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# Effect of Workforce Diversity Management on Employee Performance in Educational Institutions

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**Abstract:** *Workforce diversity has both positive and negative effects on performance, which may create challenges as well as opportunities based on the effectiveness of the leadership. The leadership approach and organizational policy for managing employees have discussed theoretical underpinning which ultimately influences employee performance in academic institutions and hence the quality of students. This study examined the effect of workforce diversity management in educational institutions and its effect on employee performance. A structured survey following the deductive approach and analytical research design was used to collect information from conveniently selected self-administered 392 administrative employees of private colleges in Kathmandu. The study revealed significant positive effect of personality diversity, attitude diversity, age diversity, gender diversity, tenure diversity, and ethnic diversity management on employee performance. Among different diversity management practices, attitude and gender diversity management strongly influenced employee performance. This study contributes to improving administrative performance by addressing the diversity issue of higher education institutions. In addition, this study adds value to the social identity theory for employee performance, as the study suggests its significance to improve positive in-group behavioral intentions.*

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**Keywords:** *workforce diversity management, employee performance, age diversity, gender diversity, tenure diversity, ethnic diversity, employee belief, attitude diversity, personality diversity*

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## I. INTRODUCTION

Higher educational institutions are at the center of criticism regarding the quality of education so that graduates can cope with the changing job demands in the dynamic and complex labor market situation. Educational institutions are blamed for the skyrocketing students' overseas flit. This is a growing challenge to educational institutions including universities and the government to retain students, while just-retaining strategies could deteriorate the quality of education. Employees' commitment, innovativeness, and performance are the central focus of satisfying students. Employee performance (EP) is the central issue in the competitive world (Saeed & Asghar, 2012) for the effective use of inputs for maximum output irrespective of the business sector. The employees' productivity (Robbins, 1996) is appreciated and recognized by the organization in terms of the output of their behavior and skills (Armstrong, 2003). EP is influenced by various factors, including intrinsic and extrinsic motivation, organizational culture, incentives, role clarity, personal development, continuous learning, competitive compensation, and overall efficiency. Workforce diversity is a burgeoning issue from employees' behavioral and socioeconomic issues (Roberson, 2019) determining employee performance.

For several reasons, workforce diversity positively impacts employee performance (Omotayo et al., 2020). A diverse group of employees brings unique experiences and perspectives, leading to more creative and innovative solutions (Pless & Maak, 2004). This diversity encourages a broader range of ideas and approaches. Diversity exposes employees to different cultures, languages, and ideas, expanding their knowledge and understanding and increasing innovation (Wu, 2013). Additionally, a diverse workforce fosters an inclusive culture that boosts employee engagement and satisfaction (García-Rodríguez et al., 2020). When employees feel valued and respected for their differences, they are more motivated to excel, resulting in higher productivity, increased creativity, and better decision-making for higher performance. By recruiting from different backgrounds, organizations access a broader talent pool and diverse skill sets, enabling them to better adapt to changing market needs (Cho et al., 2017). Diversity management enables employee performance for the organizational performance.

Within an organization, there is a multitude of individuals representing various distinct groups. It is imperative for the organization's managers to effectively oversee these diversities to create a favorable influence on the performance of these individuals (Omotayo et al., 2020). Diversity within an organization is crucial in minimizing conflicts by bringing together individuals with shared goals rather than creating divisions among them. This diverse group may hold similar attitudes towards certain aspects, which can consequently contribute to a decrease in conflicts. As conflicts diminish, there is a natural potential for increased productivity (Patrick & Kumar, 2012). Today, organizations are increasingly dedicating more incredible resources to developing their human workforce, recognizing that the advantage of human capital is the sole factor capable of setting one organization apart from other resources (Johnson & Johnson, 2009). Employees with different ages, genders, tenures, work experience, educational qualifications, religions,

regions, castes, nationalities, personalities, cultures, and languages have been working together in the natural process to fulfill the state's legal provision.

