypothesis is rejected for all models, confirming a significant positive relationship between religious diversity and employee performance.

Summary of Hypothesis Testing Results

Diversity Factor	Work Quality	Teamwork Ability	Productivity Level	Innovation	Engagement	Decision
Ethnic Diversity	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	H ₀ Not Rejected
Gender Diversity	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	H ₀ Not Rejected
Age Diversity	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	H ₀ Not Rejected

Educational Diversity	Not Significant	Significant	Significant	Significant	Significant	H ₀ Rejected (for all except work quality)
Religious Diversity	Significant	Significant	Significant	Significant	Significant	H ₀ Rejected

4.7 Discussion of Findings

The results of this study provide insights into the relationship between workplace diversity and employee performance across various dimensions, including employee work quality, teamwork ability, productivity level, innovation, and engagement. The findings are discussed in relation to existing empirical studies.

The regression analysis indicates that ethnic diversity does not have a significant effect on any of the employee performance metrics. This aligns with the study by Ogbo and Ukpere (2014), which found that workforce diversity positively influences organisational performance but does not explicitly establish a direct link between ethnic diversity and employee productivity. However, the findings contrast with Ukachukwu and Iheriohanna (2013), who asserted that cultural diversity significantly impacts teamwork and productivity, suggesting that unresolved ethnic differences may hinder collaboration and efficiency.

The findings reveal that gender diversity is not a significant predictor of employee work quality, teamwork ability, productivity level, innovation, or engagement. This result is contrary to the findings of Jekelle (2021), which showed a significant relationship between gender diversity and job performance in Nigeria. Similarly, Ngalo et al. (2023) established that gender diversity significantly impacts employee effectiveness. The inconsistency may be due to differences in the organisational contexts or sectors under study, implying that the impact of gender diversity may be industry-specific.

The results indicate that age diversity does not significantly impact any of the employee performance metrics. This is inconsistent with Telyani, Farmanesh, and Zargar (2022), who demonstrated that age diversity significantly impacts organisational performance through innovative culture. However, the lack of significance in this study may suggest that age diversity alone does not inherently influence employee performance unless mediated by factors such as workplace inclusion and mentorship structures.

The regression results show that educational diversity has a significant positive effect on teamwork ability, employee productivity level, innovation, and employee engagement, but no significant effect on employee work quality. This supports Jekelle (2021), who found that educational diversity is a key antecedent of workforce diversity and positively impacts job performance. Furthermore, Ngalo et al. (2023) found that educational background diversity significantly affects employee performance. These findings suggest that a diverse educational background enhances collaboration, problem-solving skills, and engagement among employees.

The results demonstrate that religious diversity significantly influences all employee performance dimensions, indicating a strong positive effect. This aligns with Ngalo et al. (2023), who found that belief diversity has a significant impact on employee effectiveness. Similarly, Otike et al. (2022) established that workplace diversity management, including religious diversity, significantly affects organisational effectiveness. The results suggest that inclusive workplaces that accommodate diverse religious perspectives can foster a more engaged and productive workforce.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents a comprehensive summary of the study's findings, offering a concise recapitulation of the data analysis results and their implications. The conclusions drawn align with the research objectives and hypotheses, providing insights into the relationship between workplace diversity and employee performance among selected universities in Edo State. Furthermore, this chapter outlines practical and policy-oriented recommendations aimed at fostering an inclusive and equitable work environment that enhances employee performance within higher education institutions. This section serves as a bridge between the detailed statistical analysis and the synthesis of insights, ensuring coherence and logical flow in concluding the research.

5.2 Summary of Findings

This study examined the relationship between workplace diversity and employee performance across five dimensions: employee work quality, teamwork ability, productivity level, innovation, and engagement. The findings are summarised as follows:

1. The study found that ethnic diversity does not have a significant impact on employee work quality, teamwork ability, productivity level, innovation, or engagement.
2. The study also found that gender diversity does not significantly influence any of the employee performance metrics.
3. Age diversity was found to have no significant relationship with employee work quality, teamwork ability, productivity, innovation, or engagement.
4. The study revealed a significant positive relationship between educational diversity and teamwork ability, employee productivity, innovation, and engagement. However, it was not significantly related to employee work quality.

5. Finally, religious diversity was found to have a strong positive effect on all dimensions of employee performance, including work quality, teamwork ability, productivity, innovation, and engagement.

5.3 Conclusion

This study examined the impact of workplace diversity on employee performance in selected organisations in Edo State, Nigeria. The study specifically assessed the influence of ethnic, gender, age, educational, and religious diversity on different dimensions of employee performance, including work quality, teamwork ability, productivity level, innovation, and engagement. The findings revealed that educational and religious diversity have significant positive effects on employee performance, particularly in enhancing productivity, innovation, and engagement. In contrast, ethnic, gender, and age diversity did not show statistically significant relationships with employee performance, suggesting that these diversity dimensions may not necessarily influence workplace outcomes in the studied organisations. The study contributes to the body of knowledge by providing empirical evidence on the differentiated effects of workplace diversity dimensions on employee performance in a Nigerian context. It highlights the importance of effective diversity management strategies that leverage educational and religious diversity to enhance organisational performance. Based on these findings, the study concludes that while diversity is a critical factor in organisational effectiveness, its impact varies depending on the specific diversity dimension. Therefore, organisations should adopt targeted diversity management practices to maximise the benefits of a diverse workforce.

5.4 Contributions to Knowledge

This study has made the following contributions to the body of knowledge:

1. This study provides empirical evidence on the relationship between workplace diversity and employee performance in selected organisations, specifically within the context of Edo State, Nigeria.

2. Unlike previous studies which have examined workplace diversity as a single construct, this research disaggregated workplace diversity into five dimensions—ethnic, gender, age, educational, and religious diversity—providing a granular understanding of how each aspect affects different employee performance metrics- work quality, teamwork ability, productivity level, innovation and engagement.
3. The findings contribute to the debate on the impact of diversity in the workplace, revealing that while ethnic, gender, and age diversity do not significantly influence employee performance, educational and religious diversity positively enhance productivity, innovation, and engagement.
4. This study extends the existing literature by incorporating a multiple regression approach, allowing for a robust analysis of the individual effects of different diversity dimensions on employee performance dimensions.
5. By focusing on a developing economy context (Edo State, Nigeria), this research adds to the growing body of knowledge on workplace diversity in Africa, providing insights that may differ from findings in more developed economies.
6. The study offers practical implications for policymakers and human resource managers, highlighting the need to leverage educational and religious diversity to improve teamwork, innovation, and overall organisational effectiveness.

5.5 Recommendations

Based on the findings of this study, the following recommendations are made to enhance employee performance within organisations through effective diversity management:

1. Organisations should develop structured diversity and inclusion policies that go beyond

representation. This includes cultural sensitivity training, mentorship programmes, and initiatives that promote inter-ethnic collaboration to reduce biases, foster teamwork, and ensure all employees feel valued.

2. Employers should focus on gender equity initiatives, including equal pay policies, leadership development programmes for underrepresented genders, and workplace flexibility measures that support a diverse workforce. Additionally, creating an inclusive culture where all employees, regardless of gender, feel empowered to contribute can lead to improved overall performance.
3. To maximise the benefits of age diversity, organisations should implement cross-generational mentoring programmes that enable knowledge transfer between younger and older employees. Additionally, customised training programmes should be introduced to address skill gaps across different age groups, fostering collaboration and improved performance.
4. Organisations should leverage educational diversity by encouraging multidisciplinary collaboration through cross-functional teams. Structured learning and development initiatives should be introduced to integrate employees from different educational backgrounds and promote knowledge-sharing platforms such as workshops, peer-learning sessions, and innovation hubs.
5. Employers should foster a religiously inclusive environment by implementing fair policies that respect different religious beliefs and practices. Providing flexible work arrangements for religious observances, promoting interfaith dialogues, and ensuring a non-discriminatory work culture will help organisations fully harness the benefits of religious diversity.

5.6 Suggestions for Further Research

This study has provided valuable insights into the relationship between workplace diversity and employee performance. However, further research is recommended. Future research should adopt a longitudinal approach to examine how diversity management practices influence employee

performance over time. While this study focused on selected organisations, further research could explore the impact of workplace diversity on employee performance in different sectors such as healthcare, banking, or manufacturing. Future studies should examine the potential mediating and moderating effects of factors such as organisational culture, leadership style, and employee motivation on the relationship between workplace diversity and performance. A comparative study across different countries or regions could provide deeper insights into how cultural and institutional differences shape the effects of workplace diversity on employee performance. Further qualitative research is needed to understand how organisations implement diversity policies and the challenges they face in fostering an inclusive workplace. Given the increasing adoption of remote and hybrid work models, future studies should examine how these changes influence diversity dynamics and employee performance.

|

|

|

|

|

References

- Abbas, Q., Hameed, A., & Waheed, A. (2011). Gender Discrimination & Its Effect on Employee Performance/Productivity. *International Journal of Humanities and Social Science*, 1(15), 170-175.
- Adams, J. S. (1963). Towards an understanding of inequity. *The Journal of Abnormal and Social Psychology*, 67(5), 422.
- Akinnusi, D. M., Sonubi, O. O., & Oyewunmi, A. E. (2017). Fostering effective workforce diversity management in Nigerian organisations: The challenge of human resource management. *International Review of Management and Marketing*, 7(1), 108-116.
- Akinwale, A. T., & Onuoha, A. P. (2023). The impact of team dynamics on employee performance. *Journal of Business and Management Studies*, 45(2), 119-132.
- Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2015). Employee engagement: An introduction and review of the literature. *International Journal of Management Reviews*, 17(3), 365-387.
- Alghazol, A.M., & Shaiban, H.A. (2016). The effects of workforce diversity on employee performance at an oil and gas company. *American Journal of Business & Society*, 1(3), 148-153.
- Allen, R., Dawson, G., Wheatley, K., & White, C.S. (2004). Diversity practices: learning responses for modern organisation, development and learning in organisations: *An International Journal*, 18(6), 13-15.
- Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.
- Alvarez, S. D., Martinez, A. B., & Rodriguez, J. M. (2020). Workplace diversity and employee performance in higher education institutions. *Journal of Diversity in Higher Education*, 13(3), 253-265.
- Amabile, T. M. (1996). *Creativity in Context: Update to the Social Psychology of Creativity*. Westview Press.
- Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organisations: A state-of-the-science review. *Journal of Management*, 40(5), 1297-1333.
- Antonio, A. L. (2001). Diversity and the leadership of colleges and universities. In G. B. Vaughan (Ed.), *Diversity and the leadership of colleges and universities* (pp. 1-16). San Francisco: Jossey-Bass.
- Armstrong, M. (2012). *A handbook of human resource management practice*, Kogan Page.
- Arredondo, P. (2004). *Organisational assessments for planning diversity initiatives*, A Workshop presented at Arizona State University.
- Avery, D. R. (2011). Support for diversity in organisations: A theoretical framework. *Journal of Applied Psychology*, 96(5), 1107-1118.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2004). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 55(1), 421-449.

- Azam, M., & Waheed, N. (2018). Impact of workforce diversity on organisational performance. *Journal of Poverty, Investment and Development*, 43(1), 13-21.
- Bagshaw, M. (2004). Is diversity divisive? A positive training approach. *Industrial and Commercial Training*, 36(1), 153-157.
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13(3), 209-223.
- Bakker, A. B., Tims, M., & Derks, D. (2011). Proactive personality and job performance: The role of job crafting and work engagement. *Human Relations*, 64(10), 1359-1378.
- Balthazard, C. P., Cooke, R. A., & Potter, R. E. (2023). A longitudinal study of team performance and leadership. *Journal of Organisational Behavior*, 44(4), 536-554.
- Bapna, R., Langer, N., Mehra, A., Gopal, R., & Gupta, A. (2013). "Human capital investments and employee performance: an analysis of IT services industry", *Management Science*, 59(3), 641-658.
- Barak, M. E. M. (2016). *Managing diversity: Toward a globally inclusive workplace*. Sage Publications.
- Barney, J. B. (2001). Resource-based theories of competitive advantage. A ten-year retrospective on the resource-based view. *Journal of Management*, 27(6), 643-650.
- Bashir, M., Hameed, A., Bari, M. W., & Ullah, R. (2021). The impact of age-diverse workforce on organization performance: Mediating role of job crafting. *SAGE Open*, 11(1), 2158244021999058.
- Bass, B. M., & Riggio, R. E. (2022). *Transformational leadership: Industrial, military, and educational impact*. Routledge.
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. University of Chicago Press.
- Bender, L., & Shifrin, L. (2023). The productivity paradox: Overcoming the challenge of maximizing employee output. *Journal of Business Efficiency*, 52(3), 210-227.
- Benton, S. A. (2019). Employee engagement and performance in higher education. *Educational Leadership Review*, 38(4), 45-60.
- Berdahl, I. L., & Moore, C. (2006). Workplace harassment: Double jeopardy for minority women. *Journal of Applied Psychology*, 91(1), 426-436.
- Beziibwe, A. S. (2015). *Relationship between workplace diversity and organisational performance*. [Doctoral dissertation, Uganda Technology and Management University].
- Bezrukova, K., Thatcher, S. M. B., & Jehn, K. (2007). *Group heterogeneity and faultiness: Comparing alignment and dispersion theories of group composition*. In K. J. Behfar, & L. L. Thompson (Eds.), *Conflict in organisational groups: New directions in theory and practice* (pp. 57-92). Evanston, IL: The Northwestern University Press.

