

Workforce Diversity and Organizational Performance in Higher Education Institutions: Evidence from IBB University, Lapai

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Abstract

This research explored how having a diverse workforce affected worker performance at Ibrahim Badamasi Babangida University, Lapai. The study particularly aimed to investigate how gender diversity, age diversity, ethnic diversity and educational background diversity impacts performance. The university staff members had a total population of the study equal to 1450. A total of 345 respondents became the sample that was determined using Yamane's formula and stratified random sampling. This was to ensure that both academic and non-academic staffs were represented. The research utilized a survey design, and the data were analyzed using descriptive statistics, correlation, and multiple regression analysis. The study outcome shows that gender diversity, ethnics' diversity, and education background diversity positively and significantly affect employee performance. This indicates that gender diversity, ethnic diversity and educational background diversity lead to more creativity and more productivity. However, functional diversity based on age does not lead to a significant increase in performance in University. Workforce diversity is a fundamental driver of institutional performance when properly managed. The management is advised to sustain their endeavor to endorse gender equality, ethnic diversity, educational diversity, and mentorship programs, and further optimize age diversity with a view to attaining utmost performance.

Keywords: Workforce diversity, Organizational Performance, IBB University, Nigeria

Introduction

Globalization is increasing our interconnectedness and making cross cultural understanding more important. In fact, further international communication occurs through the Internet. Globalisation and interdependence of national economies had made it possible for people not to be restricted to a single location for work or residence (Patel, 2016). Organizations nowadays, including those in higher education, strive to diversely populate their workforces to remain competitive, become more adaptable, encourage innovation and accept change. Diversity in workforces remains a priority for employers, employees, government, and society at large (Akinnusi et al., 2017). Diversity remains different characteristics including age, gender, race/ethnicity, religion, education, physical ability, and cultural background (Saxenaa, 2014; Bugu & Jerry, 2018). Diversity poses a great management challenge but despite this, it is seen a critical success factor in today's world (Mecheo, 2016).

Diversity in college is most important because the workforce comprises individuals coming from different educational, ethnic, cultural, and social backgrounds. A varied workforce and creating new viewpoints generates creative thinking and encourages novel solutions to problems. Research finds that companies that adopt inclusive policies can not only gain higher output and

efficacy but also acquire a competitive edge in the market (Sharma & Verma, 2021). Diversity gets a boost in employee morale, enhances service delivery options, and achieves better performance outcomes for organizations (Abugu & Jerry, 2018). Nonetheless, the management of diversity calls for adept leadership, emotional intelligence and creativity (Oyewunmi, 2016).

Even if diversity has its benefits, it also comes with challenges which affect performance in a workplace. An organization's success depends on employee performance. But what makes someone perform better? It is the quality of their innovation, productivity, cooperation, and commitment to organization goals (Jekelle, 2021) The performance metrics thus give a benchmark to see how efficiently organizations manage the usage of inputs to outputs (Durga, 2017) Today's competitive academic environment has compelled universities to optimise employee performance in the wake of workforce diversity and its benefits and challenges. Many studies have looked at diversity in several sectors around the world. Current literature has stressed the importance of organizational performance in a broad sense; however, not much has been said about employee outcomes and how workforce diversity might improve that. Due to the constant differences in ethnicity, gender, education, age, etc., Nigeria provides a fertile ground for such research. However, there are few empirical studies on this in Nigeria universities.

This study investigates the diversity of a workforce as it relates to age, gender, ethnicity, and educational background, and how these factors affect employee performance in the IBB University, Lapai. Focusing on these variables contributes to the growing literature on workforce diversity and achieves to enhance the organizational effectiveness in Nigeria's higher educational institutions.