The shifting demographic composition of the workforce has prompted numerous organizations to reconsider and revamp their corporate cultures, values, norms, and belief systems (Choi & Rainey, 2010). Diversity research is receiving significant attention due to societal and cultural shifts, economic changes, globalization, and the movement of people in pursuit of improved prospects (Roberson, 2019). Furthermore, consolidating and acquiring companies for long-term viability in global markets have underscored the imperative of cultivating a global workforce. Saxena (2014) highlights that in today's ever-changing environment, workforce diversity is recognized as a fundamental requirement, although effectively managing it poses a significant challenge. After investing in fostering workforce diversity, organizations often seek to understand its influence on employee performance. Nevertheless, a diverse workforce comes with both advantages and obstacles. Researchers contend that when a diverse workforce is recruited and managed highly effectively and efficiently, with any resulting issues addressed adeptly, it can undoubtedly positively impact employee performance. Employee performance becomes significant to defining and determining the quality of education which can be detrimental in downsizing the students' overseas flit and fulfills the skills demand of the labor market. Stating a research problem 'whether the diversity management practices have a significant role in determining employees' performance'; this study examines the workforce diversity's effects on employee performance in higher educational institutions in Kathmandu.

## II. LITERATURE REVIEW

The impact of diversity management can be studied with several theories, including social identity theory (Hogg, 2006; Zhang, 2019) and optimal distinctiveness theory (Brewer, 1991; Leonardelli et al., 2010). Social identity theory, considered a foundational psychological theory, elucidates how individuals identify themselves within their respective groups (Zhang, 2019). According to this theory, individuals categorize themselves into social groups, shaping their interactions with both in-group and out-group members (Stahl et al., 2010).

Optimal distinctiveness theory underscores the importance of fostering an inclusive organizational culture. Advocates of this theory assert that individuals desire to be similar to those with whom they share affiliations (Greenberg et al., 2007) while simultaneously seeking acknowledgment of their unique attributes (Brewer, 1991; Shore et al., 2011). When striving to cultivate an inclusive workplace, it becomes crucial to emphasize commonalities among employees, effectively managing diversity (Brewer, 1991; Shore et al., 2011). In doing so, organizations can achieve enhanced organizational performance, including improved job satisfaction (Acquavita et al., 2009; Nishii, 2013) and employee performance (Khan et al., 2019). This study is based on social identity theory and optimal distinctiveness theory considering the individual behavior leading performance.

### *Understanding Workforce Diversity*

Diversity pertains to acknowledging and embracing variations among individuals within a specific group, institution, or community. It encompasses a broad spectrum of aspects, including race, ethnicity, gender, age, faith, sexual orientation, disability, and economic standing (Kundu & Turan, 1999). Diversity makes the workforce heterogeneous based on employees' discrepancies (Ehimare & Ogaga-Oghene, 2011). In the current scenario, employing a diversified workforce is necessary for every organization, but managing such a diversified workforce is also a big challenge for management (Saxena, 2014). Diversity refers to the co-existence of people from different cultural backgrounds within an organization (Kundu & Turan, 1999; Kochan et al., 2003). In industrial and business contexts, diversity can also be characterized as a collection of employee variances, encompassing personality traits, social factors, demographic attributes, and professional distinctions throughout different organizational levels (Cox, 1991). Vedpuriswar (2008) asserted that diversity should extend beyond political correctness; its business value lies in fostering innovation. An equitable blend of younger and older employees can enhance creativity among individual workers.

### *Concept of Employee Performance*

Employee performance is the measure of output vis-a-vis input (Saeed & Asghar, 2012). Employee performance is dependent on a lot of organizational factors like organizational culture and environment, job security, salary, incentives, and job satisfaction. What an employee does and does not do represents employee performance (Schehar, 2013). Performance pertains to carrying out a task, putting plans into action, accomplishing goals, or attaining recognizable results. Employee performance is the effective fulfillment of one's responsibilities to produce favorable outcomes. It encompasses how proficiently an employee aligns with the job's requirements (Kyalo & Gachunga, 2015). Employee performance is evaluated based on productivity, efficiency, work quality, and performance assessments.

