

**EFFECT OF WORKPLACE DIVERSITY ON ORGANISATIONAL PERFORMANCE IN SELECTED PRIVATE UNIVERSITIES IN SOUTHWESTERN NIGERIA**

**DOI: 10.36108/ljerhrm/3202.04.0280**

Itunu OLU-OGUNLEYE  
PhD Candidate, Department of Human Resource Management,  
Elizade University, Ilara-Mokin, Ondo State, Nigeria  
[itunu.olu-ogunleye@elizadeuniversity.edu.ng](mailto:itunu.olu-ogunleye@elizadeuniversity.edu.ng)

Babatunde Oluwatoyin, AKANJI (PhD)  
Department of Human Resource Management,  
Elizade University, Ilara-Mokin, Ondo State, Nigeria  
[batatunde.akanji@elizadeuniversity.edu.ng](mailto:batatunde.akanji@elizadeuniversity.edu.ng)

Lateef Okikiola, OLANIPEKUN (PhD)  
Department of Human Resource Management,  
Elizade University, Ilara-Mokin, Ondo State, Nigeria  
[lateef.olanipekun@elizadeuniversity.edu.ng](mailto:lateef.olanipekun@elizadeuniversity.edu.ng)

&

Sarah Egbetade, IHEDINMA  
Unizik Business School, Awaka, Anambra State  
Nnamdi Azikiwe University  
[sarahegbetade@gmail.com](mailto:sarahegbetade@gmail.com)

**Abstract**

*Organisational performance in this contemporary era is dependent on how much management is able to fully integrate the combination of employees with varied ideologies, age grades and diverse ethnic background and utilise their skills effectively. It was on this note that this study examined the effect of workplace diversity on organisational performance in selected universities in southwest Nigeria with the Social Identity Theory (SIT) and Resource-Based View Theory (RBV) underpinning the study respectively. A total of One hundred and thirty-eight (138) respondents were randomly selected from three (3) private universities in the South-western region namely, Achiever University, Owo, Ondo State; Afe Babalola University, Ado-Ekiti, Ekiti State and Bowen University, Iwo, Osun State . Findings from the study demonstrated that task performance was affected by age diversity with ( $r=0.869$ ,  $p$ -value $<0.05$ ); also, adaptive performance was influenced by gender diversity with ( $r=0.905$ ,  $p$ -value $<0.05$ ) and ethnic diversity had positive and significant connection with contextual performance with ( $r=0.959$ ,  $p$ -value $<0.05$ ). the study concluded that achieving optimal performance via a diverse workforce which reflects the broader fabric of the society is crucial and essential for fostering a sense of belonging and ensuring that tertiary institutions is representative of the diverse perspectives and experiences of its student body. Therefore, it was recommended that management of private university should formulate policies and practices that promote equity, fair treatment, and opportunities for professional growth irrespective of age, gender and ethnicity.*

**Keywords:** Diversity, Organisational Performance, Professional growth and Tertiary Institutions.

## Introduction

The recent trends of globalisation and societal shifts from the traditional model of work have resulted in the widespread movement of labour (Sanghvi, 2019). Consequently, the workforce has become more diverse than ever. This has reflected a point where emphasis on diverse cultures of work comes into play (Dubey & Tiwari, 2020; Tamunomiebi & John-Eke, 2020). This increased diversity has opened up opportunities for organisations towards assembling a more varied human capital. As a result, employees now find themselves interacting with colleagues from diverse backgrounds to a greater extent (Gwala & Mashau, 2022). This has presented new challenges for businesses across various industries (Ansari, Martina, Salfitri, Hanny, & Ernesta, 2023). Consequently, the need for effective management of a diverse workforce has become increasingly essential (Inegbedion, Sunday, Asaleye, Lawal & Adebajji, 2020).

Workplace diversity is a complex term that goes beyond simply representing various demographic traits in an organisation (Tongo, Awomailo, Ajose & Aderemi, 2023). Workplace diversity is no longer just a moral imperative concept; it has become a strategic imperative for organisations seeking competitive advantage. By harnessing the unique strengths of a diverse workforce, organisations can foster innovation, adaptability, and a more inclusive culture, ultimately contributing to their long-term success in a dynamic global environment. Therefore, understanding, appreciating, and effectively managing workplace diversity is critical to success as organisations increasingly become microcosms of a complex world (Gagnano, Simbula & Miglioretti, 2020). As highlighted by Makhdoomi and Nika, (2018), the growing disparities within organisational workforces can be attributed to the expanding population in many nations; which has prompted organisations and businesses to place an increased focus on diversity management as well as inclusion strategies.

Workplace diversity is a critical factor in organisational success (Theys & Schultz, 2020), encompassing a range of characteristics such as age, gender, race, ethnicity, and more. A diverse workforce can contribute to a more productive work environment by offering a variety of perspectives. Studies by Iffat, Rene, and Muhammad (2021); Falola, Ogueyungbo, and Ojebola (2020); Héliot, Gleibs, Coyle, Rousseau, and Rojon (2020) have linked workforce diversity to organisational success, which can manifest in the aspect of creativity, improved customer service, and enhanced profitability. This study delves into the impact of employee diversity on organisational performance.

Workforce diversity has become a major emphasis for many businesses. Individuals from various social categories, including age, gender, ethnicity, race, religion, sexual orientation, and disability, are included in an organisation (Onwuzu & Nnamani, 2023). These factors are included because they promote innovation and creativity within an organisation. When people from different backgrounds come together, they bring with them unique ideas and ways of thinking. This diversity of thought can lead to more innovative solutions to better decision-making processes. Additionally, having a diverse workforce helps businesses better understand their customer base (Nienaber & Martins, 2020). In today's globalized world, companies need to cater to a wide range of customers with different preferences and needs. By having employees who reflect this diversity within their ranks, organisations are better equipped to understand and meet the needs of their customers (Ahmad & Rahman, 2019). This study intends to investigate the relationship between workplace diversity and organisational success, with the primary goal of understanding how workplace diversity affects organisational performance.

Organisational performance is a critical aspect of any business or institution. It refers to the ability of an organisation to achieve its goals and objectives efficiently and effectively. In today's competitive world, where success is measured by profitability, growth, and sustainability, organisations must focus on enhancing their performance (Dildhani et al., 2019). Organisational performance is a complex and multifaceted notion that encompasses a wide range of characteristics which contribute to an organisation's ability to thrive in a competitive and ever-changing marketplace. In the early stages of exploring organisational performance, the primary focus was on measuring success within an organisation (Naveed et al., 2022). Organisational performance was initially defined as the ability to make decisions quickly, foster innovation, adapt to changing environments, compete effectively with rivals, and efficiently usage of resources, and talent retention (Iqbal et al., 2022).

Diversity in the workplace refers to the presence of people from varied backgrounds, such as gender, age, race, and ethnicity. Organisational performance, on the other hand, refers to a company's capacity to achieve its objectives, remain competitive, and grow in its industry or sector. Organisational performance is a measure of how well an organisation achieves its goals and is intricately tied to its strategic objectives. As an organisation adapts its strategy, it's essential to continually assess organisational performance and introduce innovative and optimized organisational changes to align with its strategic goals. Various enterprises have unique strategies, organisational structures, and operational methods. Based on the aforementioned arguments, this study looked at the effect of workplace diversity on organisational performance in selected universities in southwest Nigeria.

### **Statement of Problem**

Despite the progress made in fostering diverse and inclusive workplaces, significant challenges persist in effectively handling a workforce marked by diversity (Okilo et al., 2023). In today's rapidly evolving business landscape, workplace diversity has become an increasingly prevalent aspect of modern organisations and the academic corridor is not left out (Kriti, 2022). However, while diversity is celebrated for its potential to bring together individuals with varying backgrounds, experiences, and perspectives, it also poses certain challenges that can impact organisational performance via the infusion of certain performance metrics (Onwuzu & Nnamani, 2023). The primary issue lies in understanding how diversity-related factors, such as cultural differences, gender, age, and other dimensions of diversity, can either enhance or hinder an organisation's ability to achieve its strategic goals, foster inclusivity, and maximise overall performance (Chaarani et al., 2022). It is imperative to investigate these challenges to develop effective strategies and best practices that can harness the benefits of diversity while mitigating its potential adverse effects on organisational performance.