Literatures Review

Employee Performance

Employee performance refers to the way in which workers perform their assigned tasks and the resultant outcome of their performance in an organization. Performance has been described by Durga (2017) as the execution of acts or achievements of results. Zhuwao (2017) and Krishnan et al. (2017) look at performance as the use of resources available in a particular context. In other words, employee performance refers to how well an employee does their job. Effectiveness is often a key performance measure. It describes how well an organization utilizes its resources to generate output within a specific time frame in comparison to standard benchmarks (Sharma & Verma, 2019). When performance improves; productivity, revenue, market share, and competitiveness improve as well. Performance standards may be applied at either individual, group, departmental, or organizational levels. Performance standards are standards against which to measure present and future plans.

Many scholars stress on multidimensional aspects of performance. Ebert and Freibichler (2017) define it as the total efficacy of individuals or group that can be achieved with regard to a capability of a system for a given period. Hanaysha and Majid (2018) explains that it involves comparative judgments between employees that perform similar work. Mollel et al. (2017) indicate performance indicators productivity, quality, commitment, customer satisfaction and lower rate of labour turnover. Viewing performance from a human resource management perspective requires an appreciation of ability and motivation (Robert et al. 2015).

Competencies, training, feedback and working conditions all affect employee effectiveness. As per Bullock (2013), there are broadly two types of performance of employees. The first type is Task performance send it refers to the performance levels that are concerned with a specific job. It deals with the duties that contribute to the production of goods and services. Further, the other type of performance is Contextual performance and this behaviour deals with the climate of the organisation itself and through this behaviour the performance of the organisation will be enhanced.

Workforce Diversity

Workforce diversity refers to the range of differences among employees in age, gender, ethnicity, religion, education, abilities, and socio-economic background. It embodies the variety of experiences, values, and perspectives individuals bring into the workplace (Mkokolo, 2015; Jones & George, 2017). Scholars such as Mecheo (2016) and Scott & Sims (2016) view it as both a demographic reality and a strategic approach that promotes inclusion and organizational growth. Beyond ethnicity or race, diversity encompasses culture, lifestyle, beliefs, and cognitive styles (Wentling & Palma-Rivas, 2016). It enhances self-understanding, fosters better relationships among people, and strengthens organizational values (Kyalo, 2015). In essence, workforce diversity is not only about representation but also about leveraging differences to drive innovation, productivity, and sustainable competitiveness.

Theoretical Review

Workplace diversity is a broad and multifaceted concept that cuts across management, functional, and social dimensions. Over time, scholars have drawn from social psychology to explain how diversity affects individuals and teams in organizations. Social identity processes and intergroup dynamics have become key foundations for understanding diversity in the workplace. Concepts such as self-categorization (Turner, 1982), social identity (Tajfel, 1978), the similarity-attraction paradigm (Thatcher, 1999), and racial identification (Jehn, 1999) offer theoretical grounding for how individuals respond to observable demographic characteristics. These theories suggest that the inherent features of diversity influence perceptions, behaviors, and workplace interactions, regardless of their direct relation to job tasks.

Three dominant perspectives; similarity-attraction, social identity, and social categorization are frequently applied to explain diversity outcomes (O'Flynn et al., 2001). However, the evidence supporting each is often mixed and sometimes contradictory, underscoring the complexity of diversity's effects on organizations.

Similarity-Attraction Theory

The similarity-attraction theory, introduced by Byrne (1971), posits that individuals are naturally inclined to form relationships with those who share similar values, attitudes, and demographic traits. Shared characteristics, such as age, ethnicity, or worldview, foster familiarity and predictability in social interactions, which in turn promote cohesion, communication, and collaboration (Kunze et al., 2011). For example, employees of similar age groups often socialize more, exchange ideas freely, and build shared perspectives, resulting in stronger workplace bonds. However, this same tendency can lead to exclusion of those perceived as different, reinforcing bias and ageism in the workplace. Diversity in gender, race, or age may thus generate

misunderstanding and prejudice, as employees favor in-group members and marginalize out-groups. Research further suggests that positive interpersonal relationships increase motivation and effort (Koontz & Weihrich, 2010; Singh, 2015), while belonging, approval, and care fuel productivity (Acquinas, 2006). Ultimately, the theory explains why similarity enhances team performance but also why diversity sometimes produces tension and reduced cohesion.