- Bhattacharya, M., Gibson, D., & Doty, D. (2005). The effects of flexibility in employee skills, employee behaviours, and human resource practices on firm performance, *Journal of Management*, 31(4), 622-640.
- Bilimoria, D., & Stewart, A. J. (2009). "Don't ask, don't tell": The academic climate for lesbian, gay, bisexual, and transgender faculty and graduate students. *Journal of Homosexuality*, 56(6), 777-794.
- Boxall, P., & Purcell, J. (2007). *Strategy and human resource management*, Palgrave Macmillan, Basingstoke.
- Brzozowska, A., Gross-Gołacka, E., Grima, S., Kusterka-Jefmańska, M., & Jefmański, B. (2023). A perspective on the benefits of diversity management in organizations. *Polish Journal of Management Studies*, 28(2).
- Bryan, J.H. (1999). "The diversity imperative", *Executive Excellence*, pp.6
- Busolo, E. (2017). *The impact of workforce diversity on organisational performance: A case study of AAR group* [Master's thesis, United States International University-Africa].
- Cappelli, P. (2022). The changing nature of work quality: New challenges and opportunities. *Journal of Organisational Behavior*, 43(2), 199-215.
- Carelse, K. (2013). *Employees' perceptions towards workplace diversity in a financial institution operating in the Western Cape* [Masters Dissertation, University of the Western Cape].
- Carrel, M. R., Elbert, N. F., & Hatfield, R. D. (2000). *Human resources management: Strategies for managing a diverse and global workforce*. Dryden Press.
- Chang, C. H., & Lee, M. C. (2024). The impact of organisational culture on employee performance: The role of work quality. *International Journal of Human Resource Management*, 35(1), 89-112.
- Chatman, J.A., Caldwell, D.F., O'Reilly, C.A., & Doerr, B. (2014). Parsing organisational culture: How the norm for adaptability influences the relationship between culture consensus and financial performance in high-technology firms, *Journal of Organisational Behaviour*, 35(6), 785-808.
- Chen, J., He, H., & Yang, F. (2023). Teamwork ability and employee performance: The mediating role of work engagement. *Human Resource Management Review*, 33(1), 100-115.
- Chepkemoi, Gillian & Rop, Willitter & Chepkwony, Patricia. (2022). The Relationship between Gender Diversity and Employee Performance in the County Government of Bomet, Kenya. *East African Journal of Business and Economics*. 5. 90-98.
- Cox, T.H., & Blake, S. (1991). Managing cultural diversity: Implications for organisational competitiveness. *Academy of Management Perspectives*, 5(3), 45-56.
- Cox, T. (1993). *Cultural diversity in organisations: theory, research & practice*. Berrett-Koehler Publishers.
- Crant, J.M. (2000). Proactive behaviour in organisations, *Journal of Management*, 26(3), 435-462.
- Delaney, J.T., & Huselid, M.A. (1996). The impact of human resource management practices on perceptions of organisational performance, *Academy of Management Journal*, 39(4), 949-969.
- Devoe, D. (1999). *Managing a diverse workforce*. San Mateo, CA: InfoWorld Media Group.

- Dike, P. (2013). The impact of workplace diversity on organisations [Degree thesis, Arcada University of Applied Science, Finland].
- D'Netto, B., Shen, J., Chelliah, J., & Monga, M. (2014). Human resource diversity management practices in the Australian manufacturing sector. *The International Journal of Human Resource Management*, 25(9), 1243-1266.
- Donohoe, A. (2019). Employee Performance Definition. <https://bizfluent.com/facts-7218608-employee-performance-definition.html>
- Drucker, P. (2007). *Managing in the Next Society*; Butterworth Heinemann.
- Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2013). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behaviour*, 83(3), 257–272.
- Ehimare, O.A., & Ogaga-Oghene, J.O. (2018). The impact of workforce diversity on organisational effectiveness. *Annals of the University of Petroşani, Economics*, 11(3) 93-110.
- Ekot, A.C. (2017). *Effect of workforce diversity on employee performance in Nigerian banking industry. A study of First Bank Nigeria ltd., OTA branch* [Master's thesis, Covenant University, Ota]
- Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2), 229-273.
- Erkutlu, H. (2012). “The impact of organisational culture on the relationship between shared leadership and team proactivity, *Team Performance Management*, 18(1/2) 102-119.
- Esen, E. (2005). Workplace diversity practices: Survey report, Alexandria, VA: *Society for Human Resource Management*.
- Esty, K., Griffin, R., & Schorr-Hirsh, M. (1995). *Workplace diversity. A managers guide to solving problems and turning diversity into a competitive advantage*. Adams Media Corporation.
- Expectancy Theory. (n.d) <http://www.indeed.com/career-advice/career-development/expectancy-theory-of-motivation>.
- Fiedler, F. E., & Chemers, M. M. (1974). *Leadership and effective management*. Scott, Foresman, Glenview.
- Frank, W. H. (2014). A cross-national study of the relationships between workforce diversity and employee performance. *American Sociological Review*, 4(2), 487-506.
- Gallup. (2021). *State of the Global Workplace: 2021 Report*. Gallup.
- Garcia-Morales, V. J., Lloréns-Montes, F. J., & Verdu-Jover, A. J. (2007). The effects of transformational leadership on organisational performance through knowledge and innovation. *British Journal of Management*, 18(4), 299-319.
- Garton, E., & Mankins, M. (2022). Diversity, Equity, and Inclusion: A Framework for Action. Harvard Business Review.
- Gellner, G., & Veen, V. (2019). Workforce diversity and organisational performance. *International Journal of Business and Management Innovation*, 3(1), 36-45.

- Gitonga, D., Kamaara, M., & Orwa, G. (2016). Workforce diversity and the performance of telecommunication firms: The interactive effect of employee engagement (A Conceptual Framework). *International Journal of Humanities and Social Science*, 6(6), 65-77.
- Goleman, D. (2023). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam.
- Green, C. B., Craven, A. E., & Gonzales, L. G. (2006). Exploration of the relationship between LMX and demographic variables. *Journal of Business & Economics Research*, 4(12), 23-24.
- Gross-Golacka, E., Kupczyk, T., & Wiktorowicz, J. (2022). Towards a better workplace environment-empirical measurement to manage diversity in the workplace. *International Journal of Environmental Research and Public Health*, 19(1), 1-13.
- Grubb, V. M. (2016). *Clash of the generations: Managing the new workplace reality*. Wiley Online Books.
- Gupta, R. (2013). Workforce diversity and organisational performance. *International Journal of Business and Management Invention*, 2(6), 36-41.
- Hale, J. (2002). *Performance Based Evaluation: Tools and Techniques to Measure the Impact of Training*. Jossey-Bass/Pfeiffer.
- Hamel, G., & Prahalad, C. K. (2023). *Competing for the Future*. Harvard Business Review Press.
- Hapompwe, C. C., Mulenga, M., Siwale, J., & Kukano, C. (2020). Impact of age and gender diversity on employee performance in an organisation: A case study of Zambia Compulsory Standards Agency (ZCSA). *International Journal of Scientific and Research Publications*, 10(6), 447-456.
- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organisations. *Academy of Management Review*, 32(4), 1199-1228.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2009). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 94(2), 264-275.
- Hassan, R. (2013). Factors influencing turnover intention between technical employees in information technology organisation. *International Journal of Arts and Commerce*, 3(4), 23- 36
- Herring, C. (2009). Does diversity pay?: Race, gender, and the business case for Diversity. *American Sociological Review*, 74(2), 208–224.
- Hewlett, S. A., Marshall, M., & Sherbin, L. (2022). *Diversity Matters*. McKinsey & Company.
- Hidayat, R., & Budiartma, J. (2018). Education and Job Training on Employee Performance. *International Journal of Social Sciences and Humanities*, 2(1), 171-181
- Hitt, M. A., & Duane, I. R. (2020). "Strategic management and competitive advantage: Conceptual foundations and current state of research." *Journal of Management*, 46(1), 3-34.
- Huang, S. X., & Rice, S. (2020). Organisational innovation and employee creativity: A systematic review of the literature. *Management Decision*, 58(6), 1137-1166.

- Igbolie, C. C., Obikeze, N. J., Ifejiolor, A., & Muokwue, C. (2021). Influence of age and gender on job performance among non-teaching staff of Chukwuemeka Odumegwu Ojukwu University, Anambra State. *Journal of Educational Research and Development*, 4(2), 192-200.
- Inegbedion, H., Sunday, E., Asaleye, A., Lawal, A., & Adebajji, A. (2020). Managing diversity for organisational efficiency. *SAGE Open*, 10(1)
- Jayne, M. E. A., & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: research findings and recommendations for organisations. *Human Resource Management*, 43(4), 409–424.
- Jekelle, H. E. (2021). An Empirical analysis of key antecedents of workforce diversity on job performance in Nigeria. *Journal of Economics and Business*, 4(1).
- Jonsen, K., & Schneider, S. C. (2020). Diversity and inclusion in global organisations: A systematic review. *Journal of World Business*, 55(2), 102-115.
- Joshi, A., Neely, B., Emrich, C., Master, D., & Pierotti, A. (2015). Workplace diversity and employee performance: A systematic review and meta-analysis. *Journal of Applied Psychology*, 100(5), 1511-1531.
- Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing organisational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly*, 14(4-5), 525-544.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724.
- Kearney, E., & Gebert, D. (2009). Managing diversity and enhancing team outcomes: The promise of transformational leadership. *Journal of Applied Psychology*, 94(1), 77–89.
- Katz, D. S., & Miller, F. A. (2022). Overcoming Resistance to Diversity, Equity, and Inclusion Initiatives. *Harvard Business Review*.
- Ketkar, S., & Sett, P.K. (2010). “Environmental dynamism, human resource flexibility, and firm performance: Analysis of a multi-level causal model”, *International Journal of Human Resource Management*, 21(8), 1173-1206.
- Kochan, T., & Barocas, S. (2020). The effects of diversity and inclusion on organisational performance: A systematic review. *Routledge*.
- Konrad, A. M. (2006). Leveraging workplace diversity in organisations. *Organisation Management Journal*, 3(1),164-189.
- Kovjanic, S., Schuh, S. C., Jonas, K., & Hielscher, E. (2023). The role of motivation in high-quality performance: A meta-analytic review. *Journal of Applied Psychology*, 108(1), 56-72.
- Kossek, E.E., & Lobel, S.A. (1996). *Transforming human resource systems to manage diversity: An introduction and orienting framework in: Managing diversity: Human resource strategies for transforming the workplace*. Blackwell Business

- Krishnan, S. G., Gowrishankar, K. L., & Kanagaraj, N. (2017). Age diversity of the workforce and employees' performance: A descriptive study. *International Journal of Marketing & Financial Management*, 5(10), 1-11.
- Kreitner, R. & Kinicki, A. (Ed.). (2012). *Organisational behaviour*. McGraw-Hill.
- Kumar, N., & Nisha, G. (2023). Impact of workplace diversity on organisational performance through the mediating role of creative synergy. *Dinkum Journal of Economics and Managerial Innovations*, 2(05), 293-304.
- Kuvaas, B., & Buch, R. (2022). Work quality and motivation: A comprehensive review. *European Journal of Work and Organisational Psychology*, 31(4), 533-547.
- Kwofie, F. A. A., Frimpong, D. O., & Baffoe, R. P. (2023). Gender Diversity and Institutional Performance: What Management of Tertiary Institutions Should Know. *European Journal of Human Resource Management Studies*, 6(2), 92-106.
- Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.
- Lauring, J., & Klitmøller, A. (2019). Diversity management in a historical perspective. *Journal of Organisational Effectiveness: People and Performance*, 6(3), 236-251.
- Lepak, D., Liao, H., Chung, Y., & Harden, E. (2006). "A conceptual review of human resource management systems in strategic human resource management research", *Research in Personnel and Human Resources Management*, 25(1), 217-271
- Locke, E. A., & Latham, G. P. (Ed.). (2013). *New developments in goal setting and task performance* (pp. 3–15). Taylor & Francis Group.
- Loden, M., & Rosener, J. (1991). *Workforce America! Managing employee diversity as a vital resource*. Business One Irwin.
- Lopez-Rocha, S. (2021). Diversity in the workplace. *The International Journal of Diversity in Organisations, Communities & Nations*, 5(5), 1-12.
- López-Cabarcos, M. Á., García-Morales, V. J., & Meroño-Cerdán, Á. L. (2021). The effects of knowledge management practices on innovation: The moderating role of leadership styles. *European Journal of Innovation Management*, 24(1), 63-88.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organisational Psychology*, 1(1), 3-30.
- Mahadevan, J., Primecz, H., & Romani, L. (2014). The dynamic complexities of culture (s) and organisations: Understanding diversity, race, gender and religion in context. *International Journal of Cross Management*, 1(1), 312-327.
- Makhdoomi, U., & Nika, F. (2017). Workforce diversity and employee performance: An empirical study of telecom organisations. *Amity Global Business Review*, 12, 107-115.
- Mande, W., Imbambi, R. M., Aketch, N. E., & Awiti, L. (2020). Relationship between ethnic diversity and employee performance in public universities in Western Kenya. *International Journal of Business Management and Economic Review*, 3(3), 68-82.