The cornerstone of a successful business enterprise has traditionally been recognized as its effective human resources. This is grounded in the understanding that operational excellence not only stems from a productive human resource but also serves as a fundamental element ensuring the sustained achievement of optimal business success (Andoh, Ghansah, Okogun-Odompley & Benuwa, 2019).

### **Objective of the Study**

The general objective of the study was to investigate the effect of workplace diversity and organisational performance in selected universities in southwest Nigeria. Other specific objectives were to;

- i. investigate the effect of age diversity on task performance in selected universities in southwest Nigeria;

- ii. evaluate the influence of gender diversity on adaptive performance in selected universities in southwest Nigeria; and
- iii. assess if there is any connection between ethnic diversity and contextual performance in selected universities in southwest Nigeria.

### **Research Hypotheses**

**H01:** Age diversity does not have any significant effect on task performance in selected universities in southwest Nigeria.

**H02:** Gender diversity does not significantly influence adaptive performance in selected universities in southwest Nigeria.

**H03:** Ethnic diversity does not have significant connection with contextual performance in selected universities in southwest Nigeria.

### **Literature Review**

#### **Workplace Diversity**

Diversity means differences, varieties, multiplicity and assortment (Tongo et al., 2023). The term 'diversity' can be somewhat ambiguous and open to a series of interpretations, leading different authors to attribute various qualities to its different dimensions. Diversity, as defined by Héliot et al., (2020), revolves around the distinctive attributes that set one individual apart from another. This concept emphasises the importance of fostering mutual understanding and respect among individuals within a group (Gomez & Bernet, 2019). A thorough definition of workforce diversity encompasses the presence of variety and distinctions among an organisation's employees, encompassing factors such as race, age, ethnicity, cultural heritage, physical capabilities, religious beliefs, gender, sexual orientation, language, educational background, way of life, personal convictions, appearance, and economic standing (Seliverstova, 2021).

The forces of globalization and the ever-evolving work environment have created a necessity for organisations to expand their business operations and collaborations beyond their domestic borders (Omotayo et al., 2020). This compels them to seek a more adaptable cultural framework, essential for their survival in this rapidly changing landscape and for the attainment of their corporate goals and objectives. According to Okilo et al., (2023), it is important to cultivate a diverse workforce, which involves bringing together individuals from various demographic and background backgrounds. They suggest that crafting policies and effectively implementing practices to manage diversity is vital for the success of organisations. Their viewpoint suggests that when organisations establish an inclusive environment, it can result in enhanced service delivery, heightened productivity and output, and an increase in employee commitment to the organisation.

The term workplace diversity refers to organisational measures intended to increase the participation of workers from different backgrounds in official and informal organisational structures (Gagnano et al., 2020). Organisations use diversity management as a strategic tool to maximise the advantages of a varied workforce while fostering an inclusive and equal culture. It acknowledges that individuals from varied backgrounds may contribute to the success of an organisation by bringing their unique perspectives, experiences, and talents. Diversity management is establishing and preserving an atmosphere that fosters a sense of worth, respect, and inclusion for people from diverse backgrounds (Jankelová et al., 2021).

Race, ethnicity, gender, age, sexual orientation, ability, nationality, religion, and financial position are just a few of the many variables that it incorporates to measure gender diversity.

Workplace diversity has an impact on some societal and corporate functions, including employee supervision, group cohesiveness, and employee and customer service (Inegbedion et al., 2020). A diverse workforce has a more varied combination of talents and experiences, which fosters innovation, growth, and creativity, all of which improve firm competitiveness in the global economy. According to Héliot et al., (2020), diversity management attempts to "create and maintain a positive work environment that values the similarities and differences of individuals." To manage such work conditions effectively and efficiently, it aims to gain the knowledge and versatile abilities needed.

To fully capitalise on the advantages of the broadest possible range of perspectives and experiences connected with diversity, an organisation must be able to look past the complications of diversity and value the distinctions in people that are precipitated by it (Pai, 2021). Diversity management specifically aims to encourage acceptance and respect for people's differences as a result of their individuality in the dimensions of diversity, as well as recognition of those differences. It is the acceptance of these various distinctions in a setting via shared awareness and a conscious decision to embrace and celebrate the rich and varied qualities that are inherent in each human, as opposed to simply tolerating one another (Falola et al., 2020).

In the educational context, diversity exists among the staff, faculty and students. Hence, it could be argued to have a higher impact and consequently greater importance in a particular setting which leads to the proposition that research on diversity management in education is highly relevant and needed (Ikemefuna et al., 2020). Diversity management is the proactive strategy of leveraging the unique talents, perspectives, and experiences of individuals from diverse backgrounds within an organisation (Jankelová et al., 2021). It goes beyond merely complying with legal and regulatory requirements and seeks to create an inclusive environment where all employees feel valued and can contribute their best. A complex strategy that combines organisational commitment, an inclusive culture, just policies, and proactive leadership is needed for effective diversity management. The success of diversity initiatives can be greatly impacted by the leadership styles of those in positions of power, who play a crucial role in establishing the tone and course of these projects. Organisations may maximise the potential of their varied workforce and spur innovation and success in an increasingly global and diversified corporate environment by embracing inclusive leadership styles and actively supporting diversity and inclusion.

### **Dimension of Workplace Diversity**

In the contemporary business landscape, the recognition and appreciation of workplace diversity have evolved into a pivotal driver of organisational success. Beyond being a social responsibility, embracing diversity in the workplace has become a strategic imperative. The multifaceted nature of diversity encompasses various dimensions, each bringing a unique set of perspectives, experiences, and skills. Among the critical dimensions shaping the modern workforce, age diversity, gender diversity and ethnic diversity stand out as essential pillars of inclusive organisational cultures.

### **Age Diversity**

In the business landscape, companies increasingly acknowledge the presence of individuals spanning various age brackets. It has become a prevalent practice for organisations to consider and address the needs of their ageing workforce comprehensively. The integration of diverse

age groups is now a standard feature in many companies. Studies conducted by Sukalova and Ceniga, (2020); Seliverstova, (2021) and Welman et al., (2022) underscore the fact that older workers exhibit comparable levels of activity, productivity, and skilfulness as their younger counterparts. Consequently, a workforce characterized by age heterogeneity is posited to be more innovative, diverse, and ultimately, more productive than a homogeneously aged counterpart (Uche et al., 2020).

Employee age diversity in a university setting adds a layer of richness and complexity to the workplace, reflecting a mix of experiences, perspectives, and approaches to work. This diversity encompasses faculty, staff, and administrative professionals, creating a dynamic environment that mirrors the broader societal trend of an ageing workforce. One aspect of age diversity is the coexistence of seasoned, more experienced employees with those who are relatively younger and newer to their careers (Seliverstova, 2021). Older employees often bring a wealth of institutional knowledge, expertise, and a historical perspective that is invaluable in academic settings. On the other hand, younger employees may contribute fresh ideas, technological proficiency, and a contemporary understanding of evolving trends in education (Oderinde & Olanipekun, 2023).

This blend of generations can enhance collaboration, mentorship, and knowledge transfer. For instance, seasoned faculty members may serve as mentors to younger colleagues, offering guidance based on years of experience. In return, younger employees may provide insights into modern teaching methodologies, technology integration, and the evolving needs of today's students (Navjeet & Pallvi, 2020). Challenges can arise due to differences in communication styles, work preferences, and attitudes toward technology. Bridging these gaps requires a proactive approach to fostering a culture of mutual respect and understanding (Guirdham & Guirdham, 2017).

Universities can also leverage age diversity to create interdisciplinary teams that bring together individuals with diverse experiences and expertise. This can be particularly beneficial in research projects, where varied perspectives contribute to comprehensive and innovative solutions. In addressing age diversity in the university workplace, it is essential to recognize that diversity goes beyond age, encompassing factors such as gender, ethnicity, and cultural background. Embracing a holistic approach to diversity and inclusion fosters an environment where all employees, regardless of age, feel empowered to contribute their unique skills and perspectives to the collective success of the institution (Adula et al., 2022).