### *Diversity and Employee Performance*

There is a growing search for innovative approaches to enhance organizational performance and address business challenges in the competitive business environment. Including a diverse workforce has emerged as a crucial mechanism for boosting employee and organizational performance (Joseph & Selvaraj, 2015). Organizational environment supporting employee diversity contributes to higher employee productivity. However, as Jackson and Alvarez (1991) and William and O'Reilly (1998) caution, ineffective workforce diversity management can lead to conflicts, miscommunication, power struggles, and political issues. Gilbert and Ivancevich (2000) and Shaw (1993) argue that effectively managing a diverse workforce is crucial for providing equal opportunities and enhancing employee competitiveness. Failure to address incompatibilities within a diverse work group can result in conflicts (Hasan et al., 2009; Mckeena, 2000). Erasmus (2007) underscores that a lack of skills in handling a diverse workforce and addressing factors

contributing to effective diversity management can obstruct employee performance.

Organizations that do not effectively handle diversity may result in dissatisfaction among employees and customers (Khandelwal, 2002). Organizations have realized that a diverse workforce can lead to increased employee satisfaction, enhanced productivity, and, ultimately, more satisfied customers (Dobbs, 1998), resulting in motivation for higher performance (Barney, 2001). Woods and Sciarini (1995) argue that a diverse workforce helps organizations attract and retain talent and skills, with diversity-related issues becoming increasingly important in the service industry. It is noted that the productivity of a diversified workforce is higher than that of a homogeneous workforce resulting in a lower cost of production (Ayub et al., 2013). Eventually, the diversity management enhances the workforce commitment (Schehar, 2013). Kyalo and Gachunga (2015) elucidated that diversity is increasingly acknowledged and employed as a valuable organizational asset to deliver exceptional customer service or maintain a competitive advantage.

#### *Personality Diversity Management and Employee Performance*

Personality traits are individuals' tendencies to behave similarly across settings and situations (Ones et al., 2005). Proactive persons perform a higher level of jobs compared to less proactive employees (Zhang, 2019). Personality diversity differs from the broad desirable goals that inspire employees' actions and serve as guiding principles. Personality differences among employees cause differences in their work attitudes and dedication of time to serve clients. Employees' value proposition affects their behavioral outcomes, like organizational commitment (Arasanmi & Krishna, 2019). Based on this evidence, this study formulated the following hypothesis:

*H<sub>1</sub>: Personality diversity management has a significant effect on employee performance.*

#### *Attitude Diversity Management and Employee Performance*

An attitude represents a person's mental perspective, shaping how they perceive situations and ultimately influencing their behavior (Alwaki, 2018; Crossman & Abou-Zaki, 2003). In a workplace context, employees can hold positive or negative attitudes towards various aspects such as work tasks, services or products, colleagues, management, or the organization (Bakker et al., 2007). An employee possessing a positive attitude comprehends the intricacies of the business landscape and can acclimate to the organizational milieu. This adaptation contributes to a comprehensive enhancement in the overall effectiveness and output of the entire business performance (Rahiman & Kodikal, 2017). Positive employee attitude is when an employee views a negative customer service call as an opportunity to turn the customer's experience from bad to good (Crossman & Abou-Zaki, 2003; Magoshi & Chang, 2009). Conversely, negative attitudes often lead to apathy towards routine responsibilities, making employees easily irritable over minor issues and resulting in subpar task completion (Peterson et al., 2011). It was observed that there is a noteworthy association between employee attitudes and their performance (Bartel et al., 2011) explored the connection between employee attitudes

and sales performance in vertical fixed-effect sales models. The following hypothesis was formulated based on empirical evidence:

*H<sub>2</sub>: Attitude diversity management in employees has a significant effect on their performance.*

#### *Age Diversity Management and Employee Performance*

Chathoth et al. (2011) uncovered that differences among generations working under the same roof arise from delayed retirement of older individuals, communication gaps, varying work styles, and adaptability to modern technologies. This often leads to frustration among younger employees due to limited growth opportunities. Contrary to these challenges, older workers can be just as active, profitable, and skilled as their younger counterparts (Al-Qahtani & Higgins, 2013). A diverse age group workplace is likely to foster innovation and productivity compared to a homogeneous age structure (O'Reilly et al., 1998). In a global business landscape with shifting demographic trends, addressing workplace equality through diversity has been proposed as a solution to the political and moral challenges of balancing external competition with internal workplace equality (Riach, 2009). Kunze et al. (2009) further elaborate that age stereotypes exist for both older and younger workers, whether positive or negative. When age becomes a significant criterion for differentiation, it can breed insecurity, emotional instability, and discrimination within organizations. Backes-Gellner and Veen (2009) summarize that age diversity may affect worker efficiency due to differences in beliefs, values, and preferences among distinct age groups, often resulting in productivity issues, conflicts, and clashes. Each generation tends to believe in the uniqueness of its strengths, leading to disparities arising from generational gaps (Andreoletti & Howard, 2018). With empirical evidence, the following hypothesis was formulated:

*H<sub>3</sub>: Age diversity management significantly influences employee performance.*

#### *Gender Diversity Management and Employee Performance*

Chang and Milkman (2020) highlight the practical advantages of gender diversity in the workplace for organizations: enhanced team and firm performance, increased innovation, improved occupational well-being, and better corporate governance. Stereotypes and biases that ascribe positive attributes and higher status to males contribute to and clarify gender-related distinctions within organizations (Berkowitz & Devine, 1989). Kochan et al. (2003) examined gender-based diversity and found that it fosters cooperation and collaboration among managers and non-managers. Effective management of gender-related issues, including identification, discussion, and resolution, can enhance the impact of diversity in the workforce. However, mixed-gender groups perform better than single-gender groups (Eagly & Wood, 1991).

Gender, in this context, pertains to an individual's self-identity and their association with masculine or feminine traits as defined by societal norms (Unger, 1979). These gender differences influence how individuals behave in the workplace. At times, gender diversity can lead to negative behaviors like discrimination, prejudice, and stereotyping,

which ultimately impact workplace efficiency adversely. Connell (2003) argued that gender diversity positively correlates with employee performance. However, O'Reilly, Williams, and Barsade (1998) suggested that gender heterogeneity could hinder team performance. McMillan-Capehart (2003) maintained that gender diversity can confer competitive advantages upon organizations. Emiko and Eunmi (2009) emphasize addressing and managing gender-related issues within the workforce to maximize the effectiveness of diversity initiatives. This study formulated the following hypothesis based on this evidence:

*H<sub>4</sub>: Gender diversity management has significant influence on employee performance.*

#### *Tenure Diversity Management and Business Performance*

Carr *et al.* (2006) define workplace experience as the knowledge, skills, and expertise a worker acquires throughout their professional journey in a specific field. Employees' experience reflects their commitment, consistency, and ongoing improvement in their professional knowledge, ultimately influencing organizational performance. Weske and Schott (2018) suggest that employees with shorter tenures may exhibit lower motivation, potentially resulting in reduced job performance. When organizational tenure within teams is uniform, it can lead to greater adherence to established norms and a reluctance to challenge the existing status quo (Wiersema & Bantel, 1992). Similarly, Dobrow and Ganzach (2014). assert that while long-serving employees were once highly valued for their extensive organizational knowledge, this prolonged tenure may now have a detrimental impact on performance. Thommes and Klabuhn (2021) explain that an excessive disparity in organizational tenure can lead to heightened conflict, reduced team cohesion, and decreased information sharing. Based on the evidence, this study formulated the following hypothesis:

*H<sub>5</sub>: Tenure diversity management of the employees significantly influences employee performance.*

#### *Ethnic Diversity Management and Employee Performance*

As Sayers (2012) defined, ethnicity encompasses a shared cultural identity, including traditions, customs, routines, attire, beliefs, and values among individuals. Jones *et al.* (2020) extend this definition by emphasizing that ethnic diversity encompasses individuals from various ethnic backgrounds. This increasing diversity is attributed to organizations' rising expectations for diversity, which includes the emergence of multicultural groups focused on education, family, and religion. Watson *et al.* (2002) find that ethnic diversity enhances problem-solving by incorporating diverse perspectives from different ethnic backgrounds, ultimately leading to improved team success as teams learn to leverage these differences.

Oerlemans and Peeters (2010) underscore the growing interest in ethnic diversity within Western organizations, a sentiment echoed by O'Reilly *et al.* (1998), who notes the profound impact of increasing ethnic diversity on the workforce due to demographic shifts.

