
Evaluation of Diversity Management and Employees' Performance Among Universities in Ondo State Nigeria

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ABSTRACT: *Diminishing employees' outputs have been major challenges for government, profit and non-profit organisations across the globe. This downward trend has been attributed to low employees' morale caused by discriminatory practices in the workplace, most especially the university system. This study evaluated influence of diversity management on employees' performance in public and private universities in Ondo State, Nigeria. Cross-sectional research survey design was employed to gather data from primary source and the study population was 5762. Taro Yamane (1967) formula was used to determine the sample size of 1,548. Purposive sampling technique was used in the study and out of 1548 questionnaire that were distributed, 1,121 questionnaire were filled and returned for analysis. Descriptive statistics and inferential statistics (linear multiple regression analysis) were used to determine the effects of the predictor variables on the explanatory variable. Findings revealed that educational qualifications had significant positive effect on employees' performance in public and private universities in Ondo State ($f = 43.557, p < 0.05$); and tenure of job diversity had significant positive effect on employees' performance in public and private universities in Ondo State ($f = 43.914, p < 0.05$). The study concluded that diversity management (educational qualification and tenure of job) had statistically significant effects on employees' performance among universities in Ondo State, Nigeria. Therefore, the study recommends that people of different skills and educational levels should be offered job opportunities and talents should be retained in the universities as a way of stemming high labour turnover as it is being experienced today.*

KEYWORDS: Diversity Management, Employees' Performance, Education Qualification and Tenure of job.

INTRODUCTION

Employees are the major drivers of quality service delivery and increased performance in the workplace. Adubasim, Adim, and Ibekwe (2018) posited that the issue of employees' performance is sacrosanct in the workplace, whether the organisation is profit or non-profit-oriented. The global perspective of employee performance, as rightly observed by Khan, Sohali, Sufyan, Uddin, and Basil (2019) confirmed that effective employees' performance is crucial to achieving organisational objectives while maximising employees' contributions. The study of Durga (2017) posited that performance is the achievement of desire objectives through effective and efficient accomplishment of assigned responsibilities. In this digital age, organisations are doing their best to build and motivate their employees continually in order to achieve their objectives while operating within the global standard.

However, certain levels of education and skills are being short-changed in the scheme of things and careers are being interrupted in view of some measures that some organizations have been incorporating as a result of which the attitudes, character and feelings of employees towards their jobs have negatively impacted their performance, most especially in the Nigerian university systems (Akilo & Adegbo, 2019; Faloye & Owoeye, 2019; Mohammad, 2017; Ordu, 2016; Ogunsanwo et al., 2020). In the same vein, Akinnusi *et al.* (2017); Zidafamor, (2016) established that there were discriminatory attitudes in some workplaces, and that lack of cooperation among workers have grown in Nigeria's organizations beyond limits, and these suppress employee morale causing poor performance. The employees' productivity in Ondo State is below expectation due to poor payment of salaries which have been lowering the spirit of commitment to work and abysmal reduction in employees' performance across the public and private sectors of the States' economy (Dunmade *et al.*, 2021).

Diversity manifests not only in the recognition people give themselves but also in how they are recognized by others. Also, it doesn't show through demographic dimensions alone but extends to individual differences and similarities that distinguish or create a link between them (Patrick & Kumar, 2012). Though, empirical findings on diversity management have been conflicting, it has been well established that workforce diversity does enhance the ability of organizations in terms of coping with changing trends and improve creativity and effective decision making which boosts performance at the end of the day (Pelled, Eisenhardt & Xin, 1999).

Researchers such as (Abugu & Jerry, 2018; Barang'a & Maende, 2019; Khan *et al.*, 2019) attributed the challenges of diversity management in Nigeria to communication barriers, cultural resistance, discrimination, increased costs, workplace relationship, integration issues, mandatory training and hiring manager authority. Organisations that practice inclusiveness and non-discriminatory attitudes have enhanced employee motivation, benefit from skill transfer, and have excelled far more than others in the same business (Khan *et al.*, 2019). Organisations that promote inclusiveness and non-discriminatory attitudes among employees in the workplace enjoy enhanced performance,

increased outputs; retain quality employees, new perspectives and ideas which necessitate success and survival. Private and public organizations have been contending with low employees' performance caused by indiscriminate and non-challant attitudes towards individual employee's differences and inclinations (Abdulhakim & Zewdie, 2021; John, 2019; Urbancova *et al.*, 2020; Ogunsanwo *et al.*, 2020; Pew Report, 2017).