- Marthins, J. (2023). *Emotional intelligence: 9 strategies to improve emotional intelligence in the workplace*. FT Pitman.
- Martin, J. N., & Nakayama, T. K. (2015). Reconsidering intercultural (communication) competence in the workplace: A dialectical approach. *Language and Intercultural Communication*, 15(1), 13-28.
- Mazibuko J. V., & Govender, K. K. (2017). *Exploring workplace diversity and organisational effectiveness: A South African exploratory case study*. Retrieved from <https://doi.org/10.4102/sajhrm.v15i0.865>.
- McGrath, R. G. (2019). "The end of competitive advantage: How to keep your strategy moving as fast as your business." Harvard Business Review Press.
- McKay, P. F., Avery, D. R., Tonidandel, S., Morris, M. A., Hernandez, M., & Hebl M. R. (2007). Racial differences in employee retention: Are diversity dimatte perceptions the key? *Personnel Psychology*, 60(1) 35-62.
- Meyer, J.P., & Allen, N.J. (1997). *Commitment in the workplace: Theory, research, and application*, Sage, Thousand Oaks, CA.
- Miles, M. (2022). Understanding the contingency theory of leadership. *Journal of leadership and management*.
- Miller, K., Bartley, C., & Gorman, M. (2023). Performance management and employee work quality in the digital age. *International Journal of Productivity and Performance Management*, 72(6), 1281-1300.
- Mitchell , T. R. , & Daniels, D. (2003) [*Motivation*]. In W. C. Borman , D. R. Ilgen , & R. J. Klimoski (Eds.) , *Comprehensive handbook of psychology: Industrial organisational psychology*, 12(1), 225 – 254.
- Moh'd, Moh'd & Massawe, Goodluck. (2024). Effects of Gender equality Initiatives on Employees Performance at the First Vice President's Office in Pemba, Tanzania. *NG Journal of Social Development*. 14. 85-96.
- Mollet, E. R., Mulongo, L. S., & Maket, L. J. (2015). Workforce diversity management and global organisational growth in the 21st century. *Journal of Scientific Research and Studies*, 2(7), 164-175.
- Morgenson, F.P., Delaney-Klinger, K., & Hemingway, M.A. (2005). "The importance of job autonomy, cognitive ability and job-related skill for predicting role breadth and job performance", *Journal of Applied Psychology*, 90(2), 399-406.
- Morrison, E.W., & Phelps, C.C. (1999). "Taking charge at work: extra-role efforts to initiate work place change", *Academy of Management Journal*, 42(4), 403-419.
- Motowildo, S., & Schmit, M. (1999). [Performance assessment in unique jobs]. In Ilgen, D. and Pulakos, E. (Eds), *The Changing Nature of Performance: Implications for Staffing, Motivation and Development*, Jossey-Bass, pp 56-86.
- Muange, R. M., & Kiptoo, N. W. (2020). Effect of workforce ethnic diversity and education background diversity on employee performance in selected universities in Kenya. *International Journal of Innovative Science and Research Technology*, 5(7), 1096-1103.

- Natter, E., (2019, 10th June). Define Diversity in the Workplace. Retrieved from <https://smallbusiness.chron.com/define-diversity-workplace-4926>.
- Ngalo, M. , Ogohi, C., & Ibrahim, U. (2023). Workplace Diversity and Employee Performance: An Empirical Analysis of Nigeria’s Banking Sector. *Journal of Human Resource and Sustainability Studies*, 11(1), 211-233.
- Nguta, Lydia & Omuya, Jacqueline. (2024). Effect of Ethnic Diversity on Employee Performance at the National Museum of Kenya. *International Journal of Business, Economics, and Social Development*. 5. 260-270.
- Nishii, L. H., & Rich, D. A. (2020). "The effects of diversity and inclusion on organisational performance." *Annual Review of Organisational Psychology and Organisational Behavior*, 7, 151-175.
- Noe, R.A., Hollenbeck, J.R., Gerhart, B., & Wright, P. (2006). *Human Resource Management: Gaining a Competitive Advantage*, McGraw-Hill Companies.
- Odhiambo, O.W. (2014). *Workforce diversity and its effects on employee performance: A case of Mbita sub county Homa-Bay County in Kenya*. [Doctoral dissertation, Moi University].
- Odogwu, J. E., & Nnonyelu, A. N. (2021). The Effects of Religious Beliefs and Practices on Employees' Performance in Workplaces: A Study of Universities in South-South Nigeria. *Global Journal of Applied, Management and Social Sciences*, 21, 1-12.
- Ogbo, A.I., & Ukpere, W.I. (2014). The effect of workforce diversity on organisational performance of selected firms in Nigeria. *Mediterranean Journal of Social Sciences*. 5(10). 231-236.
- O’Reilly, C.A., Williams, K.Y., & Barsade, W. (1998). Group demography and innovation: Does diversity help? In Gruenfeld D. (Eds.), *Research on Managing Groups and Teams*, 1,183–207.
- Organ, D. W. (1988). *Organisational Citizenship Behaviour: The Good Soldier Syndrome*. Lexington Books.
- Osabiya, B. J. (2015). The effect of employee’s motivation on organisational performance. *Journal of Public Administration and Policy Research*, 7(4), 62-75
- Otiike, F., Messah, O., & Mwalekwa, F. K. (2022). Effects of Workplace Diversity Management on Organisational Effectiveness: Retrieved from <http://repository.dkut.ac.ke:8080/xmlui/handle/123456789/7829>.
- Parker, S.K., Williams, H.M., & Turner, N. (2006). “Modelling the antecedents of proactive behaviour at work”, *Journal of Applied Psychology*, 91(3), 636-652
- Phillips, K. W. (2022). How Diverse Leadership Teams Boost Innovation. Harvard Business Review.
- Pitts, D. (2009). Diversity management, job satisfaction and performance: evidence from U.S. Federal Agencies. *Public Administration Review*, 69(1),328-338.
- Powell, G.N. (Ed.). (2011). *Women and Men in Management*. California: Sage Publication, Inc.
- Pradhan, R. K., & Jena, L. K. (2017). Employee Performance at Workplace: Conceptual Model and Empirical. *Business Perspectives*, 5(1), 1–17
- Pulakos, E.D. (2004), *Performance Management: A Roadmap for Developing, Implementing and Evaluating Performance Management Systems*, SHRM Foundation.

- Raewf, M. B., & Mahmood, Y. N. (2021). The cultural diversity in the workplace. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 5(1), 1-6.
- Rajeswari, K., Shwetha, S., Priya, S., Christy, N. V., & Sophia, N. (2024). Gender Discrimination and Its Impact on Employee Performance in Educational Institutions. In *Technical and Vocational Education and Training: A Guide for Effective Implementation* (pp. 557-563).
- Ramadhan, R. I., & Eryandra, A. (2022). The Effect of Religiosity on Employees Performance. In *Proceedings of the 3rd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2021)* (pp. 1797-1801). Atlantis Press.
- Rivaldo, Y., & Nabella, S. D. (2023). Employee Performance: Education, Training, Experience, and Work Discipline. *Calitatea - Access to Success*, 24(193), 182-188.
- Robinson, S. P., & Judge, T. A. (2022). *Organisational behavior*. Pearson Education.
- Saji, B.S. (2004), "Workforce diversity, temporal dimensions and team performance", *Cross Cultural Management: An International Journal*, 11(4), 40-59.
- Salas, E., Rico, R., & Passmore, J. (2023). Teamwork in organisations: A research agenda. *Academy of Management Perspectives*, 37(1), 56-69.
- Sanghavi, D. (2024). Unconscious Bias and Micro-aggressions: Challenges to Diversity and Inclusion. *Journal of Diversity and Management*, 17(1), 1-12.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71-92.
- Scott, C.L., & Sims, J. D. (2016). Developing workforce diversity programs, curriculum, and degrees in higher education. Information Science Reference.
- Seliverstova, Y., & Pierog, A. (2021). A theoretical study on global workforce diversity management, its benefits and challenges.
- Shuck, B., Reio, T. G., & Rocco, T. S. (2017). Employee engagement and well-being: A critical review of the literature. *Journal of Organisational Psychology*, 17(1), 1-23.
- Shalley, C. E., & Gilson, L. L. (2004). *What leaders need to know: A review of research on leadership and innovation*. The Leadership Quarterly, 15(1), 33-53.
- Simbarashe, Z., Hlanganipai, N., Wiseman, N., & Tlou, S.S. (2019). Gender diversity, ethnic diversity and employee performance in a South African higher education institution. *SA Journal of Human Resource Management*, 17(4).
- Singh, A., & Sharma, S. (2024). Employee performance and productivity: An empirical study on modern organisational practices. *International Journal of Business Management*, 45(1), 29-43.

- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Ehrhart, K. H., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 37, 1262–1289.
- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Diversity management and organisational performance: A systematic review and meta-analysis. *Journal of Management*, 44(1), 151-183.
- Shorey, S., & Hart, P. (2020). The impact of workplace diversity on employee outcomes: A systematic review. *Journal of Business and Psychology*, 35(5), 637-655.
- Smith, D. G. (2019). Diversity's promise for higher education: Making it work. Johns Hopkins University Press.
- Song, J.H., Martens, J., McCharen, B., & Ausburn, L. (2011). Multi-structural relationships among organisational culture, job autonomy, and CTE teacher turnover intention. *Career and Technical Education Research*, 36(1), 3-26.
- Stahl, G. K., Mäkelä, K., Zander, L., & Maznevski, M. L. (2023). The role of cultural diversity in team performance. *International Journal of Cross-Cultural Management*, 23(2), 89-108.
- Steele, C. M., & Cohn, M. A. (2023). The Diversity-Belonging Paradox. *Journal of Personality and Social Psychology*, 124(1), 15-33.
- Stegerean, R., & Gavrea, C. (2010). 'Innovation and development: Criteria for organisational performance', *Managerial Challenges of the Contemporary Society*, 4 (1), 202–205.
- Taras, V., & Gonzalez-Perez, M. A. (2020). "Diversity and inclusion in the workplace: A review and future directions." *Cross Cultural & Strategic Management*, 27(1), 2-21.
- Telyani, A. E. L., Farmanesh, P., & Zargar, P. (2022). *An examination of the relationship between levels diversity-organisational performance: Does innovative culture matter?* SAGE Open, 12(1).
- Thomas, K. M. (2005). *Diversity dynamics in the workplace*, College ed. Belmont, CA: Wadsworth.
- Thomas, R. R. (2020). Building on the promise of diversity: How we can move to the next level in our workplaces, our communities, and our society. Berrett-Koehler Publishers.
- Tierney, P., & Farmer, S. M. (2002). *Creative self-efficacy: Its potential antecedents and relationship to creative performance*. *Academy of Management Journal*, 45(6), 1137-1148
- Tjimuku, M., & Atiku, S. O. (2024). Addressing Workplace Diversity to Improve Employee Performance: Implications for SOEs in Namibia. *Cogent Business & Management*, 11(1), 2315643.
- Torres C., & Bruxelles, M. (1992). "Capitalizing on global diversity", *HR Magazine*. 30-3.
- Trajfel & Turner, J.C. (1979). Social comparison and group interest in group favouritism. *European Journal of Social Psychology*, 63(1), 781-796.
- Trittin, H., & Schoeneborn, D. (2015). Diversity as polyphony: Reconceptualising diversity management from a communication-centred perspective. *Journal of Business Ethics*, 8(4), 1- 18.
- Tuckman, B. W., & Tuckman, L. S. (2020). Evaluating faculty performance in universities: A multi-dimensional approach. *Journal of Educational Evaluation*, 15(3), 201-217.