There is a significant challenge posed by the increasingly culturally diverse workforce, emphasizing that multicultural discussions transform organizations, invigorate public discourse, and strengthen social, political, and economic well-being.

Ethnicity, however, presents a dual nature with advantages and disadvantages. Timmermans and Epstein (2010) suggest that ethnic diversity can substitute or complement cultural backgrounds, fostering innovation and creativity among group members. There is a need to study the behavior of different ethnic groups in institutions, especially as organizations become more racially diverse. Dahlin *et al.* (2005) acknowledge that ethnic diversity may lead to conflicts and tensions, often rooted in social categorization. Van Esbroek and Athanasou (2008) emphasize that managing a diverse workforce is essential to capitalize on organizational benefits while addressing potential weaknesses associated with ethnic diversity that could adversely impact employee performance. Based on the discussion, the following hypothesis was formulated:

*H<sub>6</sub>: Ethnic diversity management has a significant effect on employee performance.*

Based on the above literature, following research framework has been developed.

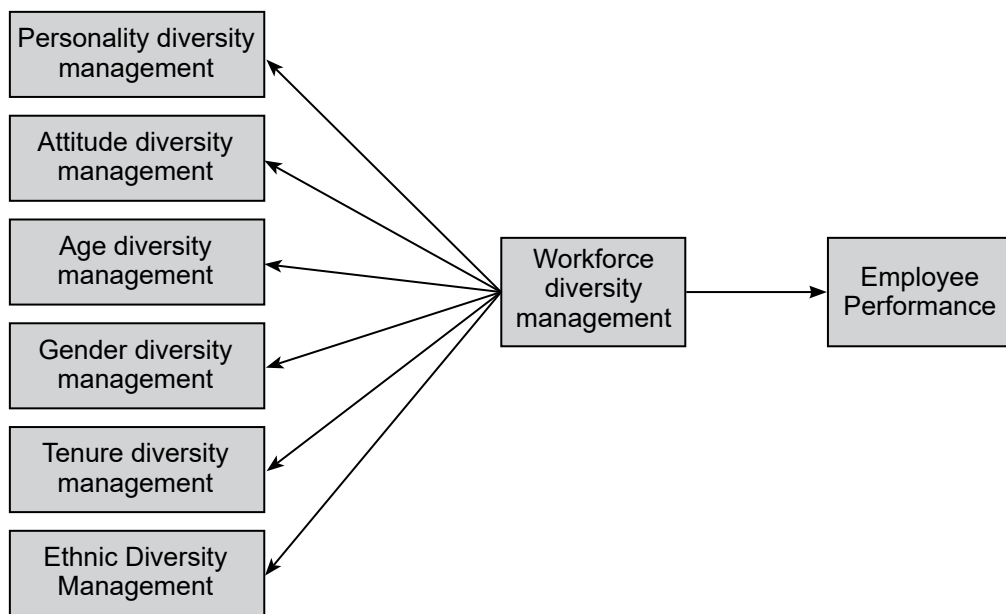


Figure 1. Conceptual Framework

### III. METHODOLOGY

The study aimed to examine the effect of diversity management practices on employee performance at higher educational institutions in Kathmandu, using an analytical research design and a deductive approach. A series of structured questionnaires utilizing a five-point Likert scale were employed to gather data relevant to the research inquiries. The questionnaire survey was conducted to collect employees' viewpoints concerning