The objectives of this study was to evaluate the effect of educational qualification diversity management on employees' performance in public and private Universities in Ondo State, Nigeria; and examined the effect of tenure of job diversity management on employees' performance in public and private Universities in Ondo State, Nigeria.

LITERATURE REVIEW

Conceptual framework

Educational Qualifications Diversity

Diversity manifests not only in the recognition people give themselves but also in how they are recognized by others. Also, it doesn't show through demographic dimensions alone but extends to individual differences and similarities that distinguish or create a link between them (Patrick & Kumar, 2012). Educational qualification is recognized globally as a potential for securing jobs and component that significantly enhances job performance in the workplace. Raghavan and Janardhanan, (2018) posited that job performance is facilitated by educational qualifications which invariably lead to more productivity. Their study posited further that highly educated employees are saddled with more responsibilities which motivate them to do better and enhanced their self-esteem. Maingi, (2015) reported that educational qualification's indicators are employee knowledge, personality, capability, and cognitive strength with regards to job performance in the workplace. An individual employability is a product of quality education and level of training as it applies to employees among Universities in Ondo State.

Similarly, government viewpoint to education is in no small measure the most decisive strategy for economic growth (Ozgur, 2016). Observations and experience have shown that an uneducated populace may not be able to push the economy forward or turn it around for people's advantage, though an uneducated people can work in technology or financial institutions. Japan, New Zealand and U.S and Japan composed of educational diverse populations compare to Czech Republic, Argentina and China having population that is least diverse. From experience, educational qualifications to a large extent enhance individual's career development, job satisfaction, efficiency and performance.

The more education, skills and training an employee received, the more the effects on job performance and productivity in the workplace (Raghavan & Janardhanan, 2018). They said further that employee with higher education backgrounds are fixed in higher position, assigned

greater responsibilities due to their good understanding of the task, and perform better than employee with lower or no education. Barang and Maende, (2019) observed that people with rich educational backgrounds are potential instruments of creativity and innovation in the workplace. Simbarashe *et al.* (2019) observed in their study the growing attention on education diversity in academic institutions. Mushtaque *et al.* (2021) observed that employees' performance greatly influenced by educational attainments and that the overall performance of an organization is enhanced by educational diversity. Zhuwao (2017) posited that educational qualifications diversity positively influence employees' performance in the workplace.

This study views educational qualification diversity as the differences in educational qualifications of employees in the workplace. Education is a veritable tool in advancing economy, employment and governance in any human institution. Since educational qualifications diversity focuses on differences in educational attainment, skill acquired and experiences garnered by employees. Therefore, education is unique and significant to both employees and employers in the workplace.

Tenure of Job Diversity

Williams, Fossey, Corbiere, Paluch and Harvey (2016) defined job tenure as a period spent by employee on the job. Their study established that the period spent in individual's job is not the same as continuous membership. Job tenure entails employee's training and experience acquired to execute the current job. Raghavan and Janardhanan (2018) observed that employees' tenure has great influence on their performance in the workplace. Longer tenured employee has the potentials to perform better and is more result oriented than shorter tenured employee. Therefore, employer's expectation of longer time employees is better performance than newer employees.

The accumulated years of service attained by individual employee in their respective workplace is referred to employees' tenure (Raghavan&Janardhanan, 2018). The longer tenure attracts higher is the gross pay and better performance while shorter tenure is synonymous with lower performance (Priya, Lakshmi & Dixit, 2020). They indicated that job satisfaction and employees' performance as key factors to explore the full potentials of employee tenure in the workplace. Ideally, longer tenure may not improve performance but it will definitely add value to it. This is crucial reasons employers is fond of asking for cognate years of experience during job interviews. Priya *et al.* (2020) identified determinants of job tenure in the workplace as cognitive skills, intellectual and ability to handle risk. In this study, tenure of job is viewed as the interval or length of time used by employee on the job which allows him to garner wealthy experiences that distinguish his performance in the workplace.