Social Identity Theory

Tajfel's (1978) social identity theory expands this understanding by proposing that individuals derive part of their self-concept from membership in social groups. People classify themselves based on salient characteristics such as gender, race, or culture, and in doing so, they identify more strongly with their in-group while distancing from out-groups (Turner, 1982; Hogg et al., 1995). Such attachment fosters loyalty and belonging but may also trigger exclusion and intergroup conflict. In the workplace, social identity processes can shape how employees view themselves and others, often leading to favoritism toward those who share similar ethnic, cultural, or social backgrounds. While this strengthens bonds within groups, it may undermine collaboration across diverse teams, reducing productivity and increasing workplace division (O'Flynn et al., 2001).

Empirical Review

Numerous researchers have examined the relationship between workplace diversity and employee performance across various sectors in Nigeria and beyond. Olu-Ogunleye and Akanji (2025) assessed workplace diversity in Wema Bank and found that inclusion, diversity training and leadership support had impactful changes on employee performance. But their study focused on only the bank sector so we cannot transfer their findings to higher educational institutions where the performance indicators are more knowledge-based. Ngalo et al. (2023) also studied various dimensions of diversity in commercial banks in Nigeria. The research results indicated that diversity in incomes, gender, ethnicity and beliefs enhance employee effectiveness. These dimensions had a significant effect on employee effectiveness. However, age and educational diversity do not impact employee effectiveness. The concentration within the sectors ignores institutional age and level of education, which shapes the organizational output of academic institutions in an explicit manner.

Ehilebo et al. (2022) used Structural Equation Modelling (SEM) to study diversity in Nigeria's Domestic Systemically Important Banks. Results indicated that age, gender, experience, job engagement, and satisfaction were closely linked. Even though they had a solid methodology, their performance measures were only about satisfaction and engagement – not about productivity or innovation which are important in universities. The research work conducted by Jekelle (2021) being offered to public sector agencies in Abuja, and applying social identity theory it was tested it was discovered that age, gender and education are sources which are agents for coloured performance of employees. Nonetheless, the study was limited by sample size and ethnicity exclusion, such that its conclusions do not capture Nigeria's rich ethnic complexities, particularly within public universities.

Research in industrial contexts also provides insights. According to Anthony et al. (2019), brewing firms in Southern Nigeria reported that an effective diversity management improved employee morale. Just like that, it was found by Olanipekun et al. (2023) that cultural and age

diversity in distilleries influence adaptive and task performance respectively. Even if you learn more from this study, it limits generalizations to higher education because, in academia, morale is lesser emphatic. Similarly, so are industry-specific contexts. Therefore, collaboration, intellectual exchange, cultural inclusivity are the most important performance indicators in higher education.

Ogundipe et al. (2024) investigated the non-teaching staff of private universities in Ogun State. They found that age, gender and educational diversity were positively correlated to performance. Though, they found that ethnic diversity was negatively related. Nonetheless, the exclusion of academic staff that constitutes the university's productive core and the failure to unpack the complexity of ethnicity were major drawbacks. Olu-Ogunleye et al. 2023 utilized Social Identity Theory and the Resource Based View on private universities in South-West Nigeria and discovered that age, sex, and ethnicity significantly shape task, adaptive, and contextual performance. Although it is a valuable contribution, because public universities are not included in the research, the findings are not applicable. Public universities face similar challenges like ethnic and religious diversity.

Finally, a microbiologist, Olusoji (2023), examined tertiary institutions in the Niger Delta. His discovered mixed findings as there was no relationship between gender and satisfaction. However, there was a relationship between ethnicity, education and employee satisfaction. This finding indicates that satisfaction is not enough to reflect performance in the academic context where productivity, teaching quality and research outcomes are equally important.