- Turi, J.A., Khastoori, S., Sorooshian, S., & Campbell, N. (2022). Diversity impact on organisational performance: Moderating and mediating role of diversity beliefs and leadership expertise. *17(7)*, 13.
- Turner, C. S. V., González, J. C., & Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 1(3), 139-168.
- Udin, S.H., Suharnomo, A. Y., Sugeng, W., & Tri Wikaningrum, (2017). A systematic literature review of managing workplace diversity for sustaining organisational competitive advantage, *International Journal of Mechanical Engineering and Technology*, 8(12), 398-406.
- Ukachukwu C. C., & Iheriohamma E. B. (2013). The effect of cultural diversity on employee productivity in work organisations in Port Harcourt, Nigeria. *International Journal of Development and Management Review*, 8(1).
- Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58, 515-541.
- Van Knippenberg, D., Van Ginkel, W. P., & Homan, A. C. (2013). Diversity in task groups: A review of the literature and directions for future research. *Journal of Applied Psychology*, 98(5), 831-844.
- Vega, M. (2023). The evolving nature of employee productivity: A comprehensive analysis. *Human Resource Management Review*, 34(2), 115-130.
- Wentling R.M., & Palma-Rivas, N. (2000). "Current status of diversity initiatives in selected multinational corporations", *Human Resource Development Quarterly*, 11(1), 35-60
- What is Workplace? (n.d) <https://www.indeed.com/recruitment/c/info/what-is-considered-a-workplace-a-few-definitions>.
- Williams, D. A., & Clowney, C. (2020). The chief diversity officer: Strategy, structure, and change management. Stylus Publishing.
- Winterton, J. (2008). *Training, competence and development: The Oxford Handbook of Human Resource Management*, Oxford University Press.
- Wright, P.M., & Snell, S.A. (1998). "Toward a unifying framework for exploring fit and flexibility in strategic human resource management", *Academy of Management Review*, 23(4), 756-772.
- Zhakata, L., Bhebhe, T.B., & Karedza, G. (2017). An investigation into factors affecting employee performance among millennial in the public service in Zimbabwe. *Journal of Economics and Finance*, 8(1), 90-108.
- Zhao, H., & Wang, J. (2023). The effects of work quality on organisational performance: Evidence from the manufacturing sector. *Journal of Business Research*, 114(3), 57-71.
- Zhao, X., Li, C., & Han, J. (2024). The relationship between teamwork ability and employee performance in hybrid work environments. *Journal of Applied Psychology*, 109(2), 215-229.
- Zhuwao, S. (2017). *Workforce diversity and its effects on employee performance in a higher education institution in South Africa: A case of the University of Venda* (Master's thesis). University of Venda.

APPENDICES

APPENDIX I: QUESTIONNAIRE

Department of Human Resource Management,
Faculty of Management Sciences,
University of Benin.
Benin City.

Dear Sir/ Madam,

Request to complete a questionnaire

I am a postgraduate student of the above-named institution and department, writing a thesis titled **“Workplace Diversity and Employee Performance among selected Universities in Edo State”**.

I hereby solicit your responses to these questions. Your assistance in giving the necessary information will be highly appreciated and also every information released by you has no effect on your personality but it will be used solely for the academic purpose and treated with utmost confidentiality.

Thanks for your anticipated cooperation

Yours faithfully

Napoleon Elizabeth

Researcher

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: please tick or fill appropriately

1. Gender: Male [] Female []
2. Age: 20-30[] 31-40[] 41-50[] 51&above []
3. Marital Status: Single [] Married [] Others []
4. Job Designation: Academic [] Non-academic []
5. Educational Status: FLSC [] SSCE [] B.Sc./HND [] Masters [] Postgraduate []
6. Years in service: 0-10[] 11-20[] 21-30[] 31&above []

SECTION B (Workplace Diversity and Employee Performance)

Please indicate your level of agreement or disagreement with each statement. The scale are SA= Strongly Agree, A= Agree, I= Indifferent, D= Disagree, SD= Strongly Disagree.

WORKPLACE DIVERSITY						
S/N	Ethnic Diversity	SD	D	I	A	SA
1.	No particular ethnic group dominates this institution					
2.	Ethnic background does not influence promotion or attract special favours					
3.	Employee from different background interact freely with one another					
4.	Employees from a particular ethnic group are treated better than others					
Gender Diversity		SD	D	I	A	SA
5.	My institution hires both males and females with equal ratio.					
6.	Fair treatment is given to all employees, whether they are males or females					
7.	Opportunities for growth and advancement exist for women and men in my institution					
8.	Women are involved in the institution's decision making as much as men					
Age Diversity		SD	D	I	A	SA
9.	The workforce consists of varied age groups.					
10.	Different age groups are recruited by my institution.					
11.	Working with employees of different age groups does not cause conflict					
12.	My institution includes all members of different ages in problem solving and decision making committees					
Education Diversity		SD	D	I	A	SA
13.	The recruitment plan of the institution is based on the education					

	background of the employees					
14.	The institution provides paid study leave to employees who further their education					
15.	Opportunities for growth and advancement exist for employees who have lower qualifications in education					
16.	At work, I do not experience lack of confidence due to my education background.					
	Religious Diversity	SD	D	I	A	SA
17.	No particular religion is dominant in the institution					
18.	No religion is favoured over the other in this institution					
19.	There is equal and fair treatment of staff irrespective of their religion					
20.	Staff religion does not affect their performance evaluation process/ result					
	EMPLOYEE PERFORMANCE					
	EMPLOYEE WORK QUALITY	SD	D	I	A	SA
21.	The Institution values and utilises the skills and experience of employees across different age groups, which enhances my performance.					
22.	The institution's commitment to gender equality and inclusivity promotes a work environment that supports my productivity and work quality.					
23.	Collaborating with colleagues from diverse educational backgrounds enhances my knowledge, skills and overall work quality.					
24.	The institution's overall commitment to diversity and inclusivity has a positive impact on my work quality and performance.					
	EMPLOYEE TEAMWORK ABILITY					
25.	Working with employees of different age groups enhances our team's problem-solving abilities and collaborations.					
26.	The presence of both male and female colleagues on our team promotes a more inclusive and effective teamwork environment.					
27.	Collaborating with team members with diverse educational backgrounds brings unique perspectives and ideas that improve our team work.					
28.	The diversity of our ethnic backgrounds on our team enriches our discussions, decision-making and overall teamwork.					
	EMPLOYEE PRODUCTIVITY LEVEL					

29.	The institution's dedication to diversity has led to increased employee motivation and productivity.					
30.	The inclusive culture of the institution which accommodates employees from diverse religious backgrounds reduces conflicts and improves overall productivity.					
31.	The diverse educational backgrounds of our team members enable us to leverage a broader range of skills and expertise while increasing productivity.					
32.	The varied work experiences and perspectives of colleagues from different age groups help us to streamline our workflow and increase productivity.					
	EMPLOYEE INNOVATION					
33.	The institutions focus on diversity enables us to develop creative solutions and stay ahead of the competition.					
34.	Gender-balance in our institution leads to a more effective brainstorming and idea generation.					
35.	The synergy of employees with different educational and age backgrounds, fosters creativity and development of new and innovative ideas.					
36.	Collaborating with employees of different ages ethnic backgrounds broadens my knowledge and increases my creativity level.					
	EMPLOYEE ENGAGEMENT					
37.	Working with colleagues from different educational backgrounds broadens my perspectives and encourages me to participate more actively in team discussions.					
38.	Accommodating diverse ethnic backgrounds in our workplace promotes a sense of community and belonging which enhances my engagement.					
39.	The institution's emphasis on diversity and inclusion creates a positive work environment that encourages my active participation and commitment.					
40.	The equal treatment and opportunities for all genders in our institution makes me feel valued.					

RELIABILITY RESULTS

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

RELIABILITY

```
/VARIABLES=VAR00007 VAR00008 VAR00009 VAR00010
```

```
/SCALE('ALL VARIABLES') ALL
```

```
/MODEL=ALPHA.
```

Question 7-10 (Ethnic Diversity)

Reliability Statistics

Cronbach's Alpha	N of Items
0.818	4

RELIABILITY

/VARIABLES=VAR00011 VAR00012 VAR00013 VAR00014

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 11-14 (Gender Diversity)

Reliability Statistics

Cronbach's Alpha	N of Items
0.787	4

RELIABILITY

/VARIABLES=VAR00015 VAR00016 VAR00017 VAR00018

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 15-18 (Age Diversity)

Reliability Statistics

Cronbach's Alpha	N of Items
0.796	4

RELIABILITY

/VARIABLES=VAR00019 VAR00020 VAR00021 VAR00022

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 19-22 (Education Diversity)

Reliability Statistics

Cronbach's Alpha	N of Items
0.752	4

RELIABILITY

/VARIABLES=VAR00023 VAR00024 VAR00025 VAR00026

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 23-26 (Religious Diversity)

Reliability Statistics

Cronbach's Alpha	N of Items
0.835	4

RELIABILITY

/VARIABLES=VAR00027 VAR00028 VAR00029 VAR00030

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 27-30 (Employee Work Quality)

Reliability Statistics

Cronbach's Alpha	N of Items
0.830	4

RELIABILITY

/VARIABLES=VAR00031 VAR00032 VAR00033 VAR00034

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 31-34 (Employee Teamwork Ability)

Reliability Statistics

Cronbach's Alpha	N of Items
0.837	4

RELIABILITY

/VARIABLES=VAR00035 VAR00036 VAR00037 VAR00038

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 35-38 (Employee Productivity Level)

Reliability Statistics

Cronbach's Alpha	N of Items
0.846	4

RELIABILITY

/VARIABLES= VAR00039 VAR00040 VAR00041 VAR00042

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 39-42 (Employee Innovation)

Reliability Statistics

Cronbach's Alpha	N of Items
0.829	4

RELIABILITY

/VARIABLES= VAR00043 VAR00044 VAR00045 VAR00046

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Question 43-46 (Employee Engagement)

Reliability Statistics

Cronbach's Alpha	N of Items
0.853	4

RESEARCH OUTPUT

FREQUENCIES VARIABLES=Gender Age MaritalStatus JobDesignation EducationalStatus
Yearsinservice

EthD7 EthD8 EthD9 EthD10 GenD11 GenD12 GenD13 GenD14 AgeD15 AgeD16 AgeD17
AgeD18 EduD19 EduD20

EduD21 EduD22 RelD23 RelD24 RelD25 RelD26 EWQ27 EWQ28 EWQ29 EWQ30 ETWA31
ETWA32 ETWA33 ETWA34 EPL35

EPL36 EPL37 EPL38 EI39 EI40 EI41 EI42 EE43 EE44 EE45 EE46

/STATISTICS=STDDEV MEAN

/ORDER=ANALYSIS.

Frequencies

Notes

Output Created		06-FEB-2025 07:55:16
Comments		
Input	Data	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax	<pre> FREQUENCIES VARIABLES=Gender Age MaritalStatus JobDesignation EducationalStatus Yearsinservice EthD7 EthD8 EthD9 EthD10 GenD11 GenD12 GenD13 GenD14 AgeD15 AgeD16 AgeD17 AgeD18 EduD19 EduD20 EduD21 EduD22 RelD23 RelD24 RelD25 RelD26 EWQ27 EWQ28 EWQ29 EWQ30 ETWA31 ETWA32 ETWA33 ETWA34 EPL35 EPL36 EPL37 EPL38 EI39 EI40 EI41 EI42 EE43 EE44 EE45 EE46 /STATISTICS=STDDE V MEAN /ORDER=ANALYSIS. </pre>	
Resources	Processor Time	00:00:00.06
	Elapsed Time	00:00:00.06

Statistics

		Gender	Age	MaritalStatus	JobDesignatio n	EducationalSt atus
N	Valid	371	371	371	371	371
	Missing	0	0	0	0	0
Mean		1.45	2.41	1.74	1.36	3.90
Std. Deviation		.498	.909	.641	.481	1.032

Statistics

		Yearsinservice	EthD7	EthD8	EthD9	EthD10	GenD11	GenD12
N	Valid	371	371	371	371	371	371	371
	Missing	0	0	0	0	0	0	0
Mean		1.92	3.97	3.93	3.99	4.08	3.99	3.89
Std. Deviation		.642	1.047	1.044	1.012	.974	1.041	1.123

Statistics

		GenD13	GenD14	AgeD15	AgeD16	AgeD17	AgeD18	EduD19
N	Valid	371	371	371	371	371	371	371
	Missing	0	0	0	0	0	0	0
Mean		4.11	3.86	3.87	3.95	4.18	4.01	4.17
Std. Deviation		.946	1.091	1.153	1.040	.761	.875	.884

Statistics

		EduD20	EduD21	EduD22	RelD23	RelD24	RelD25	RelD26
N	Valid	371	371	371	371	371	371	371
	Missing	0	0	0	0	0	0	0
Mean		3.97	3.90	4.02	3.96	4.05	3.97	3.98
Std. Deviation		.934	.977	.838	.831	.970	.985	.974

Statistics

		EWQ27	EWQ28	EWQ29	EWQ30	ETWA31	ETWA32	ETWA33
N	Valid	371	371	371	371	371	371	371
	Missing	0	0	0	0	0	0	0
Mean		4.06	3.95	3.94	3.89	3.89	4.09	4.06
Std. Deviation		.978	.903	.959	.910	1.049	.921	.929

Statistics

		ETWA34	EPL35	EPL36	EPL37	EPL38	EI39	EI40
N	Valid	371	371	371	371	371	371	371
	Missing	0	0	0	0	0	0	0
Mean		3.93	3.84	4.05	3.97	3.89	4.06	3.90
Std. Deviation		.959	1.064	.970	.983	.920	.964	1.043

Statistics

		EI41	EI42	EE43	EE44	EE45	EE46
N	Valid	371	371	371	371	371	371
	Missing	0	0	0	0	0	0
Mean		3.81	3.96	3.82	4.10	4.11	3.89
Std. Deviation		1.055	1.141	1.183	.904	.938	1.124