### **Gender Diversity**

Gender diversity is a notion that revolves around recognising and embracing the variations between people depending on their gender identity, whether they identify as male, or female, or fall within the non-binary or gender non-conforming spectrum (Scarborough et al., 2019). It entails including persons of diverse gender origins and orientations in numerous sectors of life, including the workplace. Gender frequently plays a defining role in shaping the roles, responsibilities, limitations, opportunities, and privileges of individuals, be they women, girls, men, or boys, within a given setting. According to Nwaoma, (2022), gender diversity pertains to the emotional distinctions and the culturally embedded experiences associated with men and women within any organisation.

Gender diversity among employees in a university setting is a critical aspect that significantly influences the overall academic environment (Chin & Trimble, 2020). The composition of faculty, staff, and administrative professionals from diverse gender backgrounds contributes to a richer and more inclusive university community. One aspect of gender diversity is the equal

representation of both men and women in various roles within the university. Achieving gender balance in leadership positions, academic departments, and administrative roles is crucial for fostering an environment that values the contributions of all individuals, regardless of gender.

Gender diversity brings a range of perspectives, experiences, and approaches to problem-solving. In the academic realm, diverse perspectives are essential for addressing the complex and multifaceted challenges faced by universities (Scarborough et al., 2019). Research has shown that diverse teams, including those with a gender mix, tend to be more innovative and perform better in problem-solving tasks. Creating a gender-inclusive university setting goes beyond numerical representation. It involves cultivating a culture that actively promotes gender equity, inclusivity, and equal opportunities (Olowookere et al., 2021). This includes addressing any existing gender biases, ensuring fair hiring and promotion practices, and providing support systems for career development irrespective of gender. Challenges may arise in the form of gender stereotypes, unconscious biases, and unequal distribution of responsibilities. Overcoming these challenges requires proactive measures such as awareness campaigns, diversity training, and the implementation of policies that promote a gender-inclusive work environment (Omotayo et al., 2020). Gender diversity among employees in a university setting is not only a matter of equity and social justice but also a key driver of academic excellence. Embracing and celebrating the contributions of individuals of all genders creates a more dynamic and innovative university environment, better-preparing students for a diverse and inclusive world beyond academia.

### **Ethnic Diversity**

Ethnic diversity within a workplace encompasses individuals from different ethnic groups, and the increasing prevalence of multi-ethnic business environments is linked to the growing multicultural expectations of society (Chaarani et al., 2022). This diversity extends to groups centred on education, family, and religion. Research by Itheme et al., (2023) indicates that ethnic diversity plays a crucial role in enhancing problem-solving capabilities, as teams with diverse ethnic perspectives demonstrated improved success once they learned to leverage these differences to their advantage. The presence of ethnically distinct communities not only fosters learning opportunities but also contributes to greater creativity and development.

Employee ethnic diversity in a university setting is a vital aspect that influences the overall culture, inclusivity, and success of the institution (Khan et al., 2020). This diversity encompasses faculty, employees, and administrative professionals from various ethnic backgrounds, contributing to a rich and dynamic academic environment. One significant aspect of ethnic diversity is the representation of individuals from different ethnic groups among university employees. Achieving a diverse workforce that reflects the broader societal fabric is essential for fostering a sense of belonging and ensuring that the university is representative of the diverse perspectives and experiences of its student body.

Ethnic diversity among university employees brings a range of perspectives, cultural insights, and approaches to teaching, research, and administration. This diversity enriches classroom discussions, research initiatives, and administrative decision-making processes. Exposure to different cultural backgrounds enhances creativity, problem-solving, and innovation within the academic community (Olowookere et al., 2021). Creating an inclusive and supportive environment for employees of diverse ethnic backgrounds goes beyond numerical representation. It involves implementing policies and practices that promote equity, fair treatment, and opportunities for professional growth irrespective of ethnicity. Establishing mentorship programs and support networks can also play a crucial role in ensuring that

individuals from diverse ethnic backgrounds feel valued and have the resources needed to thrive in their roles (Niu et al., 2021).

### **Organisational Performance**

An organisation can be understood as a consciously coordinated system of personal activities or forces (Ugbomhe & Osagie, 2019). The key idea is that an organisation requires the collaboration of individuals who communicate and willingly contribute actions to achieve a common goal. The essential elements of an organisation, as outlined, include communication, a willingness to cooperate, and a shared purpose (Nienaber & Martins, 2020). The concept of organisational performance has been a significant topic of discussion over time. Defining what makes an organisation effective is challenging, as it varies between different organisations. The paper emphasizes that organisational is the ability of an organisation to not only survive but also progress in its business environment by achieving set goals and objectives. Jaipong et al., (2022) define organisational performance as the extent to which an organisation, as a social system, fulfils its objectives with given resources and means, without incapacitating them or placing undue strain on its members.

### **Task Performance**

Task performance in a university setting is a multifaceted concept that encompasses a wide range of activities, each contributing to the overall success and effectiveness of the academic institution (Adamu et al., 2022). Successful task performance requires a combination of knowledge, skills, collaboration, and a commitment to continuous improvement. Task performance in a university setting is a critical aspect that directly influences the overall academic environment and the success of individual students, faculty, and staff members. Task performance refers to the ability of individuals to effectively and efficiently carry out the specific duties and responsibilities assigned to them within the university context. For faculty members, task performance involves the effective delivery of lectures, designing curriculum, and facilitating meaningful learning experiences for students. This includes the ability to communicate complex concepts, engage students, and assess their understanding through various evaluation methods. In a university, research is often a key component of academic responsibilities. Task performance in research entails conducting high-quality research, publishing scholarly articles, and contributing to the academic knowledge base (Fernandes et al., 2023). The ability to secure research funding and collaborate with peers in the research community is also a crucial aspect.

### **Adaptive Performance**

Adaptive performance in the workplace is like having a well-tuned instrument in a dynamic orchestra it is about being able to seamlessly switch between different notes, play various roles, and improvise when the rhythm changes (Sun et al., 2018). In the ever-evolving landscape of modern work, adaptability is not just a skill; it is a necessity. One of the key aspects of adaptive performance in the workplace is the ability to navigate ambiguity (Navjeet & Pallvi, 2020). The business world is no stranger to uncertainties, and those who can navigate through the fog of uncertainty with clarity and composure stand out. It is about being comfortable with the uncomfortable and finding solutions even when the path forward may not be crystal clear.

Another crucial element is the capacity to embrace change. In a world where the only constant is change, resisting it can be a hindrance. Adaptive performers not only accept change but also see it as an opportunity for growth (Bednall & Henricks, 2021). They are quick to learn new tools, methodologies, and approaches, ensuring that they stay relevant in a rapidly evolving professional landscape. Adaptive performance requires employees to be flexible and agile, ready to pivot and adapt to new situations (Pradhan & Jena, 2017). This could involve



embracing changes in processes, technology, or even the overall organisational structure. Employees who excel in adaptive work performance are adept problem solvers. They do not just tackle issues as they arise; they proactively identify potential challenges and come up with creative solutions. It's like having a team of problem-solving superheroes (Nienaber & Martins, 2020). A culture of continuous learning is crucial for adaptive work performance. This involves not only acquiring new skills but also fostering a mindset that sees every experience, whether success or failure, as an opportunity for growth and improvement (Nnadi & Chinedu, 2019).

### **Contextual Performance**

Contextual performance in an organisation refers to the behaviours and actions of employees that contribute to the overall functioning and effectiveness of the workplace, beyond the specific tasks outlined in their job descriptions (De Brún & McAuliffe, 2020). It is like the unsung hero of organisational success, often overshadowed by task performance but equally crucial. One key aspect of contextual performance is adaptability. In today's dynamic business world, the ability to adapt to changes and uncertainties is invaluable. Employees who can seamlessly transition between different roles, collaborate with diverse teams, and navigate unexpected challenges enhance the overall resilience of the organisation (Goel et al., 2019). Communication skills play a significant role in contextual performance. Clear and effective communication fosters a collaborative environment, reduces misunderstandings, and ensures that everyone is on the same page. This is especially important in cross-functional teams where diverse expertise comes together for a common goal (Olowookere et al., 2021).