performance and the implementation of workforce diversity within the higher educational sector in Nepal. Inquiries about workforce diversity typically sought respondents' input regarding the characteristics of diversity within their workplace. At the same time, performance-related questions asked respondents to evaluate their performance within the context of that diversity. The representation statements on personality management 'you feel your organization listens to and values your opinions,' attitude diversity management 'it is important for you to feel a sense of purpose and meaning in your work,' age diversity management 'there is a proper mix of employees from all the age groups in the organization,' gender diversity management 'there is no gender bias during the performance,' tenure diversity management 'employees who have spent a long time within the organization hold a special importance,' ethnic diversity management 'employees from all the ethnicity are involved in the decision-making process,' and employee performance 'you always meet the targets assigned to you and deliver results on time.' All items were measured on a five-point Likert scale as strongly agree-5, agree-4, neutral-3, disagree-2, and strongly disagree-1. Three hundred ninety-two respondents (administrative employees of private colleges in Kathmandu) were selected conveniently, accumulating an 85 percent response rate. Sample respondents were selected with multiple sample processes: first, the colleges from +2, undergraduate level, and undergraduate and master level both; second, respondents, were selected from different departments like general administration, education administration, examination, and account; third, the employees representing each department were selected conveniently (some purposively as they need to be able to answer the questionnaire). As far as possible special care was given to balance the demographic variables. Data was collected by visiting the respondents personally, respondents filled out the questionnaire at their own ease and collected the questionnaire back after three to seven days after distributing it. Model fit was tested with the SEM approach. In the sample, the majority (42.60%) of respondents have experience of more than five years, followed by experience of 2-5 years (31.38%), and less than two years (26.02%). Regarding age, the majority (41.32%) of respondents were 25-35 years followed by more than 35 years (34.45%), and less than 25 years (24.23%). While the majority of employees (65.05%) were married. The majority (49.74%) of respondents qualify for the undergraduate level.

Principal Component Analysis with Varimax Rotation was employed for factor analysis due to the contextualization of items. Following the recommendations of Hair et al. (2010), items with factor loadings of 0.5 or higher were included in the factors. Cut-off values of 0.50 for Average Variance Extracted (AVE) and 0.70 for Composite Reliability (CR), as suggested by Hair et al. (2010) were chosen to ensure convergence and internal consistency.

Table 1 presents a summary of construct statistics, including the means (SD) for personality diversity management, attitude diversity management, age diversity management, gender diversity management, tenure diversity management, ethnicity diversity management, and employee performance, which are 3.99 (0.57), 3.39 (0.81), 3.42 (0.71), 3.59 (0.65), 3.54 (0.86), 3.71(0.52), and 3.69 (0.64) respectively. Mean values

exceeding 3 (the cutoff point) indicate that respondents are generally satisfied with the items related to each construct. Mean values surpassing 3 (the established threshold, i.e., cutoff point or median value in the satisfaction level 1-5 where 1 for strongly dissatisfied and 5 for strongly satisfied) suggest that respondents generally express satisfaction with the items associated with each construct.

Table 1

## Validity concern of the model

(PDM- Personality diversity management, ADM-Attitude diversity management, AgDM-Age diversity management, GDM-Gender diversity management, TGM-Tenure diversity management, EDM-Ethnicity diversity management, EP-Employee performance)

	Mean (SD)	CR	AVE	MSV	MaxR (H)	PDM	ADM	AgDM	GDM	TGM	EDM	EP
PDM	3.99 (0.57)	0.876	0.742	0.292	0.927	0.861						
ADM	3.39 (0.81)	0.862	0.537	0.189	0.858	0.194	0.733					
AgDM	3.42 (0.71)	0.883	0.624	0.189	0.894	0.307	0.435	0.799				
GDM	3.59 (0.65)	0.868	0.503	0.046	0.872	0.131	0.04	0.151	0.931			
TGM	3.54 (0.86)	0.872	0.573	0.375	0.897	0.44	-0.02	0.19	0.214	0.934		
EDM	3.71 (0.52)	0.878	0.527	0.416	0.882	0.403	0.136	0.313	0.149	0.487	0.937	
EP	3.69 (0.64)	0.853	0.522	0.119	0.86	0.293	0.32	0.254	0.078	0.178	0.345	0.722

Source: Calculations from researcher's own work (2023)

The square root values of AVE (indicated as bold diagonal elements) stand as proof of discriminant validity, as these square root values exceed the correlations (Hair *et al.*, 2020), signifying the absence of any concerns regarding discriminant validity (Fornell & Larcker, 1981; Campbell & Fiske, 1959). Model fit indices, such as CMIN/DF (2.31), GFI (0.933), TLI (0.921), CFI (0.952), NFI (0.902), and RMSEA (0.041), satisfy the criteria for an adequate model fit (Hair *et al.*, 2014).

*Model Significance and Testing Hypotheses*

Multiple regressions were done to estimate the effect of diversity management variables on employee performance.