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	204	55.0	55.0	55.0
	Female	167	45.0	45.0	100.0
	Total	371	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	64	17.3	17.3	17.3
	31-40	135	36.4	36.4	53.6
	41-50	128	34.5	34.5	88.1
	51 years and above	44	11.9	11.9	100.0
	Total	371	100.0	100.0	

MaritalStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	138	37.2	37.2	37.2
	Married	193	52.0	52.0	89.2
	Others	40	10.8	10.8	100.0
	Total	371	100.0	100.0	

JobDesignation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic	237	63.9	63.9	63.9
	Non-academic	134	36.1	36.1	100.0
	Total	371	100.0	100.0	

EducationalStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
--	--	-----------	---------	---------------	--------------------

Valid	First School Leaving Certificate or less	16	4.3	4.3	4.3
	SSCE/GCE/NECO/NAB TEB	28	7.5	7.5	11.9
	OND/NCE	38	10.2	10.2	22.1
	HND/B.Sc	185	49.9	49.9	72.0
	MBA/M.Sc./Ph.D	104	28.0	28.0	100.0
	Total	371	100.0	100.0	

Yearsinservice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-10 years	92	24.8	24.8	24.8
	11-20 years	216	58.2	58.2	83.0
	21-30 years	63	17.0	17.0	100.0
	Total	371	100.0	100.0	

EthD7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	4.3	4.3	4.3
	Disagree	17	4.6	4.6	8.9
	Undecided	62	16.7	16.7	25.6
	Agree	144	38.8	38.8	64.4
	Strongly Agree	132	35.6	35.6	100.0
	Total	371	100.0	100.0	

EthD8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	4.3	4.3	4.3
	Disagree	20	5.4	5.4	9.7
	Undecided	60	16.2	16.2	25.9
	Agree	154	41.5	41.5	67.4
	Strongly Agree	121	32.6	32.6	100.0
	Total	371	100.0	100.0	

EthD9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	19	5.1	5.1	8.1
	Undecided	68	18.3	18.3	26.4
	Agree	137	36.9	36.9	63.3
	Strongly Agree	136	36.7	36.7	100.0
	Total	371	100.0	100.0	

EthD10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.2	2.2	2.2
	Disagree	18	4.9	4.9	7.0
	Undecided	60	16.2	16.2	23.2
	Agree	136	36.7	36.7	59.8
	Strongly Agree	149	40.2	40.2	100.0
	Total	371	100.0	100.0	

GenD11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	3.8	3.8	3.8
	Disagree	20	5.4	5.4	9.2
	Undecided	59	15.9	15.9	25.1
	Agree	142	38.3	38.3	63.3
	Strongly Agree	136	36.7	36.7	100.0
	Total	371	100.0	100.0	

GenD12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	5.1	5.1	5.1
	Disagree	27	7.3	7.3	12.4
	Undecided	61	16.4	16.4	28.8

Agree	133	35.8	35.8	64.7
Strongly Agree	131	35.3	35.3	100.0
Total	371	100.0	100.0	

GenD13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	21	5.7	5.7	7.0
	Undecided	54	14.6	14.6	21.6
	Agree	138	37.2	37.2	58.8
	Strongly Agree	153	41.2	41.2	100.0
	Total	371	100.0	100.0	

GenD14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.7	2.7	2.7
	Disagree	41	11.1	11.1	13.7
	Undecided	67	18.1	18.1	31.8
	Agree	126	34.0	34.0	65.8
	Strongly Agree	127	34.2	34.2	100.0
	Total	371	100.0	100.0	

AgeD15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	6.5	6.5	6.5
	Disagree	21	5.7	5.7	12.1
	Undecided	66	17.8	17.8	29.9
	Agree	128	34.5	34.5	64.4
	Strongly Agree	132	35.6	35.6	100.0
	Total	371	100.0	100.0	

AgeD16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	4.3	4.3	4.3
	Disagree	18	4.9	4.9	9.2
	Undecided	60	16.2	16.2	25.3
	Agree	152	41.0	41.0	66.3
	Strongly Agree	125	33.7	33.7	100.0
	Total	371	100.0	100.0	

AgeD17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	17	4.6	4.6	4.9
	Undecided	23	6.2	6.2	11.1
	Agree	204	55.0	55.0	66.0
	Strongly Agree	126	34.0	34.0	100.0
	Total	371	100.0	100.0	

AgeD18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.7	2.7	2.7
	Disagree	12	3.2	3.2	5.9
	Undecided	44	11.9	11.9	17.8
	Agree	204	55.0	55.0	72.8
	Strongly Agree	101	27.2	27.2	100.0
	Total	371	100.0	100.0	

EduD19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.2	2.2	2.2
	Disagree	17	4.6	4.6	6.7

Undecided	19	5.1	5.1	11.9
Agree	186	50.1	50.1	62.0
Strongly Agree	141	38.0	38.0	100.0
Total	371	100.0	100.0	

EduD20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.7	2.7	2.7
	Disagree	23	6.2	6.2	8.9
	Undecided	38	10.2	10.2	19.1
	Agree	197	53.1	53.1	72.2
	Strongly Agree	103	27.8	27.8	100.0
	Total	371	100.0	100.0	

EduD21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.2	2.2	2.2
	Disagree	32	8.6	8.6	10.8
	Undecided	53	14.3	14.3	25.1
	Agree	174	46.9	46.9	72.0
	Strongly Agree	104	28.0	28.0	100.0
	Total	371	100.0	100.0	

EduD22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	26	7.0	7.0	7.8
	Undecided	30	8.1	8.1	15.9
	Agree	213	57.4	57.4	73.3
	Strongly Agree	99	26.7	26.7	100.0
	Total	371	100.0	100.0	

ReID23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.5	.5	.5
	Disagree	26	7.0	7.0	7.5
	Undecided	46	12.4	12.4	19.9
	Agree	209	56.3	56.3	76.3
	Strongly Agree	88	23.7	23.7	100.0
	Total	371	100.0	100.0	

ReID24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	16	4.3	4.3	7.3
	Undecided	51	13.7	13.7	21.0
	Agree	158	42.6	42.6	63.6
	Strongly Agree	135	36.4	36.4	100.0
	Total	371	100.0	100.0	

ReID25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.5	3.5	3.5
	Disagree	18	4.9	4.9	8.4
	Undecided	53	14.3	14.3	22.6
	Agree	170	45.8	45.8	68.5
	Strongly Agree	117	31.5	31.5	100.0
	Total	371	100.0	100.0	

ReID26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.2	2.2	2.2
	Disagree	20	5.4	5.4	7.5
	Undecided	71	19.1	19.1	26.7
	Agree	144	38.8	38.8	65.5

Strongly Agree	128	34.5	34.5	100.0
Total	371	100.0	100.0	

EWQ27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.7	2.7	2.7
	Disagree	19	5.1	5.1	7.8
	Undecided	50	13.5	13.5	21.3
	Agree	153	41.2	41.2	62.5
	Strongly Agree	139	37.5	37.5	100.0
	Total	371	100.0	100.0	

EWQ28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	1.9	1.9	1.9
	Disagree	22	5.9	5.9	7.8
	Undecided	53	14.3	14.3	22.1
	Agree	190	51.2	51.2	73.3
	Strongly Agree	99	26.7	26.7	100.0
	Total	371	100.0	100.0	

EWQ29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.7	2.7	2.7
	Disagree	21	5.7	5.7	8.4
	Undecided	60	16.2	16.2	24.5
	Agree	172	46.4	46.4	70.9
	Strongly Agree	108	29.1	29.1	100.0
	Total	371	100.0	100.0	

EWQ30

		Frequency	Percent	Valid Percent	Cumulative Percent
--	--	-----------	---------	---------------	--------------------

Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	27	7.3	7.3	8.6
	Undecided	65	17.5	17.5	26.1
	Agree	181	48.8	48.8	74.9
	Strongly Agree	93	25.1	25.1	100.0
	Total	371	100.0	100.0	

ETWA31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	32	8.6	8.6	11.6
	Undecided	65	17.5	17.5	29.1
	Agree	143	38.5	38.5	67.7
	Strongly Agree	120	32.3	32.3	100.0
	Total	371	100.0	100.0	

ETWA32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.2	2.2	2.2
	Disagree	13	3.5	3.5	5.7
	Undecided	54	14.6	14.6	20.2
	Agree	157	42.3	42.3	62.5
	Strongly Agree	139	37.5	37.5	100.0
	Total	371	100.0	100.0	

ETWA33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	19	5.1	5.1	6.5
	Undecided	62	16.7	16.7	23.2
	Agree	147	39.6	39.6	62.8
	Strongly Agree	138	37.2	37.2	100.0
	Total	371	100.0	100.0	

ETWA34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	31	8.4	8.4	10.0
	Undecided	55	14.8	14.8	24.8
	Agree	170	45.8	45.8	70.6
	Strongly Agree	109	29.4	29.4	100.0
	Total	371	100.0	100.0	

EPL35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	2.2	2.2	2.2
	Disagree	45	12.1	12.1	14.3
	Undecided	60	16.2	16.2	30.5
	Agree	142	38.3	38.3	68.7
	Strongly Agree	116	31.3	31.3	100.0
	Total	371	100.0	100.0	

EPL36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	16	4.3	4.3	7.3
	Undecided	51	13.7	13.7	21.0
	Agree	158	42.6	42.6	63.6
	Strongly Agree	135	36.4	36.4	100.0
	Total	371	100.0	100.0	

EPL37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.5	3.5	3.5
	Disagree	18	4.9	4.9	8.4
	Undecided	53	14.3	14.3	22.6

Agree	171	46.1	46.1	68.7
Strongly Agree	116	31.3	31.3	100.0
Total	371	100.0	100.0	

EPL38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.3	1.3
	Disagree	29	7.8	7.8	9.2
	Undecided	63	17.0	17.0	26.1
	Agree	180	48.5	48.5	74.7
	Strongly Agree	94	25.3	25.3	100.0
	Total	371	100.0	100.0	

EI39

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	15	4.0	4.0	7.0
	Undecided	50	13.5	13.5	20.5
	Agree	159	42.9	42.9	63.3
	Strongly Agree	136	36.7	36.7	100.0
	Total	371	100.0	100.0	

EI40

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.7	2.7	2.7
	Disagree	32	8.6	8.6	11.3
	Undecided	65	17.5	17.5	28.8
	Agree	141	38.0	38.0	66.8
	Strongly Agree	123	33.2	33.2	100.0
	Total	371	100.0	100.0	

EI41

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	29	7.8	7.8	10.8
	Undecided	94	25.3	25.3	36.1
	Agree	121	32.6	32.6	68.7
	Strongly Agree	116	31.3	31.3	100.0
	Total	371	100.0	100.0	

EI42

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	4.0	4.0	4.0
	Disagree	28	7.5	7.5	11.6
	Undecided	75	20.2	20.2	31.8
	Agree	93	25.1	25.1	56.9
	Strongly Agree	160	43.1	43.1	100.0
	Total	371	100.0	100.0	

EE43

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	5.1	5.1	5.1
	Disagree	35	9.4	9.4	14.6
	Undecided	78	21.0	21.0	35.6
	Agree	99	26.7	26.7	62.3
	Strongly Agree	140	37.7	37.7	100.0
	Total	371	100.0	100.0	

EE44

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.5	.5	.5
	Disagree	13	3.5	3.5	4.0

Undecided	83	22.4	22.4	26.4
Agree	120	32.3	32.3	58.8
Strongly Agree	153	41.2	41.2	100.0
Total	371	100.0	100.0	

EE45

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	.5	.5	.5
Disagree	21	5.7	5.7	6.2
Undecided	69	18.6	18.6	24.8
Agree	120	32.3	32.3	57.1
Strongly Agree	159	42.9	42.9	100.0
Total	371	100.0	100.0	

EE46

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	19	5.1	5.1	5.1
Disagree	23	6.2	6.2	11.3
Undecided	74	19.9	19.9	31.3
Agree	120	32.3	32.3	63.6
Strongly Agree	135	36.4	36.4	100.0
Total	371	100.0	100.0	

REGRESSION

```

/MISSING LISTWISE
/STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT EmployeeWorkQuality
/METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity
ReligiousDiversity
/SCATTERPLOT=(*ZRESID ,*ZPRED)
/RESIDUALS DURBIN.