### **Workplace Diversity and Organisational Performance**

Workplace diversity is critical to the success of any organisation. It refers to the employment of people from many origins, ethnicities, genders, races, and abilities. Workplace diversity has a significant impact on organisational performance. A diverse workforce brings a wide range of viewpoints and ideas together (Nachmias et al., 2021). The organisation benefits from this diversity of view since it stimulates creativity and innovation. When people from various backgrounds work together, they provide diverse perspectives that can result in more effective problem-solving and decision-making processes.

Increased workplace diversity boosts employee morale and engagement (Permana et al., 2021). Employees are more likely to be motivated and committed to their work when they feel valued for their uniqueness and are treated properly regardless of their differences. As a result, productivity increases and job satisfaction rises. Furthermore, organisations that value diversity are better positioned to understand and serve a broad consumer base. Businesses in today's globalised world must engage with customers from varied cultural backgrounds. A diverse employee enables businesses to better understand the needs and preferences of various target audiences (Iffat et al., 2021).

However, attaining workplace diversity demands more than simply employing people from diverse backgrounds; it necessitates the creation of an inclusive environment in which everyone feels welcome and appreciated (Seliverstova, 2021). Organisations must implement policies that promote equal opportunities for all employees, as well as provide cultural sensitivity training programmes. Workplace diversity improves organisational performance by fostering creativity, improving employee morale, increasing productivity, and improving customer relations, among other benefits.

### **Theoretical Review**

This study was anchored on the Social Identity Theory (SIT) and Resource Based View respectively. These theories were found worthy for the study due to their depth of explanation offered on the variables under review.

### **Social Identity Theory (SIT)**

Social Identity Theory investigates how individuals categorise themselves and others into social groups based on similar qualities, developing a sense of belonging and identity (Tajfel, 1978). According to SIT, people get a portion of their self-concept from their social group membership, and this categorization shapes their perceptions, attitudes, and behaviours (Kiran, 2023). Social Identity Theory provides useful insights into how individuals identify with and categorise themselves and others based on numerous characteristics such as gender, race, nationality, and other diversity elements in the context of workplace diversity. Employees may create social identities based on shared traits, resulting in the formation of in-groups and out-groups (Bharadwaj, 2023).

According to SIT, individuals prefer members of their in-group (those with similar features) over members of out-groups (those considered to be dissimilar). These in-group/out-group dynamics can influence workplace behaviours, collaboration, and interpersonal interactions in a diverse organisational setting. Understanding these relationships is critical for good diversity management. Social Identity Theory explains how employee perceptions and attitudes can be influenced by workplace diversity (Li et al., 2022). It emphasises the risk of social categorization resulting in preconceptions, biases, and prejudices based on perceived differences. Managing these beliefs is critical for building an inclusive atmosphere that promotes positive social identities while reducing intergroup conflict. Individuals in a social group adhere to group norms and may comply with expected behaviours (Reimer et al., 2020). Understanding how social identities affects group norms can help organisations foster inclusion and guarantee that varied perspectives are appreciated in diverse workplaces. Promoting positive diversity norms can improve collaboration and innovation.

### **Resource Based View**

The Resource-Based View (RBV) of the company, focuses on how organisations can obtain a sustainable competitive edge by strategically managing precious, scarce, distinctive, and non-substitutable resources (Wright & McMahan, 1992). RBV provides a framework for analysing how diversity-related resources contribute to organisational performance in the context of workplace diversity (Hermansyah et al., 2022). According to RBV, for a corporation to gain a competitive edge, it must possess and exploit resources that are both valued and scarce. Workplace diversity, which includes a wide range of skills, viewpoints, and experiences, can be regarded as a unique and significant resource. Organisations that properly manage diversity can use it to boost innovation, adaptability, and problem-solving abilities. The Resource-Based View offers an insightful view of how workplace diversity can be used to gain a sustainable competitive advantage (Shet, 2020). Organisations that recognise diversity as a strategic resource, foster an inclusive culture and include diversity in their strategy processes are more likely to achieve positive results in terms of employee performance, creativity, and overall organisational success. Diversity not only aligns with societal expectations, but it may also significantly contribute to gaining and retaining a competitive edge in today's volatile business environment.

### **Theoretical Framework**

The Resource-Based View (RBV) theory provides an excellent framework for investigating workplace diversity and its impact on organisational success (Tamunomiebi & Worgu, 2020).

According to this notion, an organisation's resources, especially its varied personnel, can provide a competitive edge and contribute to exceptional performance. According to RBV, workplace diversity provides organisations with unique resources that can improve their ability to adapt and innovate. A diverse workforce brings together people from various origins, experiences, viewpoints, and talents. This diversity of views and knowledge within the organisation can lead to more creative problem-solving, improved innovation, and better decision-making processes (Saranya, 2022).

RBV further contends that diversity can increase organisational performance by increasing employee satisfaction and engagement. Employees are more likely to be motivated and committed to the organization's goals when they feel valued for their unique contributions and are given equal opportunities for growth and development regardless of their background or qualities (Olorunisola & Ibronke, 2021). However, simply having a diverse staff does not ensure higher organisational success. Effective diversity management is critical for obtaining its potential benefits. Organisations must foster an inclusive culture that values differences, encourages open communication, provides cultural competence training, and implements fair rules and procedures in the recruitment and promotion processes (Alberta, 2012). The Resource-Based View theory provides a theoretical foundation for comprehending how workplace diversity might improve organisational performance. Recognising the importance of varied resources inside an organisation, such as knowledge, skills, and perspectives from various backgrounds, allows organisations to efficiently harness these resources through inclusive practices, resulting in higher performance outcomes

## **Empirical Review**

### **Age Diversity and Task Performance**

Farmanesh et al., (2020) investigate the intricate relationship between workforce diversity and organisational performance in the educational sector of Cyprus, with a specific focus on the moderating effect of diversity fatigue. The research employs a Mixed Method approach, combining survey data from university academic staff with semi-structured senior-level interviews. The findings emphasize the need for organisations to proactively address diversity fatigue, recognizing its potential to hinder the positive impact of diversity on performance. Strategies aimed at fostering a supportive and inclusive work environment are crucial for mitigating emotional challenges and maintaining the positive contributions of a diverse workforce.

Iheme et al., (2023) investigate the impact of workforce diversity on employees' performance within the Economic Community of West African States (ECOWAS) Commission in Abuja. The organisation has embraced diversity principles in managing and staffing, but the specific variables influencing employee performance were not clear. The research adopts a survey research design, employing a structured questionnaire with a five-point Likert scale for data collection. Multiple regression analysis and econometric views are used to test hypotheses and analyze the data. The study affirms the positive influence of workforce diversity, encompassing age, gender, educational background, and ethnic background, on employees' performance within the ECOWAS Commission. The recommendations highlight the importance of creating an inclusive and diverse workplace to improve overall employee effectiveness.