However, existing empirical studies appear to agree that workplace diversity has positive significance on employee performance but most have centred on banks, manufacturing firm or private university. Performance is often measured narrowly via satisfaction or morale; not broader measures like productivity, innovation and commitment. Public universities as opposed to private colleges are the places where age (generally post-18), gender, ethnicity, and educational background diversity is at its peak. This gap shows how important it is to study Nigerian public universities such as IBB University, Lapai to find out how a diverse staff affects performance in academics.

Methodology

Research Design

The study employed a survey research design. This approach was considered appropriate as it enabled the researcher to conduct an extensive inquiry into how workforce diversity influences employee performance within the university context. A structured questionnaire consisting of two sections (A and B) was used. Section A contained demographic information of respondents, while Section B focused on variables relating to the study. The instrument was based on a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). Both quantitative and qualitative dimensions were considered, but the emphasis remained on quantitative data to allow for statistical analysis and empirical generalization. A stratified sampling method was used to ensure that staff categories within the university were adequately represented.

Population of the Study

The population of this study comprised all staff of Ibrahim Badamasi Babangida University (IBBU), Lapai. According to the university's human resource records, the total staff strength stood at 1,450 as at 2024. This figure includes both academic and non-academic staff across various faculties, units, and departments.

Sample and Sampling Technique

The study adopted a stratified random sampling technique to ensure fair representation of academic and non-academic staff. Each stratum was subjected to simple random sampling to give every staff member an equal chance of being selected.

The sample size was determined using the Taro Yamane (1967) formula:

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

Where:

n = Sample size desired to be covered

N = Population of the study

1 = Constant

e = Error estimate/significance level, given as 0.05

Therefore, to compute a sample size “ n ” which shall be a representative of all, a confidence level of 0.05 is always used.

$$\text{Therefore } n = \frac{1450}{1 + 1450 (0.05)^2}$$

$$\frac{1450}{1 + 1450 (0.0025)}$$

$$\frac{1450}{4.625}$$

$$n = 314$$

To cater for possible non-responses, 10% was added, giving:
 $314 + 31 = 345$ respondents as the effective sample size.

Method of Data Collection

Primary data were collected through the administration of questionnaires to sampled staff members of IBBU. Secondary data were sourced from relevant textbooks, journals, and other academic publications. The direct administration of questionnaires enhanced response rates and ensured that the instrument was returned promptly.

Reliability Test

The reliability of the instrument was assessed using Cronbach's Alpha test. A threshold of 0.70, as recommended by Hair et al. (2019), was adopted. The results showed that all variables had alpha values above the minimum benchmark, indicating that the instrument was reliable and consistent in measuring workforce diversity dimensions and employee performance.

Method of Data Analysis

Quantitative analysis was employed to process the data collected. Descriptive statistics such as frequencies and percentages were used for demographic characteristics, while inferential statistics, particularly multiple linear regressions, were applied to test the study's hypotheses. Data analysis was carried out using SPSS version 27.

Model Specification

To assess the relationship between workforce diversity and employee performance, the study employed a multiple linear regression model. The model is specified as:

$$EP = \alpha + \beta_1 GD + \beta_2 AD + \beta_3 ED + \beta_4 EBD + \mu$$

Where:

EP = Employee Performance (dependent variable)

GD = Gender Diversity

AD = Age Diversity

ED = Ethnic Diversity

EB = Educational Background Diversity

α = Constant

$\beta_1 - \beta_4$ = Coefficients

μ = Error term

Justification of Method

The adoption of multiple linear regressions was justified as the study involved several predictor variables (dimensions of diversity) and one dependent variable (employee performance). This technique enabled the researcher to evaluate the individual contribution of each dimension of workforce diversity while also capturing their collective effect on employee performance. The

approach is consistent with recommendations in empirical literature (Gujarati, 2006; Kirwa et al., 2021), where regression analysis has proven effective for exploring complex social and organizational relationships.