The study (Table 2) revealed that personality diversity management ( $t = 2.168$ ,  $p < 0.001$ ) is insignificant in determining employee performance, providing evidence to refute H1. Similarly, attitude diversity management was found to have a significant positive effect in predicting employee performance ( $t = 2.733$ ,  $p < 0.001$ ), providing empirical evidence supporting H2. Similarly, age diversity management exhibits a significant positive standardized coefficient with statistical significance ( $t = 3.945$ ,  $p < 0.001$ ). This outcome provides enough evidence for accepting hypothesis H3. Likewise, the study revealed a substantial role of gender diversity management in predicting employee performance with the standardized coefficient (1.492,  $p < 0.001$ ) supporting the acceptance of H4. The role of tenure diversity management is significant, with a standardized coefficient

of 0.712 ( $p < 0.001$ ) providing evidence to support H5. This implies that a broader range of management of employee tenures is associated with an increase in overall employee performance. Results (Table 2) also revealed that ethnicity diversity management does play a significant role in predicting employee performance. The standardized coefficient t-value is (18.011,  $p < 0.001$ ), providing evidence to support H6. Among the different diversity management issues, attitude and gender diversity management have a vital influence on employee performance.

Table 2

Model summary and coefficients predicting employee performance

	Unstandardized Coefficients (Beta)	t	Sig.	VIF	F(Sig.)	Adj. R2
(Constant)	2.350	9.547	0.000	2.11	363.92(.000)	0.917
AgDM	0.376	3.945	0.000	1.99		
GDM	1.492	14.156	0.000	2.21		
TDM	0.712	5.386	0.000	2.32		
EDM	0.403	18.011	0.000	1.97		
PDM	0.168	2.168	0.001	2.12		
ADM	2.193	2.733	0.000	2.14		

*Dependent Variable: Employee Performance*

*Predictors: (Constant), PDM- Personality management, ADM-Attitude diversity management, AgDM-Age diversity management, GDM-Gender diversity management, TGM-Tenure diversity management, EDM-Ethnicity diversity management, EP-Employee performance*

#### IV. RESULT AND DISCUSSION

This study investigated the influence of workforce diversity management on employee performance of the education institutions in Kathmandu. There are diversities in terms of gender, age, ethnicity, experience, skills, attitudes, and tenure in the education industry. Educational institutions are found to have higher personality diversity management practices, followed by ethnicity diversity management practices, gender diversity management, age diversity management, and attitude diversity management practices. The results revealed a significant positive impact of attitude, age, gender, tenure, and ethnicity diversity management on employee performance. These results align with prior research, including Oerlemans and Peeters (2010). There was a significant effect of personality diversity management in predicting employee performance, contradicting the findings of Duboff and Heaton (1999).

Personality traits represent consistent behavioral tendencies across various situations. Highly proactive individuals excel in more demanding roles than their less proactive counterparts. Personality diversity encompasses a range of desirable goals that motivate employees and shape their behavior. The value proposition based on the

personality of employees has a direct impact on outcomes like organizational commitment. This study has found a positive significant impact of personality diversity management. This result supports the findings of Arasanmi and Krishna (2019), Ones *et al.* (2005), and Zhang (2018).

The study established a positive significant relationship between employee attitude diversity management and employee performance, aligning with previous studies, including Bakker *et al.* (2007) and Lichtenthaler (2020). An employee's attitude results from their upbringing, encompassing ingrained thought patterns and perspectives they have absorbed over numerous years from peers, parents, teachers, mentors, and other influential figures. The impact of an employee's attitude extends to their interactions with colleagues, supervisors, and customers, ultimately affecting their job performance. It shapes how they respond to others and influences their perception of their organizational role. Particularly in work settings that require collaboration, an employee's attitude can determine the success or failure of group endeavors.

Age diversity in the workforce can lead to reduced work performance as it may result in compatibility issues among employees. Age diversity signifies the differences observed among various groups of employees within an organization stemming from their distinct characteristics. This study explored the positive impact of age diversity management on employee performance. This result is similar to the findings of previous studies, including Al-Qahtani and Higgins (2013), Backes-Gellner and Veen (2009), Chathoth *et al.* (2011), O'Reilly *et al.* (1998), Kunze (2009), and Riach (2009).