### **Gender Diversity and Adaptive Performance**

Okilo et al., (2023) explore the relationship between workplace diversity management and organisational performance, acknowledging the impact of environmental volatility,

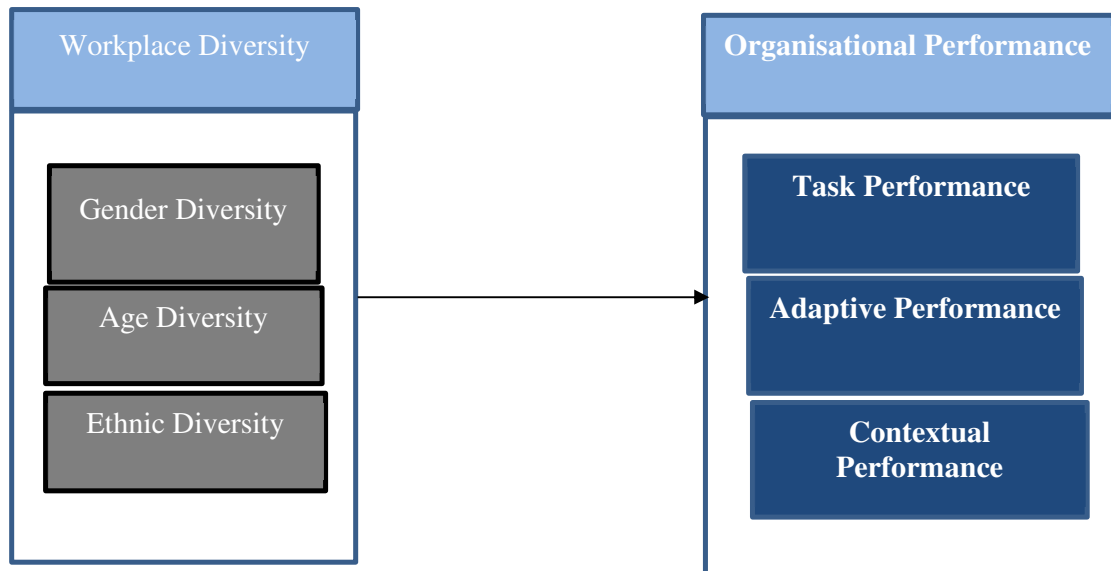
technological innovations, and globalization on contemporary businesses. In the face of disruptions, organisations striving for corporate success recognize the necessity of developing cross-national business collaborations. The study underscores the inevitability of workplace diversity in organisations grappling with the challenges of a rapidly evolving business landscape. Recognizing the value of diverse perspectives and backgrounds, businesses that proactively manage diversity are positioned to thrive in the face of disruptions.

**Ethnic Diversity and Contextual Performance**

Olowookere et al., (2021) investigate the impact of workforce diversity on the performance of the University of Ilorin Teaching Hospital in the context of contemporary work environments marked by increasing workforce migration and greater participation of women. The study sheds light on the positive relationship between workforce diversity and the performance of the University of Ilorin Teaching Hospital. The findings emphasize the importance of recognizing and embracing diversity in organisational practices. The study's recommendations underscore the need for ongoing efforts to promote inclusivity and equal opportunities, positioning workforce diversity as a catalyst for organisational harmony and improved performance.

Nwaoma, (2022) investigates the impact of education and union affiliation diversity on employees' performance, particularly in terms of internally generated revenue, in selected federal universities in Southeast Nigeria. The sample population consists of 1,854 individuals from the University of Nigeria, Nsukka (UNN), Michael Okpara University of Agriculture, Umudike (MOUAI), and Alex Ekwueme Federal University, Ndufu-Alike Ikwo (AEFUNAI). The analysis utilizes descriptive statistics and a linear regression model. The study underscores the importance of education and union affiliation diversity in influencing employees' performance, particularly in the context of internally generated revenue in federal universities.

**Conceptual Framework**



Source: Researchers Conceptual Model (2023).

## Methodology

### Research Philosophy

This study adopted a positivist research philosophy. Positivism is a philosophical approach to research that emphasizes the objective and scientific exploration of phenomena.

### Research Design

This study will adopt a descriptive survey research. The goal of descriptive research design is to describe a situation or a population and its characteristics. It is concerned with what, rather than how or why something has happened. It aims to build up empirical generalisation (Mustapha, Ku & Goh, 2009). The quantitative research method is suitable for a large sample of a population and it involves the utilisation and analysis of numerical data using specific statistical techniques to answer the research questions. Quantitative research is a method of explaining an issue through the gathering of data in numerical form.

### Area of the Study

The geographical scope for this study is southwest Nigeria. The southwestern region of Nigeria is a vibrant and culturally rich part of the country. Comprising states like Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti, this region is known for its historical significance, economic activities, and diverse cultural heritage. Specifically, the study focused on three states namely, Osun, Ondo and Ekiti states. The distinct socio-cultural dynamics and economic terrain of the area could have a substantial impact on workplace diversity and organisational effectiveness, rendering the research findings more relevant and influential. The first private universities in these states were focused on.

### Population of the Study

The population for this study comprised academic staff of the selected universities. Only permanent employees will be selected across five (5) colleges. Namely; College of Law, College of Engineering, College of Social and management sciences, college of Health Science. The colleges selected include a wide range of specialties, ensuring that the study captures a diverse range of perspectives and experiences, reflecting the multidimensional nature of workplace diversity. Different academic subjects frequently face unique issues and dynamics related to diversity, and researching multiple universities allows for a more thorough examination.

### Sampling Size and Techniques

It became crucial to thoughtfully determine the methodology for selecting a sample that could effectively represent the entire population. The chosen sample consisted of respondents who would be actively involved in the study, and the conclusions were derived from analysing their feedback. The selection of the sample employed a non-probability sampling technique.

**Table 1:** Population of Staff

University	Staff Population
Afe Babalola University, Ado-Ekiti, Ekiti State	268
Bowen University, Iwo Osun State	226
Achievers University, Owo Ondo State	249
<b>Total</b>	<b>743</b>

**Source:** Researchers Computation, (2023)

In selecting the respondent that was used for the study, the Taro Yamane formula was used in deriving the sample size. This is further shown below:

$$n = N/1+N (e)^2$$

where  $N=743$

$$n=260.$$

**Table 2: Sample size calculation**

S/N	University	Population	Calculated Sample Size
1.	University A (Abud)	268	$260 \times 268/743 = 94$
2.	University B (Bowen)	226	$260 \times 226/743 = 79$
3.	University C (Achievers)	249	$260 \times 249/743 = 87$
	Total	743	260

**Source:** Researchers Computation, (2023)

### Method of Data Collection

Before data collection, a comprehensive questionnaire was developed, incorporating closed-ended questions. The questions were designed to address specific research objectives and elicit responses that would contribute to a nuanced understanding of workplace diversity among academic staff.

### Method of Data Administration

The questionnaires were sent during a specific period. Academic staff members were solicited during departmental meetings and via email and WhatsApp platforms. Participants were assured of their comments' anonymity and confidentiality, providing a climate conducive to candid and open feedback.

### Validity of Research Instrument

Content validity ensures that the research instrument adequately covers all aspects of the construct being measured. During the development of the questionnaire, a comprehensive review was conducted by experts in the field to ensure that the questions accurately represented the dimensions of workplace diversity among academic staff. The feedback from this expert review was used to refine and enhance the content validity of the instrument.

### Reliability

The research instrument was adopted with modification from Abbas and Hameed (2010) 0.86; Pradhan and Jena (2017) 0.89; James, Lovato, and Cropanzano, (1994) 0.74; and Kim, (2015) 0.79. Internal consistency measures the degree of agreement between different items within the research instrument. Cronbach's alpha coefficient was computed for the questionnaire to assess its internal consistency. The results indicated high levels of reliability, suggesting that the items in the questionnaire consistently measured the same underlying construct of workplace diversity among academic staff.

**Methods of Data Analysis**

The analysis utilised both descriptive and inferential statistics. Descriptive statistics were employed to calculate simple frequency percentages, providing an overview of the results. These statistics facilitated a clear understanding of the distribution of responses among participants. Additionally, inferential statistics, specifically regression and correlation analyses, were conducted to assess relationships and patterns within the data. These analytical approaches allowed for a deeper exploration of the variables and their interconnections, providing valuable insights into the factors influencing workplace diversity among academic staff.

**Analysis and Discussions**

**Table 3:** Response Rate on Questionnaires Administered

Detailed response Rate	Distributed Copies	Retrieved Copies	Copies not Retrieved	Used Copies
Total	150	143	7	138

**Source:** Researchers Computation, (2023)

The above table reflected that 150 copies of questionnaire were administered, 143 were retrieved and 138 were found usable for the study; this presented a response rate of **92.0%**.

**Results**

**Hypothesis One**

**H01:** Age diversity does not have any significant effect on task performance in selected universities in southwest Nigeria.

**Table 4:** Regression Model on Age Diversity and Task Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Df 1	Df 2	Sig. F Change
1	.932 <sup>a</sup>	.869	.868	.488	.869	903.281	1	136	.000

- a. Predictors: (Constant), Age Diversity
- b. Dependent Variable: Task Performance

**Source:** Researchers Field Work, (2023)

The regression analysis table 4 above reflected the co-efficient of R-square ( $R^2$ ) which reads 0.868, and indicated that age diversity accounts for 86.8% of the total variance, this denotes a very high and significant variation in determining task performance. This demonstrated a very high value that is positively significant. This explains that age diversity is positively significant on task performance.