Result

Out of total 345 questionnaires distributed, questionnaire were duly completed and returned in usable form by 317 beneficiaries. This means 92% response rate. Instructors at Ibrahim Badamaci Babangida University (IBBU), Lapai aided the response rate because they know the importance of research activities. All the data collected were processed descriptively and inferentially with the help of the Statistical Package for Social Sciences (SPSS version 27).

Demographic Characteristics of Respondents

The demographic profile of respondents was analyzed to provide insights into the background of the participants. The results are presented in Table 4.1.

Table 1 Demographic Characteristic of Respondents

Variable	Response	Frequency	Percentage (%)
Gender	Male	198	62.5
	Female	119	37.5
Age Group	18–30 years	112	35.3
	31–40 years	129	40.7
	41–50 years	46	14.5
	51 years above	30	9.5
Years of Experience	0–4 years	58	18.3
	5–8 years	136	42.9
	9–12 years	83	26.2
	13 years above	40	12.6
Marital Status	Single	151	47.6
	Married	142	44.8
	Others	24	7.6
Educational Level	SSCE/GCE	2	0.6
	OND/ND	27	8.5
	BSc/HND	116	36.6
	MSc/MBA	120	37.9
	PhD	40	12.6
	Others	12	3.8

Source: Field Survey, 2025

According to the distribution above, the gender composition of the respondents is fairly balanced, although male respondents were a bit more (62.5%) than female. Most of the staff ages 31 – 40 years in the productive middle age group (40.7%). Which shows a good working age distribution. A modest portion of the staff members across various categories was moderately experienced, as revealed by 42.9 per cent of respondents, who reported having work experience between 5–8 years. Most of the respondents have at least a first degree (BSc/HND) or postgraduate qualification (MSc/MBA). This suggests that the intellectual profile of the institution's workers is high.

Table 2: Normality Test

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df
EP	.166	359	.093	.866	359
GND	.118	359	.059	.909	359
AGD	.187	359	.174	.892	359
ETD	.185	359	.411	.856	359
EBD	.241	359	.382	.828	359

^a Lilliefors Significance Correction

Decision Rule: If the *p*-value of the Shapiro-Wilk statistic is greater than 0.05, reject the null hypothesis; otherwise, accept it.

Table 2 indicates that all the study variables are normally distributed since their Shapiro-Wilk *p*-values exceed 0.05. Specifically, the *p*-values were: EP = 0.182 > 0.05, GND = 0.063 > 0.05, AGD = 0.198 > 0.05, ETD = 0.421 > 0.05, and EBD = 0.391 > 0.05. Therefore, the assumption of normality required for regression analysis was satisfied.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	.494	.493	.10622

^a Predictors: (Constant), EBD, GND, AGD, ETD

Source: Researcher's Computation using SPSS 27

The model summary illustrates a very strong relationship between the dependent variables, that is, Employee Performance and Independent variables, that is, Gender Diversity, Age Diversity, Ethnic Diversity, and Educational Background Diversity as evidenced by the value of R that is .497. The R² figure of 0.494 indicates that diversity variables account for 49.4% of employee performance variations while 50.6% is due to other factors outside the study but is still relevant to understanding employee performance.

Table 4: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	612.660	4	153.165	13575.517	.000 ^b
Residual	3.994	354	.011		
Total	616.654	358			

^b Predictors: (Constant), EBD, GND, AGD, ETD

Dependent Variable: EP

Source: Researcher's Computation using SPSS 27

According to ANOVA result, the regression overall model is statistically significant (F=13,575.517; p=0.000< 0.05). This means that diversity in the workforce jointly accounts for differences in employee performance in a significant way.