```

Regression

Notes

Output Created		12-FEB-2025 02:24:10
Comments		
Input	Data	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT EmployeeWorkQuality /METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity ReligiousDiversity /SCATTERPLOT=(*ZR ESID ,*ZPRED) /RESIDUALS DURBIN.
Resources	Processor Time	00:00:00.53
	Elapsed Time	00:00:01.28
	Memory Required	6848 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ReligiousDive rsity, EducationalDi versity, GenderDiversi ty, AgeDiversity, EthnicDiversit y ^b	.	Enter

- a. Dependent Variable: EmployeeWorkQuality
 b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.682 ^a	.465	.458	2.11451	.465	63.533	5

Model Summary^b

Model	Change Statistics		Sig. F Change
	df2		
1	365		.000
			1.940

- a. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity
 b. Dependent Variable: EmployeeWorkQuality

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1420.331	5	284.066	63.533	.000 ^b
	Residual	1631.970	365	4.471		
	Total	3052.302	370			

- a. Dependent Variable: EmployeeWorkQuality
 b. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.974	1.155		5.172	.000
	EthnicDiversity	-.005	.064	-.006	-.081	.935
	GenderDiversity	.065	.047	.075	1.379	.169
	AgeDiversity	-.129	.079	-.106	-1.643	.101

EducationalDiversity	-.052	.048	-.047	-1.092	.276
ReligiousDiversity	.740	.043	.665	17.314	.000

Coefficients^a

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	3.702	8.246
	EthnicDiversity	-.130	.120
	GenderDiversity	-.028	.158
	AgeDiversity	-.284	.025
	EducationalDiversity	-.147	.042
	ReligiousDiversity	.656	.824

a. Dependent Variable: EmployeeWorkQuality

Residuals Statistics^a

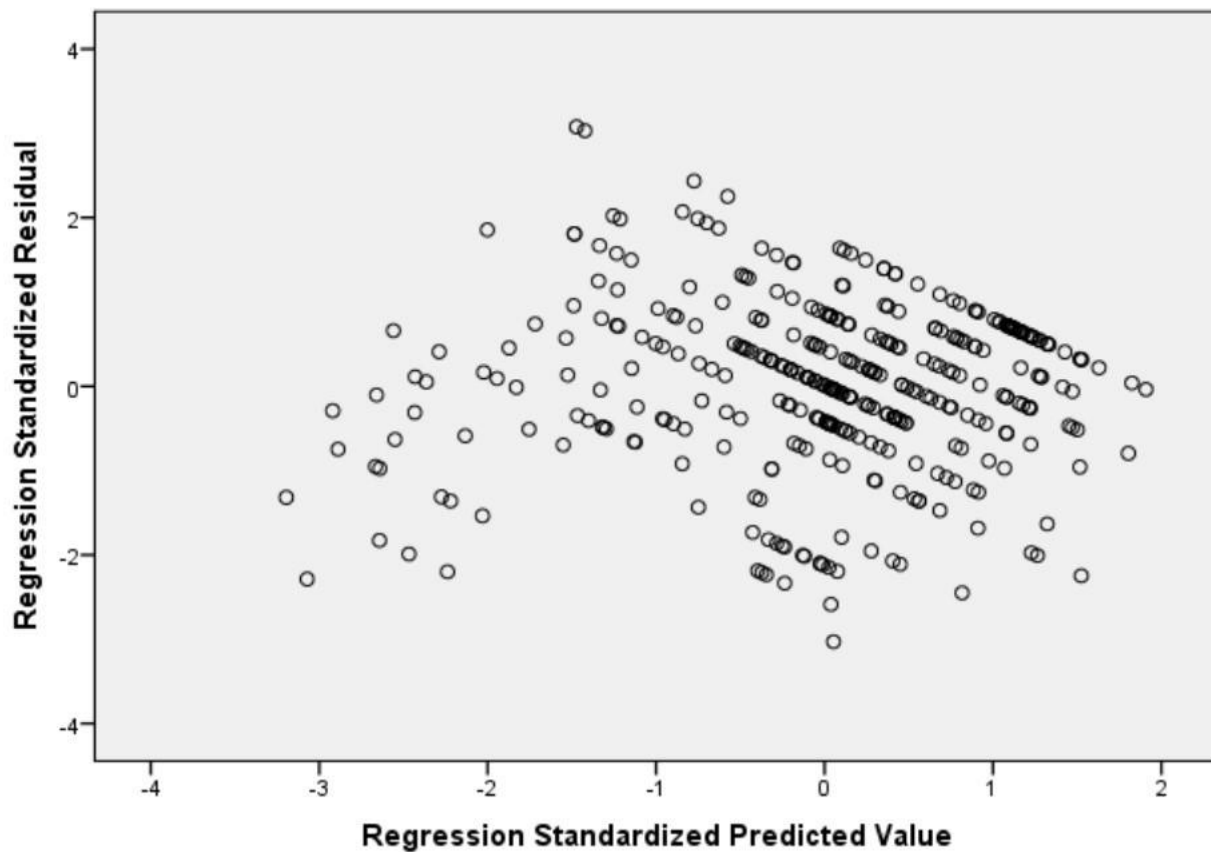
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	9.7751	19.7103	15.8302	1.95927	371
Residual	-7.84804	4.78159	.00000	2.10017	371
Std. Predicted Value	-3.090	1.980	.000	1.000	371
sStd. Residual	-3.712	2.261	.000	.993	371

a. Dependent Variable: Employee Work Quality

Charts

Scatterplot

Dependent variable: EmployeeWorkQuality



```

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT EmployeeTeamWorkAbility
/METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity
ReligiousDiversity
/SCATTERPLOT=(*ZRESID ,*ZPRED)
/RESIDUALS DURBIN.

```

Regression

Notes

Output Created	12-FEB-2025 02:24:43
Comments	
Input	Data
	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset
	DataSet2

	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT EmployeeTeamWorkAbi lity /METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity ReligiousDiversity /SCATTERPLOT=(*ZR ESID ,*ZPRED) /RESIDUALS DURBIN.
Resources	Processor Time	00:00:00.41
	Elapsed Time	00:00:00.33
	Memory Required	6848 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity ^b	.	Enter

a. Dependent Variable:

EmployeeTeamWorkAbility

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.680 ^a	.462	.455	2.34009	.462	62.782	5

Model Summary^b

Model	Change Statistics	
	df2	Sig. F Change
1	365	.000

a. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

b. Dependent Variable: EmployeeTeamWorkAbility

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1718.974	5	343.795	62.782	.000 ^b
	Residual	1998.756	365	5.476		
	Total	3717.730	370			

- a. Dependent Variable: EmployeeTeamWorkAbility
 b. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.172	1.278		4.045	.000
	EthnicDiversity	.037	.070	.039	.521	.602
	GenderDiversity	.002	.052	.002	.041	.968
	AgeDiversity	-.063	.087	-.047	-.719	.473
	EducationalDiversity	.123	.053	.101	2.308	.022
	ReligiousDiversity	.824	.047	.671	17.416	.000

Coefficients^a

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	2.658	7.686
	EthnicDiversity	-.102	.175
	GenderDiversity	-.101	.105
	AgeDiversity	-.234	.109
	EducationalDiversity	.227	.018
	ReligiousDiversity	.731	.917

- a. Dependent Variable: EmployeeTeamWorkAbility

Residuals Statistics^a

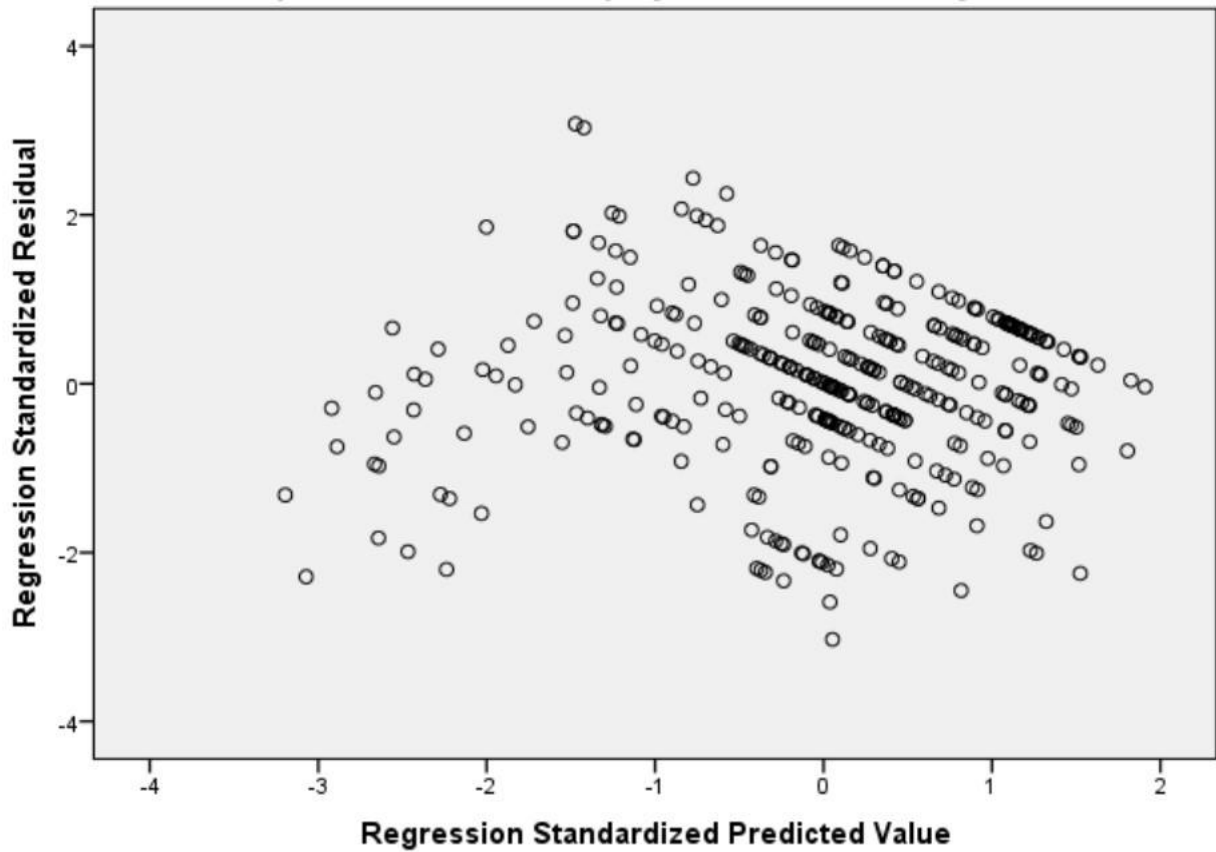
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	9.0851	20.0865	15.9730	2.15543	371
Residual	-7.08759	7.20067	.00000	2.32423	371
Std. Predicted Value	-3.196	1.908	.000	1.000	371
Std. Residual	-3.029	3.077	.000	.993	371

- a. Dependent Variable: EmployeeTeamWorkAbility

Charts

Scatterplot

Dependent Variable: EmployeeTeamWorkAbility



REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT EmployeeProductivityLevel

/METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity

ReligiousDiversity

/SCATTERPLOT=(*ZRESID ,*ZPRED)

/RESIDUALS DURBIN.

Regression

Notes

Output Created		12-FEB-2025 02:25:18
Comments		
Input	Data	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
	Missing Value Handling	Definition of Missing
Cases Used		Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT EmployeeProductivityLe vel /METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity ReligiousDiversity /SCATTERPLOT=(*ZR ESID ,*ZPRED) /RESIDUALS DURBIN.
Resources	Processor Time	00:00:00.34
	Elapsed Time	00:00:00.36
	Memory Required	6848 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
-------	-------------------	-------------------	--------

1	ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity ^b	Enter
---	---	-------

a. Dependent Variable:

EmployeeProductivityLevel

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.841 ^a	.708	.704	1.65810	.708	176.641	5

Model Summary^b

Model	Change Statistics		
	df2	Sig. F Change	
1	365	.000	1.825

a. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

b. Dependent Variable: EmployeeProductivityLevel

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2428.194	5	485.639	176.641	.000 ^b
	Residual	1003.493	365	2.749		
	Total	3431.687	370			

a. Dependent Variable: EmployeeProductivityLevel

b. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.128	.906		2.349	.019
	EthnicDiversity	.002	.050	.002	.039	.969
	GenderDiversity	.038	.037	.041	1.014	.311
	AgeDiversity	-.031	.062	-.024	-.501	.617
	EducationalDiversity	.136	.038	.116	3.615	.000
	ReligiousDiversity	.982	.034	.832	29.290	.000

Coefficients^a

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	.346	3.909
	EthnicDiversity	-.096	.100
	GenderDiversity	-.035	.111
	AgeDiversity	-.152	.090
	EducationalDiversity	.210	.062
	ReligiousDiversity	.916	1.048