**Hypothesis Two**

**H02:** Gender diversity does not significantly influence adaptive performance in selected universities in southwest Nigeria.

**Table 5:** Regression Model on Gender Diversity and Adaptive Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Df 1	Df 2	Sig. F Change
1	.951 <sup>a</sup>	.905	.904	.420	.905	1294.544	1	136	.000

- a. Predictors: (Constant), Gender Diversity
- b. Dependent Variable: Adaptive Performance

**Source:** Researchers Field Work, (2023)

The regression analysis table 5 above presented the co-efficient of R-square ( $R^2$ ) which shows 0.904, and proved that gender diversity accounts for 90.5% of the total variance. This demonstrated a very high and significant variation in explaining adaptive performance. This reflected a very high value that is positively and statistically significant. This signposted that gender diversity is positively and statistically significant on adaptive performance.

**Hypothesis Three**

**H03:** Ethnic diversity does not have significant connection with contextual performance in selected universities in southwest Nigeria.

**Table 6:** Bi-Correlations Analysis explaining the connection with contextual performance in selected universities in southwest Nigeria.

		Ethnic Diversity	Contextual Performance
<b>Ethnic Diversity</b>	Pearson Correlation	1	.959**
	Sig. (2-tailed)		.000
	N	138	138
<b>Contextual Performance</b>	Pearson Correlation	.959**	1
	Sig. (2-tailed)	.000	
	N	138	138

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

The bi-correlations explanations above reflected on table 6 presented that a positive and significant nexus between ethnic diversity and contextual performance with ( $r=0.959$ ,  $p\text{-value}<0.05$ ). This indicated that a significant connection was found to exist between ethnic diversity and adaptive performance. Therefore, the null hypothesis was rejected because results proved that ethnic diversity have significant connection and nexus with adaptive performance in the selected Universities.

**Discussion of Findings**

The study was premised on investigating the effect of workplace diversity on organisational performance in selected universities in southwest Nigeria with the following objectives:



**Investigating the effect of age diversity on task performance in selected universities in southwest Nigeria.**

Findings from the study provided that the effect of age diversity on task performance in selected universities in southwest Nigeria is very high and statistically significant at ( $r=0.869$ ,  $p\text{-value}<0.05$ ). This result correlates with the position of Welman et al., (2022) whose study provided that age diversity helps an organisation in becoming more inventive, and demonstrate high degree of intellectual prowess in the area of productivity and creativity. The study outcome further aligns with the conclusion of a study by Seliverstova, (2021), which explains that age diversity assists in the creation of an environment of work that mirrors a broader societal trend of an ageing workforce, which thus promotes task performance. Finding from the study was found to correlate with the opinion of Adula et al, (2022) whose study provided that age diversity creates a platform towards empowering employees to contribute uniquely their perspectives and skills in the attainment of the overall objective of their organisations.

The outcome of the study also aligns with the position of Oderinde & Olanipekun, (2023), whose study findings exposed that wealth of institutional knowledge with great depth of expertise hinged on invaluable historical perspectives reflects the significance of age diversity on performances at work. Their findings extends further and provided that age diversity can be used in transforming an organisation in the areas of fresh ideas, proficiency in technology and understanding of contemporary evolving trends in diverse fields of academia. The finding of this study corroborates the opinion of Guirdham and Guirdam, (2017) where it was stated that blending of generations can enhance collaboration, mentorship, and knowledge transfer; this could manifest from a seasoned faculty member(s) serving as mentors coaching younger colleagues, offering guidance based on years of experience. In return, younger employees may provide insights into modern teaching methodologies, technology integration, and the evolving needs of today's students (Navjeet & Pallvi, 2020). Findings from the study also supports the tenets of the Resource-Based View (RBV) which opined that organisations (tertiary institutions), focuses on how to obtain a sustainable competitive edge by strategically managing precious, scarce, distinctive, and non-substitutable resources (Wright & McMahan, 1992). Thus, age diversity of employees especially in a university setting adds a layer of richness and complexity while reflecting a mix of experiences, perspectives, as well as approaches to work.

**Evaluating the influence of gender diversity on adaptive performance in selected universities in southwest Nigeria.**

For the second objective, finding reflected that gender diversity significantly influence adaptive performance in selected universities in southwest Nigeria with ( $r=0.905$ ,  $p\text{-value}<0.05$ ). This outcome is in tandem with the result of a study by Nwaoma, (2022), where the scholars postulated that gender diversity has the propensity of making employees become flexible and agile and this positively affect their ability to rapidly adapt to changes. Furthermore, the finding of the study relates with the findings of Nienabar and Martins, (2020) whose study mentioned that gender diversity is the equal representation of both men and women in various roles which is crucial for fostering an environment that values the contributions of all individuals, regardless of gender. The outcome of this study share semblance with the position of Pradhan and Jena, (2017) and Nnadi and Chinedu, (2019) whose studies claimed that employees who excel in adaptive work performance are adept problem solvers. They do not just tackle issues as they arise; they proactively identify potential challenges and come up with creative solutions. Findings from this study identify with the submissions of Nnadi and Chinedu, (2019) and Chin and Trimble, (2020) which stated that being adaptive implies having a culture of continuous learning which is crucial for optimal work performance. This involves not only

acquiring new skills but also fostering a mindset that sees every experience, whether success or failure, as an opportunity for growth and improvement. Result emanating from this objective of the study is in agreement with the study of Olowookere et al. (2021) which stated that of this study having gender diversity at work helps in addressing any existing gender biases, and ensuring fair hiring and promotion practices, by providing support systems for career development irrespective of gender. Result from this study aligns with the position of the social identity theory which expressed that individuals categorise themselves and others into social groups based on similar qualities, and developing a sense of belonging and identity (Tajfel, 1978).

#### **Assessing if there is any connection between ethnic diversity and contextual performance in selected universities in southwest Nigeria.**

For the final objective of the study, result indicated that there was a positive and significant connection between ethnic diversity and contextual performance in selected universities in southwest Nigeria with ( $r=0.959$ ,  $p\text{-value}<0.05$ ). This result aligns with the position of Chaarani et al., (2022) which provided that organisations that value diversity are better positioned to understand and serve a broad consumer base. Findings emanating from this study also corroborated the submission of Iffat et al. (2021) which exposed that having employees of diverse ethnics enables businesses to better understand the needs and preferences of various target audiences. Findings from this study shares semblance with the position of Olowookere et al. (2021) where the scholars concluded that ethnic diversity among university employees brings a range of perspectives, cultural insights, and approaches to teaching, research, and administration. The findings of the study is in congruence with the study of Seliverstova, (2021) which alluded that ethnic diversity enriches classroom discussions, research initiatives, and administrative decision-making processes. The study findings agree with the submission of Permana et al. (2021) where the scholars posited that Exposure to different cultural backgrounds enhances creativity, problem-solving, and innovation within the academic community.

#### **Conclusion**

From the study outcome, it can be concluded that achieving a diverse workforce that reflects the broader fabric of the society is crucial and essential for fostering a sense of belonging and ensuring that tertiary institutions is representative of the diverse perspectives and experiences of its student body. Therefore, ensuring optimal performance requires the creation of an inclusive and supportive environment for employees of diverse ethnic backgrounds, diverse age brackets and unbiased gender representation. Based on the outcome of the study also, it is not out of place to assert and conclude that exposure to different cultural backgrounds enhances creativity, problem-solving, and innovation within the academic community.

#### **Recommendations**

Based on the study outcome, the researchers came up with the followings:

- i. Management of private institutions must implement policies that promote equal opportunities for all employees irrespective of age, gender and ethnic diversity.
- ii. Management of private institutions should formulate policies and practices that promote equity, fair treatment, and opportunities for professional growth irrespective of ethnicity.
- iii. Management of private institutions should establish mentorship programmes and support networks as both play crucial roles in ensuring that individuals from diverse ethnic backgrounds feel valued and have the resources needed to thrive in their roles.