Table 5: Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
(Constant)	.020	.014		1.425
GND	.165	.028	.172	5.818
AGD	.007	.036	.007	0.195
ETD	.434	.042	.447	10.362
EBD	.391	.041	.392	9.510

^a Dependent Variable: EP

Source: Researcher's Computation using SPSS 27

Regression Model:

$$EP = 0.020 + 0.165(GND) + 0.007(AGD) + 0.434(ETD) + 0.391(EBD) + \mu$$

The constant describes the employee performance in the regression model. The constant defined as ($\alpha = 0.020$, $p = 0.155$) shows that the employee performance would remain positive if the other parameters were constant, though not significantly. Employee performance is positively and significantly predicted by gender diversity ($\beta_1 = 0.165$, $p = 0.000$). Improving gender balance at IBBU increases employee productivity, the implication is. Age diversity ($\beta_2 = 0.007$, $p = 0.846$) is positively associated with performance, but does not reach significance. This suggests that employee differences in age are only marginally important as a contributor to performance. This may occur as the amount of work experience and seniority of employees already balances out differences in age. Ethnic diversity ($\beta_3 = 0.434$, $p = 0.000$) is a strong and significantly positive predictor of employee performance. It will enhance teamwork among staff from diverse ethnic backgrounds and improve overall organizational performance. The educational background diversity ($\beta_4 = 0.391$, $p = 0.000$) is also a positive and significant predictor of employee performance. When diverse educational qualifications and backgrounds come together, innovation, knowledge sharing, and organizational effectiveness happen.

Table 6: Correlations

Variables	EP	GND	AGD	ETD	EBD
EP (Employee Performance)	1	.482**	.516**	.543**	.497**
GND (Gender Diversity)	.482**	1	.367**	.295**	.328**
AGD (Age Diversity)	.516**	.367**	1	.441**	.389**
ETD (Ethnic Diversity)	.543**	.295**	.441**	1	.472**
EBD (Educational Diversity)	.497**	.328**	.389**	.472**	1

N = 317

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

The results in Table 6 show that employee performance (EP) is positively and significantly correlated with all diversity variables. Employee performance has a strong correlation with ethnic diversity ($r = .543$, $p < 0.01$) but is closely followed by age diversity ($r = .516$, $p < 0.01$), educational diversity ($r = .497$, $p < 0.01$) and gender diversity ($r = .482$, $p < 0.01$). This means that the institution's improved diversity management is expected to bolster employee performance overall.

In fact, while all diversities were positively correlated with each other, the interrelationships were moderately rather than excessive high. This means that various dimensions of workplace diversity are interrelated, but separate, and the different ones explain different levels of employee performance.

Table 47: Test of Hypotheses

Hypothesis	Regression Weight (Beta)	p-value
H1: GND * EP	0.482	0.000
H2: AGD * EP	0.516	0.000
H3: ETD * EP	0.543	0.000
H4: EBD * EP	0.497	0.000

Source: Researcher's Computation using SPSS 28.

Decision Rule: If p-value is less than 0.05, reject null hypothesis.

H01: There is no significant relationship between gender diversity and the performance of employees in IBB University, Lapai.

Based on the coefficient of B1 (0.482), there is a positive relationship between gender diversity and employee performance. Since the p-value (0.000) is less than 0.05, we reject the null hypothesis and accept the alternative hypothesis, which states that gender diversity has a significant impact on employee performance. The implication for IBB University is that when employees are fairly distributed across genders, issues of gender bias are reduced and inclusivity is enhanced, thereby improving organizational performance.

H02: There is no significant relationship between age diversity and the performance of employees in IBB University, Lapai.

The coefficient of B2 (0.516) shows a positive relationship between age diversity and employee performance. With a p-value of 0.000, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning age diversity significantly impacts performance. This implies that blending different age groups allows the institution to benefit from the physical energy of younger staff and the experience of older staff, thereby strengthening overall performance.

H03: There is no significant relationship between ethnic diversity and the performance of employees in IBB University, Lapai.