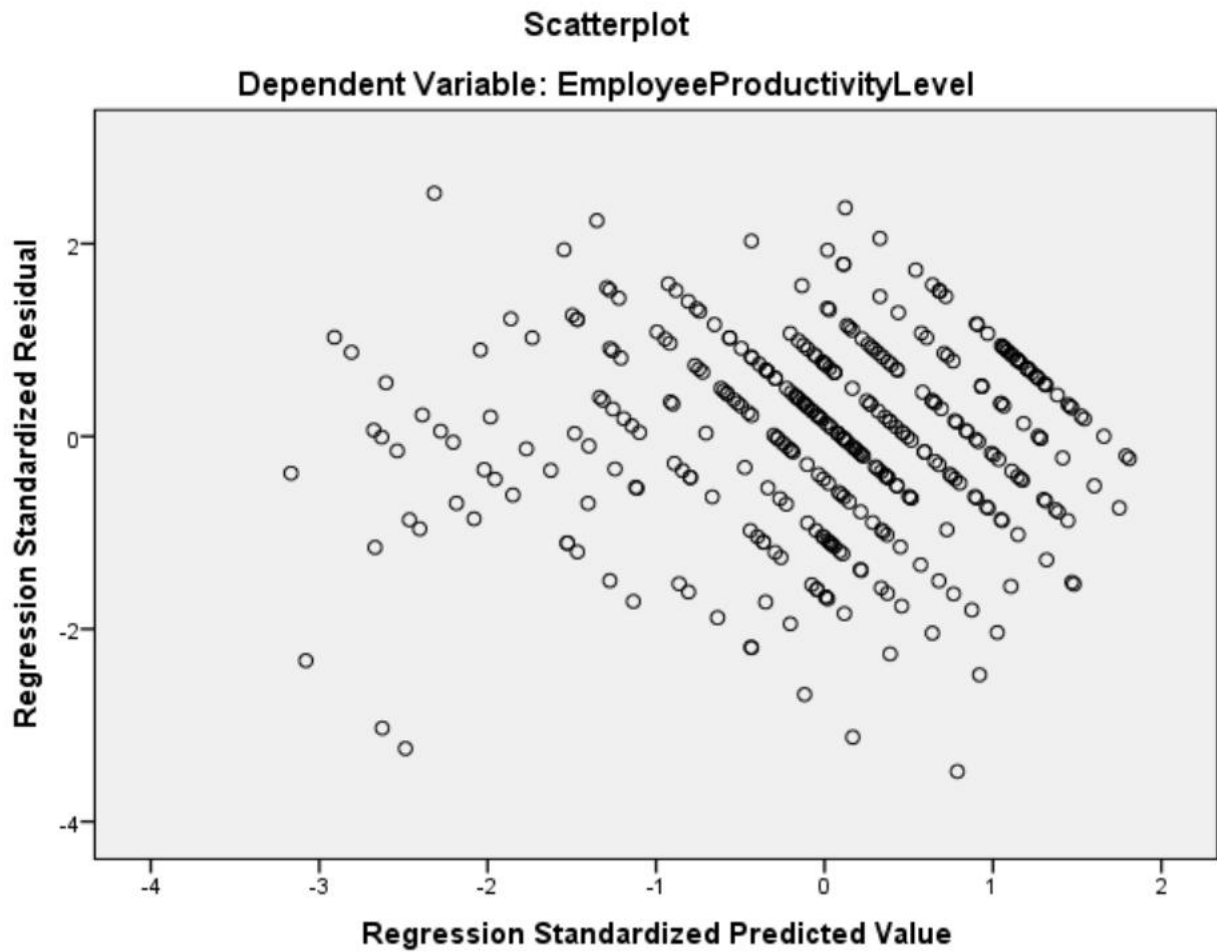
a. Dependent Variable: EmployeeProductivityLevel

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	7.6349	20.3849	15.7493	2.56177	371
Residual	-5.77002	4.18574	.00000	1.64686	371
Std. Predicted Value	-3.167	1.810	.000	1.000	371
Std. Residual	-3.480	2.524	.000	.993	371

a. Dependent Variable: EmployeeProductivityLevel

Charts



```

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT EmployeeInnovation
/METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity
ReligiousDiversity
/SCATTERPLOT=(*ZRESID ,*ZPRED)
/RESIDUALS DURBIN.

```

Regression

Notes

Output Created		12-FEB-2025 02:25:51
Comments		
Input	Data	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT EmployeeInnovation /METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity ReligiousDiversity /SCATTERPLOT=(*ZR ESID ,*ZPRED) /RESIDUALS DURBIN.
Resources	Processor Time	00:00:00.34
	Elapsed Time	00:00:00.34
	Memory Required	6848 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ReligiousDive rsity, EducationalDi versity, GenderDiversi ty, AgeDiversity, EthnicDiversit y ^b	.	Enter

- a. Dependent Variable: EmployeeInnovation
- b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.670 ^a	.449	.442	1.98305	.449	59.543	5

Model Summary^b

Model	Change Statistics	
	df2	Sig. F Change
1	365	.000

- a. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity
- b. Dependent Variable: EmployeeInnovation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1170.762	5	234.152	59.543	.000 ^b
	Residual	1435.351	365	3.932		
	Total	2606.113	370			

- a. Dependent Variable: EmployeeInnovation
- b. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.594	1.083		6.087	.000
	EthnicDiversity	.032	.060	.040	.539	.590
	GenderDiversity	-.036	.044	-.044	-.805	.421
	AgeDiversity	.013	.074	.012	.180	.857

EducationalDiversity	.120	.045	.117	2.663	.008
ReligiousDiversity	.683	.040	.665	17.042	.000

Coefficients^a

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	4.464	8.725
	EthnicDiversity	-.085	.150
	GenderDiversity	-.123	.052
	AgeDiversity	-.132	.159
	EducationalDiversity	.208	.031
	ReligiousDiversity	.605	.762

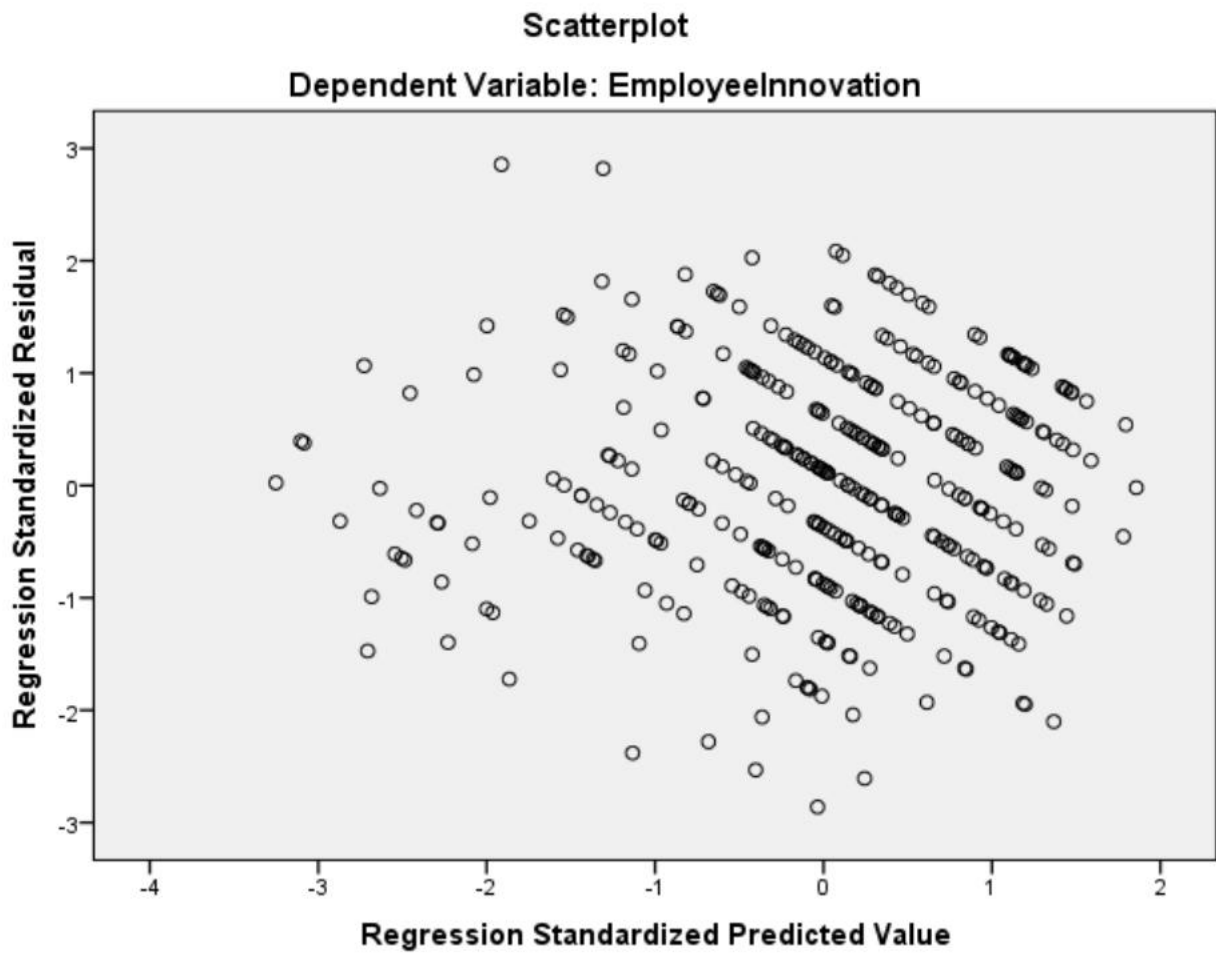
a. Dependent Variable: EmployeeInnovation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	9.9521	19.0384	15.7358	1.77883	371
Residual	-5.67299	5.66588	.00000	1.96960	371
Std. Predicted Value	-3.251	1.857	.000	1.000	371
Std. Residual	-2.861	2.857	.000	.993	371

a. Dependent Variable: EmployeeInnovation

Charts



REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT EmployeeEngagement

/METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity

ReligiousDiversity

/SCATTERPLOT=(*ZRESID ,*ZPRED)

/RESIDUALS DURBIN.

Regression

Notes

Output Created		12-FEB-2025 02:26:15
Comments		
Input	Data	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT EmployeeEngagement /METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity ReligiousDiversity /SCATTERPLOT=(*ZR ESID ,*ZPRED) /RESIDUALS DURBIN.
Resources	Processor Time	00:00:00.49
	Elapsed Time	00:00:00.58
	Memory Required	6848 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ReligiousDive rsity, EducationalDi versity, GenderDiversi ty, AgeDiversity, EthnicDiversit y ^b	.	Enter

- a. Dependent Variable: EmployeeEngagement
- b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.338 ^a	.114	.102	2.96606	.114	9.410	5

Model Summary^b

Model	Change Statistics		
	df2	Sig. F Change	
1	365	.000	1.740

- a. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity
- b. Dependent Variable: EmployeeEngagement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	413.935	5	82.787	9.410	.000 ^b
	Residual	3211.100	365	8.798		
	Total	3625.035	370			

- a. Dependent Variable: EmployeeEngagement
- b. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.841	1.620		7.924	.000
	EthnicDiversity	-.066	.089	-.070	-.734	.464
	GenderDiversity	.025	.066	.027	.382	.703
	AgeDiversity	.059	.110	.045	.535	.593

EducationalDiversity	.189	.067	.157	2.814	.005
ReligiousDiversity	.365	.060	.301	6.089	.000

Coefficients^a

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	9.654	16.027
	EthnicDiversity	-.241	.110
	GenderDiversity	-.105	.156
	AgeDiversity	-.158	.276
	EducationalDiversity	.322	.057
	ReligiousDiversity	.247	.483

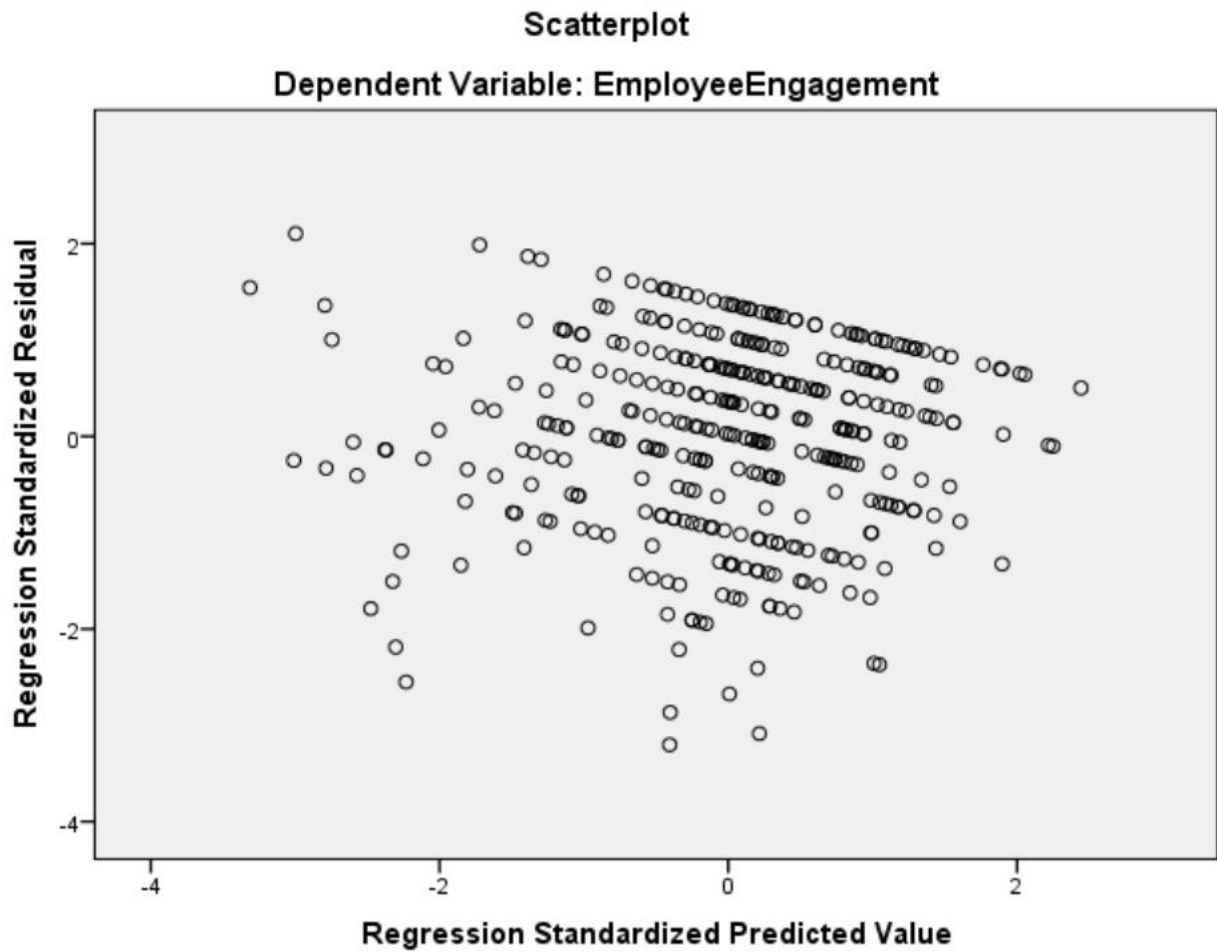
a. Dependent Variable: EmployeeEngagement

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	12.4227	18.5112	15.9272	1.05771	371
Residual	-9.49805	6.24260	.00000	2.94595	371
Std. Predicted Value	-3.313	2.443	.000	1.000	371
Std. Residual	-3.202	2.105	.000	.993	371

a. Dependent Variable: EmployeeEngagement

Charts



```

REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT EmployeePerformance
/METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity
ReligiousDiversity
/SCATTERPLOT=(*ZRESID ,*ZPRED)
/RESIDUALS DURBIN.