## References

- Adamu, M. N., Mohammed, D., & Gana, J. (2022). The Impact of Training and Development on Employee Productivity in the 21st Century. *African Journal of Management and Business Research*, 3(5), 2780–5981.
- Adula, M., Kant, S., & Birbirs, Z. A. (2022). Systematic Literature Review on Human Resource Management Effect on Organization Performance. *Annals of Human Resource Management Research*, 2(2), 131–146. <https://doi.org/10.35912/ahrmr.v2i2.1418>
- Ahmad, S., & Rahman, F. U. (2019). Effect of Workplace Diversity on Employees' Performance in Allama Iqbal Open University. *Pakistan Journal of Distance Learning*, 5(2), 85–100.
- Alberta, G. of. (2012). *Succession Planning Retaining skills and knowledge in your workforce*.
- Bednall, T. C., & Henricks, M. D. (2021). Adaptive Performance: A review of managerial intervention. *The University of New South Wales, Australia, January*, 71–89. <https://doi.org/10.4018/978-1-7998-6948-1.ch005>
- Bharadwaj, S. (2023). Influence of training and development interventions on employee retention – an employer brand-based agenda. *LBS Journal of Management and Research*, 1(1), 1–14. <https://doi.org/10.1108/LBSJMR-12-2022-0080>
- Chaarani, H., Skaf, Y. A., & Khalife, D. (2022). *Impact of Workforce Diversity on Innovation*. 12(2), 68–96. <https://doi.org/10.4018/978-1-6684-3657-8.ch004>
- Chaudhry, I. S., Paquibut, R. Y., & Tunio, M. N. (2021). Do workforce diversity, inclusion practices, & organizational characteristics contribute to organizational innovation? Evidence from the U.A.E. *Cogent Business and Management*, 8(1). <https://doi.org/10.1080/23311975.2021.1947549>
- Chin, J. L., & Trimble, J. E. (2020). Dimensions of Diversity. In *Diversity and Leadership* (pp. 21–52). <https://doi.org/10.4135/9781483368801.n4>
- De Brún, A., & McAuliffe, E. (2020). Exploring the potential for collective leadership in a newly established hospital network. *Journal of Health Organization and Management*, 34(4), 449–467. <https://doi.org/10.1108/JHOM-12-2019-0353>
- Dildhani, A. K. D. N., Praveeni, S. M. N., & Fernando, J. A. A. N. (2019). Factors Affecting on Operational Efficiency. *Symposium Proceedings of Vavuniya Campus Research Symposium 2019, October*, 45–50.
- Falola, H. O., Ogueyungbo, O. O., & Ojebola, O. O. (2020). Influence of Workplace management initiatives on talent engagement in the Nigerian pharmaceutical industry. *F1000Research*, 9, 1–18. <https://doi.org/10.12688/f1000research.23851.2>
- Farmanesh, P., Vehbi, A., Zargar, P., Sousan, A., & Bhatti, F. (2020). Is There Always a Positive Relationship between Workplace Diversity and Organizational Performance, or Does Diversity Fatigue Imply a Suppressing Effect? *South East European Journal of Economics and Business*, 15(1), 14–26. <https://doi.org/10.2478/jeb-2020-0002>

- Fernandes, C., Veiga, P. M., Lobo, C. A., & Raposo, M. (2023). Global talent management during the COVID-19 pandemic? The Gods must be crazy! *Thunderbird International Business Review*, 65(1), 9–19. <https://doi.org/10.1002/tie.22249>
- Goel, R., Singh, G., Seema, Garg, V., & Venaik, A. (2019). Diversity at workplace: performance of human resource management practices in IT sector in NCR, India. *International Journal of Scientific and Technology Research*, 8(12), 3563–3567.
- Gomez, L. E., & Bernet, P. (2019). Diversity improves performance and outcomes. *Journal of the National Medical Association*, 111(4), 383–392. <https://doi.org/10.1016/j.jnma.2019.01.006>
- Gragnano, A., Simbula, S., & Miglioretti, M. (2020). Work-Life Balance : Weighing the Importance of Work-Family and Work-Health Balance. *International Journal of Environmental Reseach and Public Health*, 17, 9–11.
- Guirdham, M., & Guirdham, O. (2017). Communicating Across Cultures at Work. *Communicating Across Cultures at Work*. <https://doi.org/10.1057/978-1-137-52637-3>
- Gwala, S., & Mashau, P. (2022). Corporate governance and organisational performance in Africa: A systematic literature review. *African Journal of Business Management*, 16(10), 210–223. <https://doi.org/10.5897/AJBM2022.9373>
- Héliot, Y. F., Gleibs, I. H., Coyle, A., Rousseau, D. M., & Rojon, C. (2020). Religious identity in the workplace: A systematic review, research agenda, and practical implications. *Human Resource Management*, 59(2), 153–173. <https://doi.org/10.1002/hrm.21983>
- Hermansyah, H., Tukiran, M., Herlina, E., & Andrianto, M. T. (2022). A Review of Strategic Human Resources Management in Organization. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 5(2), 14422–14429.
- Iffat, S. C., Rene, Y. P., & Muhammad, N. T. (2021). Do workforce diversity, inclusion practices, & organizational characteristics contribute to organizational innovation? Evidence from the U.A.E. *Cogent Business and Management*, 8(1), 1–25. <https://doi.org/10.1080/23311975.2021.1947549>
- Iheme, J. ., Ezechi, C., Romanus, O. A., & Olasehinde, I. O. (2023). Workforce Diversity and its Effect on Employees' Performance among Selected Staff of Economic Commission of West African States Commission in Abuja, Nigeria. *Nigeria Academy of Management Journal*, 18(1).
- Ikemefuna, M., D, N. P. U. P., & Idris, A. A. (2020). Comparative Study of Diversity Management and Employee Fairness in the North Central Universities of Nigeria. *International Journal of Research and Innovation in Science (IJRIAS)*, 5(3), 2454–6194.
- Inegbedion, H., Sunday, E., Asaleye, A., Lawal, A., & Adebajji, A. (2020). Managing diversity for organizational efficiency. *SAGE Open*, 10(1), 1–10. <https://doi.org/10.1177/2158244019900173>
- Iqbal, S., Ashfaq, T., & Taib, C. A. Bin. (2022). A Systematic Literature Review on Organizational Performance in Global Higher Education: an Affinity Diagram Approach. *Pakistan Journal of Social Research*, 04(01), 688–701. <https://doi.org/10.52567/pjsr.v4i1.935>