Diversity based on gender is believed to foster greater cooperation and collaboration in managerial and non-managerial roles. Conversely, organizations that establish inclusivity for all employees, regardless of gender, and implement policies to eradicate workplace discrimination can reap the advantages of gender diversity. This study explored the positive significant impact of gender-based diversity on employee performance, which supports the findings of different studies, including Berkowitz and Devine (1989), Chang and Milkman (2020), Eagly and Wood (1991) and Kochan *et al.* (2003).

An excessive gap in organizational tenure can result in increased conflict, reduced team cohesion, and decreased information sharing. Long-serving employees were once highly valued for their extensive organizational knowledge. This extended tenure may now have a detrimental impact on performance. Employees with shorter tenures may display lower motivation, potentially resulting in diminished job performance. This study explored a positive significant impact of tenure diversity management on employee performance, supporting the findings of previous studies, including Carr *et al.* (2006), Dobrow and Ganzach (2014), Thommes and Klabuhn (2021), and Weske and Schott (2018), Wiersema and Bantel (1992).

Ethnic diversity encompasses shared cultural elements such as traditions, customs, attire, and values because of various ethnic backgrounds. The study explores the positive significant effect of ethnic diversity management and employee performance. Ethnic diversity enhances the positive impact of ethnic diversity on problem-solving, as

diverse perspectives from different ethnic backgrounds enhance team success. Ethnic can complement or substitute for cultural backgrounds, fostering innovation and creativity among group members. However, ethnic diversity can lead to conflicts rooted in social categorization. To cope with the negative influence of ethnic diversity on organizational success, effective diversity management is a must. The finding of the study regarding ethnic diversity is similar to the previous findings, including Dahlin *et al.* (2005), Oerlemans and Peeters (2010), O'Reilly *et al.* (1998), Timmermans and Epstein (2010), and Van Esbroek and Athanasou (2008).

## V. CONCLUSION AND IMPLICATION

The study revealed that workforce diversity management within higher educational institutions is a multifaceted and critical aspect of today's educational landscape. This investigation has highlighted the importance of embracing diversity among employees as it significantly contributes to overall employee performance. Creating an inclusive environment that values the contributions of individuals with diverse backgrounds prepares organizations for future success in an interconnected global society, becoming successful in transferring value-driven knowledge, and labor-market-driven skills to the students. Assurance of a quality education system may be vital in addressing student turnover issues in the country.

The evidence presented in discussion emphasizes the positive effect of a diverse workforce on job outcomes. Exposure to various perspectives and experiences challenges preconceived notions and encourages critical thinking. Moreover, a diverse workforce fosters innovation and creativity within educational institutions. When individuals from different backgrounds collaborate, they bring unique insights and problem-solving approaches, leading to innovative teaching methods and breakthroughs in research. The exchange of ideas and perspectives among faculty and staff creates a dynamic and intellectually stimulating environment, benefiting the academic community and society. Higher educational institutions need to ensure the proper management of personality diversity, attitude diversity, age diversity, gender diversity, tenure diversity, and ethnic diversity to develop the synergy effect to foster better performance. Diversity management not only expedites organizational performance but also fosters organizational social responsibility status following the legal provision with ample proactive strategy.

In conclusion, workforce diversity management in higher educational institutions is a crucial factor in performance differences; it is a transformative force that enriches educational experiences and enhances academic achievements. By striving for workforce diversity and cultivating inclusive environments, educational institutions can contribute to a more equitable, compassionate, and resilient society where diversity is celebrated and valued as a source of strength and enrichment.

This study contributes to enhancing our shared understanding of the role of employee diversity management practices within organizations. Effective diversity management practices become source of employee motivation as it respect and ensure the personal and

social identity of each of the organizational members. Enriching diversity, organizations can encourage effective in-group and out-group interactions, which helps create problem-solving approaches, leading to customer satisfaction. Diversity management enhances innovative ideas and team-based performance through collaboration and harmony on the job. Further, this research validates the applicability of the social identity theory within the educational organizational context. However, future researchers can examine the same idea in a non-academic context and diverse methodological scope.

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