```

Regression

Notes

Output Created		12-FEB-2025 02:26:50
Comments		
Input	Data	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT EmployeePerformance /METHOD=ENTER EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity ReligiousDiversity /SCATTERPLOT=(*ZR ESID ,*ZPRED) /RESIDUALS DURBIN.
Resources	Processor Time	00:00:00.31
	Elapsed Time	00:00:00.28
	Memory Required	6848 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ReligiousDive rsity, EducationalDi versity, GenderDiversi ty, AgeDiversity, EthnicDiversit y ^b	.	Enter

- a. Dependent Variable: EmployeePerformance
 b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.768 ^a	.590	.584	7.93169	.590	104.871	5

Model Summary^b

Model	Change Statistics		Sig. F Change
	df2		
1	365		.000
			1.767

- a. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity
 b. Dependent Variable: EmployeePerformance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32987.997	5	6597.599	104.871	.000 ^b
	Residual	22962.752	365	62.912		
	Total	55950.749	370			

- a. Dependent Variable: EmployeePerformance
 b. Predictors: (Constant), ReligiousDiversity, EducationalDiversity, GenderDiversity, AgeDiversity, EthnicDiversity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.709	4.333		7.548	.000
	EthnicDiversity	.000	.239	.000	.001	.999
	GenderDiversity	.095	.178	.025	.533	.594
	AgeDiversity	-.151	.295	-.029	-.510	.610

EducationalDiversity	.620	.180	.131	3.446	.001
ReligiousDiversity	3.595	.160	.755	22.415	.000

Coefficients^a

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	24.187	41.230
	EthnicDiversity	-.469	.470
	GenderDiversity	-.255	.444
	AgeDiversity	-.731	.430
	EducationalDiversity	.975	.266
	ReligiousDiversity	3.280	3.911

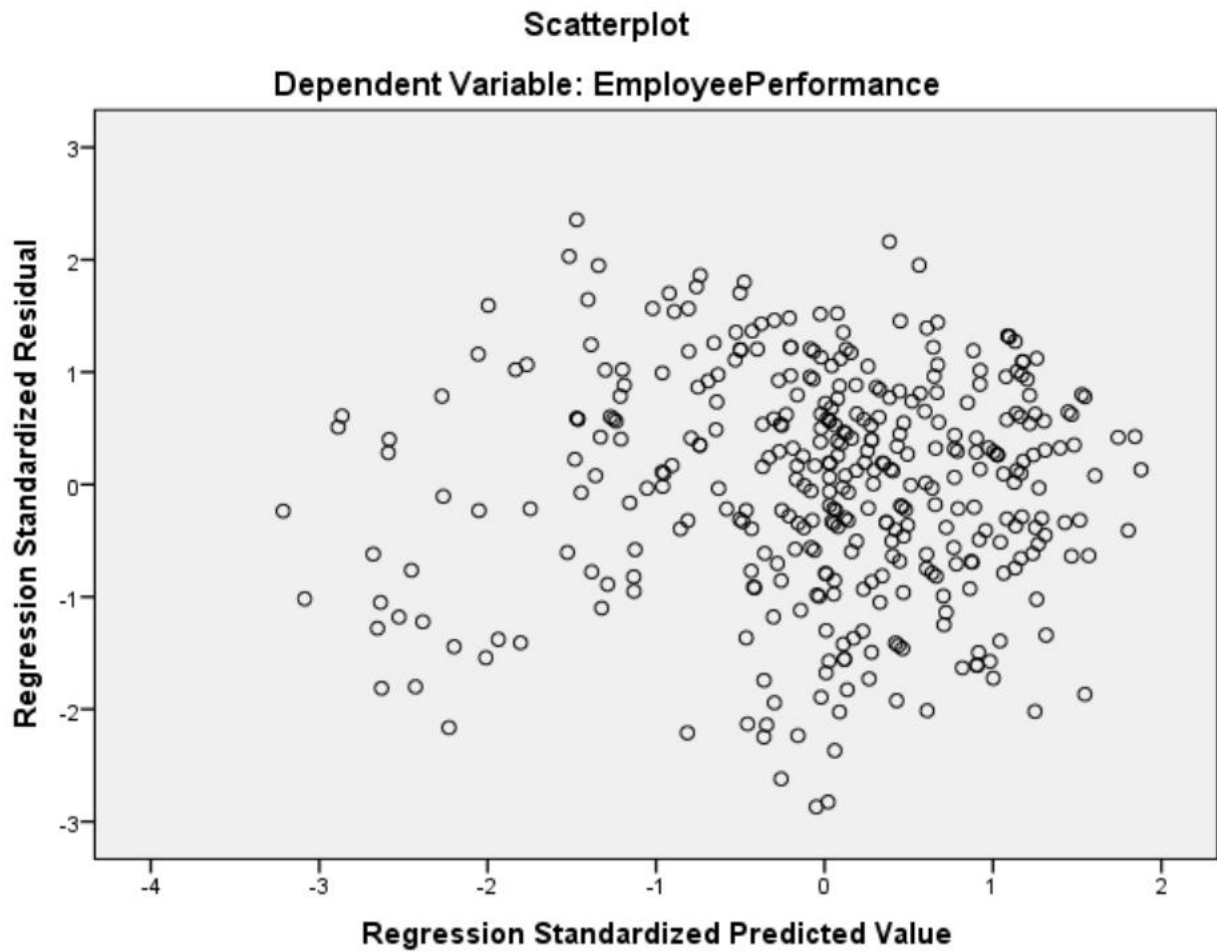
a. Dependent Variable: EmployeePerformance

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	48.8699	96.9544	79.2156	9.44229	371
Residual	-22.75684	18.68095	.00000	7.87791	371
Std. Predicted Value	-3.214	1.879	.000	1.000	371
Std. Residual	-2.869	2.355	.000	.993	371

a. Dependent Variable: EmployeePerformance

Charts



CORRELATIONS

```

/VARIABLES=EmployeeWorkQuality EmployeeTeamWorkAbility EmployeeProductivityLevel
EmployeeInnovation EmployeeEngagement EthnicDiversity GenderDiversity AgeDiversity
EducationalDiversity ReligiousDiversity
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

Correlations

Notes

Output Created		12-FEB-2025 02:27:35
Comments		
Input	Data	C:\Users\P P S\Desktop\Joseph Permanent 2025\Paul\Lizzy New Data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	371
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Employee eWorkQuality EmployeeTeamWorkAbi lity EmployeeProductivityLe vel EmployeeInnovation EmployeeEngagement EthnicDiversity GenderDiversity AgeDiversity EducationalDiversity ReligiousDiversity /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.03

Correlations

		EmployeeWorkQuality	EmployeeTeamWorkAbility	EmployeeProductivityLevel	EmployeeInnovation
EmployeeWorkQuality	Pearson Correlation	1	.752**	.800**	.632**
	Sig. (2-tailed)		.000	.000	.000
	N	371	371	371	371
EmployeeTeamWorkAbility	Pearson Correlation	.752**	1	.741**	.659**
	Sig. (2-tailed)	.000		.000	.000
	N	371	371	371	371
EmployeeProductivityLevel	Pearson Correlation	.800**	.741**	1	.685**
	Sig. (2-tailed)	.000	.000		.000
	N	371	371	371	371
EmployeeInnovation	Pearson Correlation	.632**	.659**	.685**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	371	371	371	371
EmployeeEngagement	Pearson Correlation	.426**	.425**	.379**	.583**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	371	371	371	371
EthnicDiversity	Pearson Correlation	-.090	-.061	-.068	-.050
	Sig. (2-tailed)	.083	.240	.189	.332
	N	371	371	371	371
GenderDiversity	Pearson Correlation	.005	-.013	.005	-.033
	Sig. (2-tailed)	.928	.801	.922	.525
	N	371	371	371	371
AgeDiversity	Pearson Correlation	-.140**	-.101	-.106*	-.069
	Sig. (2-tailed)	.007	.051	.042	.187
	N	371	371	371	371
EducationalDiversity	Pearson Correlation	-.081	-.105*	-.113*	-.099

	Sig. (2-tailed)	.117	.044	.029	.057
	N	371	371	371	371
ReligiousDiversity	Pearson	.670**	.670**	.831**	.661**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	371	371	371	371

Correlations

		EmployeeEn gagement	EthnicDivers ity	GenderDiver sity	AgeDiversi ty
EmployeeWorkQualit y	Pearson	.426**	-.090	.005	-.140**
	Correlation				
	Sig. (2-tailed)	.000	.083	.928	.007
	N	371	371	371	371
EmployeeTeamWork Ability	Pearson	.425**	-.061	-.013	-.101
	Correlation				
	Sig. (2-tailed)	.000	.240	.801	.051
	N	371	371	371	371
EmployeeProductivity Level	Pearson	.379**	-.068	.005	-.106*
	Correlation				
	Sig. (2-tailed)	.000	.189	.922	.042
	N	371	371	371	371
EmployeeInnovation	Pearson	.583**	-.050	-.033	-.069
	Correlation				
	Sig. (2-tailed)	.000	.332	.525	.187
	N	371	371	371	371
EmployeeEngagement	Pearson	1	-.068	-.018	-.081
	Correlation				
	Sig. (2-tailed)		.189	.731	.117
	N	371	371	371	371
EthnicDiversity	Pearson	-.068	1	.696**	.748**
	Correlation				
	Sig. (2-tailed)	.189		.000	.000
	N	371	371	371	371
GenderDiversity	Pearson	-.018	.696**	1	.442**
	Correlation				
	Sig. (2-tailed)	.731	.000		.000
	N	371	371	371	371
AgeDiversity	Pearson	-.081	.748**	.442**	1
	Correlation				
	Sig. (2-tailed)	.117	.000	.000	

	N	371	371	371	371
EducationalDiversity	Pearson Correlation	-.146**	.182**	.052	.424**
	Sig. (2-tailed)	.005	.000	.313	.000
	N	371	371	371	371
ReligiousDiversity	Pearson Correlation	.301**	-.072	-.024	-.062
	Sig. (2-tailed)	.000	.168	.640	.230
	N	371	371	371	371

Correlations

		EducationalDiversity	ReligionDiversity
EmployeeWorkQuality	Pearson Correlation	-.081	.670**
	Sig. (2-tailed)	.117	.000
	N	371	371
EmployeeTeamWorkAbility	Pearson Correlation	-.105*	.670**
	Sig. (2-tailed)	.044	.000
	N	371	371
EmployeeProductivityLevel	Pearson Correlation	-.113*	.831**
	Sig. (2-tailed)	.029	.000
	N	371	371
EmployeeInnovation	Pearson Correlation	-.099	.661**
	Sig. (2-tailed)	.057	.000
	N	371	371
EmployeeEngagement	Pearson Correlation	-.146**	.301**
	Sig. (2-tailed)	.005	.000
	N	371	371
EthnicDiversity	Pearson Correlation	.182**	-.072
	Sig. (2-tailed)	.000	.168
	N	371	371
GenderDiversity	Pearson Correlation	.052	-.024
	Sig. (2-tailed)	.313	.640
	N	371	371
AgeDiversity	Pearson Correlation	.424**	-.062
	Sig. (2-tailed)	.000	.230
	N	371	371
EducationalDiversity	Pearson Correlation	1	.012
	Sig. (2-tailed)		.811
	N	371	371
ReligiousDiversity	Pearson Correlation	.012	1

Sig. (2-tailed)	.811	
N	371	371

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

* . Correlation is significant at the 0.05 level (2-tailed).