- Jaipong, P., Nyen, V. C., & Siripipatthanakul, S. (2022). A case study on talent shortage and talent war of True Corporation, Thailand. *International Journal of Behavioral Analytics*, 2(3), 1–12.
- Jankelová, N., Skorková, Z., Joniaková, Z., & Némethová, I. (2021). A diverse organizational culture and its impact on innovative work behavior of municipal employees. *Sustainability (Switzerland)*, 13(6), 1–16. <https://doi.org/10.3390/su13063419>
- Khan, M. ., Ismail, F. ., Hussain, A., & Alghazali, B. (2020). The interplay of leadership styles, innovative work behavior, organizational culture, and organizational citizenship behavior. *SAGE Open*, 10(1), 1–16.
- Kiran, P. B. N. (2023). Investigating The Impact of Employee Diversity on Organizational Performance: A Human Resource Perspective. *Journal of Survey in Fisheries Sciences*, 10(1S), 5085–5095.
- Kriti, C. (2022). Impact of Cross-Cultural Diversity on Organizational Productivity. *International Journal of Research in Engineering, Science and Management*, 5(2), 70–73.
- Li, Z., Liang, L., Zhang, X., & Li, J. (2022). Impact of environmentally specific transformational leadership on organizational citizenship behavior for the environment: the role of moral reflectiveness and leader group prototypicality. *Journal of Environmental Planning and Management*, 66(7), 1413–1430. <https://doi.org/10.1080/09640568.2022.2027748>
- Makhdoomi, U., & Nika, F. (2018). Workforce Diversity and Organizational Performance- A Review. *International Journal of Enhanced Research in Management & Computer Application*, 7(3), 571.
- Nachmias, S., Mitsakis, F., Aravopoulou, E., Rees, C. J., & Kouki, A. (2021). Line Managers' Perceptions of Diversity Management: insights from a Social Exchange Theory Perspective. *Employee Relations*, 1–24. <https://doi.org/10.1108/ER-12-2019-0484>
- Naveed, R. T., Alhaidan, H., Halbusi, H. Al, & Al-Swidi, A. K. (2022). Do organizations really evolve? The critical link between organizational culture and organizational innovation toward organizational effectiveness: Pivotal role of organizational resistance. *Journal of Innovation and Knowledge*, 7(2), 100178. <https://doi.org/10.1016/j.jik.2022.100178>
- Navjeet, K., & Pallvi, A. (2020). Acknowledging gender diversity and inclusion as key to organizational growth: a review and trends. *Journal of Critical Reviews*, 7(6), 125–131. <https://doi.org/10.31838/jcr.07.06.25>
- Nienaber, H., & Martins, N. (2020). Exploratory study: Determine which dimensions enhance the levels of employee engagement to improve organisational effectiveness. *TQM Journal*, 32(3), 475–495. <https://doi.org/10.1108/TQM-05-2019-0151>
- Niu, Z., Jussibaliyeva, A., Sarfraz, H., Duisenbayeva, B., Ramirez-Asís, E., & Pelaez-Diaz, G. (2021). The impact of talent management on performance: moderating effect of career management. *Indian Journal of Economics and Business*, 20(2), 371–387.
- Nnadi, C. S. O., & Chinedu, U. A. (2019). Effect of Diversity Management Strategies on Employee Retention among Staff of Nigeria Deposit Insurance Corporation. *International*

- Journal of Academic Research in Business and Social Sciences*, 9(7), 999–1019.  
<https://doi.org/10.6007/ijarbss/v9-i7/6199>
- Nwaoma, P. C. (2022). Effects of Workplace Diversity on Employees' Job Performance in Selected Federal Universities in South-East Nigeria. *Jalingo Journal of Social and Management Sciences*, 4(2), 129–145.
- Oderinde, M.A & Olanipekun, L.O. (2023). Building an inclusive work environment and an adaptable workforce among selected academic staff of private universities in Lagos State, Nigeria. *WAUU Journal of International Affairs and Contemporary Studies (WJIACS)*, 2(3).
- Okilo, A., Kakatei, P. J., Tubonimi, O. A., & Bariweni, T. (2023). Workplace Diversity Management and Organisational performance. *Research Journal of Management Practice*, 3(4), 1–7.
- Olorunisola, I. K., & Ibronke, E. A. (2021). The Impact of Flexible Work Model on Employee's Work Life Balance in an Emerging Economy. *International Journal of Research and Innovation in Social Science*, 5(4), 2454–6186.
- Olowookere, T. M., Abdulraheem, I., & Abu, Z. (2021). Effect of Workforce Diversity on Organizational Performance: A Case Study of University of Ilorin Teaching Hospital. *International Journal of All Research Writings*, 2(8), 89–99.
- Omotayo, O., Anthonia, A., Hezekiah, F., Odunayo, S., Opeyemi, O., & Odion, E. I. (2020). Diversity management and organisational performance in deposit money banks in Nigeria. *Cogent Business and Management*, 7(1).  
<https://doi.org/10.1080/23311975.2020.1836751>
- Onwuzu, K. C., & Nnamani, E. (2023). Effect of Cultural Diversity on Organisational Performance: a Case Study of Nigerian Breweries. *British International Journal of Business and Marketing Research*, 6(2), 16–40.
- Pai, R. (2021). a Case Study on Diversity and Inclusion of It Sector: a Road Map for Organizational Advancement. *International Research Journal of Modernization in Engineering Technology and Science*, September, 2582–5208.
- Permana, A., Purba, H. H., & Rizkiyah, N. D. (2021). A systematic literature review of total quality management (TQM) implementation in the organization. *International Journal of Production Management and Engineering*, 9(1), 25–36.  
<https://doi.org/10.4995/IJPME.2021.13765>
- Pradhan, R. K., & Jena, L. K. (2017). Employee Performance at Workplace: Conceptual Model and Empirical Validation. *Business Perspectives and Research*, 5(1), 69–85.  
<https://doi.org/10.1177/2278533716671630>
- Reimer, N. K., Schmid, K., Hewstone, M., & Ramiah, ananthi al. (2020). Self-Categorization and Social identification: Making Sense of Us and Them. *Wiley-Blackwell.*, 2(2020), 1–30. <https://doi.org/10.31234/osf.io/gub8a>
- Saranya, A. (2022). The Impact of Artificial Intelligence (AI) in Human Resource Management (HRM). *Shanlax International Journal of Arts, Science and Humanities*, 9(4), 21–24.  
<https://doi.org/10.34293/sijash.v9i4.4758>

- Scarborough, Williams J., Lambouths, D., & Holbrook, A. L. (2019). Support of Workplace Diversity Policies: The Role of Race, Gender and Beliefs about Inequality. *Social Science Research, 1*(2), 1–46.
- Seliverstova, Y. (2021). Workforce diversity management: A systematic literature review. *Strategic Management, 26*(2), 3–11. <https://doi.org/10.5937/straman2102003s>
- Shet, S. V. (2020). Strategic talent management—contemporary issues in international context. *Human Resource Development International, 23*(1), 98–102. <https://doi.org/10.1080/13678868.2019.1650324>
- Sukalova, V., & Ceniga, P. (2020). Diversity Management in Sustainable Human Resources Management. *SHS Web of Conferences, 74*, 01033. <https://doi.org/10.1051/shsconf/20207401033>
- Sun, J., Wu, S., & Yang, K. (2018). An ecosystemic framework for business sustainability. *Business Horizons, 61*(1), 59–72. <https://doi.org/10.1016/j.bushor.2017.09.006>
- Tajfel, H. (1978). Experiments in Intergroup Discrimination. *Scientific American, 223*, 96–102.
- Tamunomiebi, M. D., & Worgu, V. O. (2020). Talent Management and Organizational Effectiveness. *Journal of Contemporary Research in Social Sciences, 2*(2), 35–45. <https://doi.org/10.33094/26410249.2020.22.35.45>
- Theys, N. A., & Schultz, C. M. (2020). A qualitative perspective of Talent Management. *Journal of Contemporary Management, 17*(1), 64–85. <https://doi.org/10.35683/jcm19111.56>
- Tongo, N. I., Awomailo, L. B., Ajose, O. A., & Aderemi, T. A. (2023). Impact of Workplace Diversity and Inclusion on Organisational Productivity in Nigeria: A Case Study. *Acta Universitatis Danubius, 19*(2), 58.
- Uche, C. B., Onokala, U., Okundalaiye, H., George, B., & Oni, O. (2020). Workplace Diversity and Organizational Culture in the Nigeria'S Maritime Industry. *Unilag Journal of Business, 6*(2), 120–138.
- Ugbomhe, U., & Osagie, N. . (2019). Collective Bargaining In Nigeria: Issues, Challenges and Hopes. *Journal of Human Resources Management and Labor Studies, 7*(1), 20–32. <https://doi.org/10.15640/jhrmls.v7n1a3>
- Welman, F. O., Edwinah, A., & Nwoke, A. M. (2022). Workforce Diversity and Organizational Performance: Theoretical Perspective. *South Asian Research Journal of Biology and Applied Biosciences, 4*(5), 198–202. <https://doi.org/10.36346/sarjbm.2022.v04i05.004>
- Wright, P. M., & McMahan, G. C. (1992). Theoretical Perspectives for Strategic Human Resource Management. *Journal of Management, 18*(2), 295–320. <https://doi.org/10.1177/014920639201800205>
- Xu, Y., Zhao, J., Fang, Q., Wang, H., Wang, D., Zeng, B., & Wang, Y. (2022). The Theory and Method of Organizational Effectiveness Evaluation. *Proceedings of the 2022 8th International Conference on Humanities and Social Science Research (ICHSSR 2022), 664*(Ichssr), 2419–2423. <https://doi.org/10.2991/assehr.k.220504.437>