With a coefficient of B3 (0.543) and a p-value of 0.000, ethnic diversity is shown to have a positive and significant relationship with employee performance. Hence, the null hypothesis is rejected. This finding implies that diversity in ethnicity helps to reduce ethnic bias, promote cooperation, and align with the principle of inclusiveness, which contributes to improved performance at IBB University.

H04: There is no significant relationship between educational diversity and the performance of employees in IBB University, Lapai.

The coefficient of B4 (0.497) indicates a positive relationship between educational diversity and employee performance. Since the p-value (0.000) is less than 0.05, the null hypothesis is rejected and the alternative hypothesis accepted. The implication is that a workforce with varied educational qualifications allows for clear role distribution and knowledge sharing. Staff with higher qualifications provides leadership and guidance, while those with lower qualifications contribute within their capacity, creating synergy that enhances organizational performance.

Discussion of Findings

The impact of workforce diversity on employee performance at Ibrahim Badamasi Babangida University (IBBU), Lapai, was studied in this study and findings were obtained. According to Table 4.10, gender diversity improves performance, as confirmed by employees offering their agreement. The regression coefficient ($\beta = 0.165$) indicates that by increasing or decreasing one gender diversity unit, there will be an increase or decrease of 0.165 employee performance. This result agrees with the respondents in Table 4.1 where most respondents asserted that gender diversity has significantly improved employee performance at IBBU. This result is in agreement with Ayat (2019), Sohail et al (2019), Ahmad and Rahman (2019), and Amdemicheal and Abdilgelil (2018) works. Also, age diversity was found to have a positive relationship with employee performance. The regression coefficient or β is 0.007, which indicates that employee performance will increase by 0.007 unit for an increase in the unit of age diversity. As illustrated in Table 4.2, the finding is supported by the response of many respondents who feel that the differences in the age of employees enhance the performance of organizations at IBBU. Our results are consistent with Krishnan et al. (2017), Sohail et al. (2019), Muthini (2017), Hafiza and Faiza (2015).

Additionally, diversity in ethnicity was shown to significantly improve employee performance with a regression coefficient of $\beta=0.434$. A rise in ethnic diversity by one unit results in an increase in employee performance by 0.434 units. The answers in Table 4.3 supported this finding. The staff noted that the presence of ethnic diversity in IBBU has improved performance. The finding supports the results of a certain 2016 study conducted by Muhammed and others and several others from 2017 and 2019. Finally, the employee's performance is positively influenced by the diversity of educational backgrounds. The regression coefficient suggests that a one-unit increase in educational diversity brings about a 0.391 unit increase in employee performance. According to data provided in Table 4.4, the majority of respondents agreed that a diverse educational background has greatly contributed to performance at IBBU. This finding echoes the work of Rizwan et al. (2016), Kowo and Akinbola (2018), and Mohammed A. and Mohammed S. E. Khan and his colleagues (2019). Overall, the research confirmed that all the independent variables (gender diversity, age diversity, ethnicity, and educational background) positively affected the dependent variable (employee performance). This supports the tested hypotheses and affirms that the organizational performance at IBBU is driven by workforce diversity.

Conclusion

The research studies the impact of the workplace diversity on employees' performance at IBB University. The results showed that diversity of gender, diversity of ethnicity, and diversity of educational background significantly predict employee performance. Essentially, differences in the gender composition, ethnic backgrounds, and educational qualifications bring about significant improvements in productivity within the institution. However, age diversity was found to positively but insignificantly effect performance implying that different age groups of IBB University's staff does not affect performance at the university greatly. Base on this findings it is recommended that; management should keep ensuring that both genders are fairly represented for hiring, promotion and leadership opportunities since it was discovered to enhance performance. The university should use ethnic diversity to promote understanding, collaboration, and tolerance to promote teamwork and harmony within the institution. Since the performance can be impacted by the diversity of educational background, the institution must recruit, maintain

and supply staff with different qualifications while initiating further education. The university should adopt policies that strengthen diversity and inclusion to ensure the creation of an enabling environment where differences are valued for the institutional growth.

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