Barang'a and Maende (2019) conducted a research in Attorney General and Department of Justice, Nairobi, Kenya on impact of workforce diversity on employees' performance, indicating that diverse educational background promote higher levels of consistency, creativity because of their unique perspectives. Khan *et al.*(2019) studied workforce diversity and employees' performance in higher education, Swabi district, Pakistan, revealing that a significant positive relationship

between educational qualification diversity and employees' performance. Muthoni (2017) studied workforce diversity management and employees' performance in National Biosafety Authority, Kenya, indicating that educational background diversity is critical to workforce diversity management which determines employees' performance in organisations, Kenya. Jekelle (2021) investigated workforce diversity and job's performance in public sector, Abuja and the study showed that education diversity contributed most to the variation of employees' job performance and both age and gender contributed significantly.

Studies that have addressed diversity management and employees' performance in universities remains very few (Khan et al., 2019; Mohammad, 2017; Ordu, 2016; Ogunsanwo et al., 2020). Some of the studies did not relate their results to performance among employees of the Universities in Ondo State, Nigeria. For instance, Bana, (2019) conducted his study in Kenya focusing on effect of employees' compensation on workforce diversity in public Universities. This study was carried out in Kenya among public Universities in Kenya unlike the present study. More so, Ordu, (2016) carried out his study on effect of diversity management on job satisfaction and teachers' performance in Denizli, Turkey. In addition, Akilo and Adegbuaro, (2019); Faloye and Owoeye, (2019); Okafor and Chukwuemeka, (2019) and host of other studies that have examined diversity management and employees' performance but not on the performance of employees in Universities in Ondo State, Nigeria.

More so, there were studies that examined diversity management and employees' performance but the proxies employed in their studies did not include tenure of job and employees' performance did not address adaptive, contextual and task performance, and these studies were conducted beyond the shore of Nigeria; BarangandMaende (2019) was conducted in Nairobi, Kenya; Osborne & Hammoud (2017) in the USA; Ayat (2019) in Jordan; Amdemichealand Abdilgelil (2018) in Addis Ababa which made their findings and conclusions difficult to duplicate in the Universities in Nigeria particularly, in Ondo State. Although, Odhiambo, Gachoka and Rambo (2018) and Bana (2019) investigated effect of employees' compensation on workforce diversity in public Universities, the geographical locations of the studies were outside Nigeria unlike this study which was conducted in Ondo State, Nigeria focusing on employees' performance of among public and private universities and unbundling employees' performance into task, conceptual and adaptive performance .

Studies carried out by Julizaerma and Sori (2012); Watson, Kumar and Michealsen (1993); Herring (2009; Kurtulus (2011); Ogbo, Anthony and Ukpere (2014) have all revealed positive and significant effects of workforce diversity on the performance of organizations. The study of Julizaerma and Sori (2012) found a positive relationship between woman present on the board of an organisation and the firm performance and also, that gender diversity had a positive influence on the performance of firms. In the same vein, Watson, Kumar and Michealsen (1993) found that the members of the different groups with limited skills perform better than the members of the

same group with high abilities. Initially, a heterogeneous group might be less effective in terms of performance due to communication problems but later they are found to be better performers than the groups with a homogenous composition. Ogbo, Anthony and Ukpere (2014) in their study “effects of workforce diversity on the performance of three brewing firms in Nigeria” using sample size of 300 tried to determine whether diversity has a positive effect on performance and if education can help in managing it. The researchers equally tried to find out the effects of diversity on the profitability index of the Nigerian firms and how these firms are managing diversity. The study made use of secondary data, oral interview and content analysis. The findings of the study showed that the diversity has a positive effect on customer related issues, performance and organisational profitability and education can be used as a tool to help manage diversity.

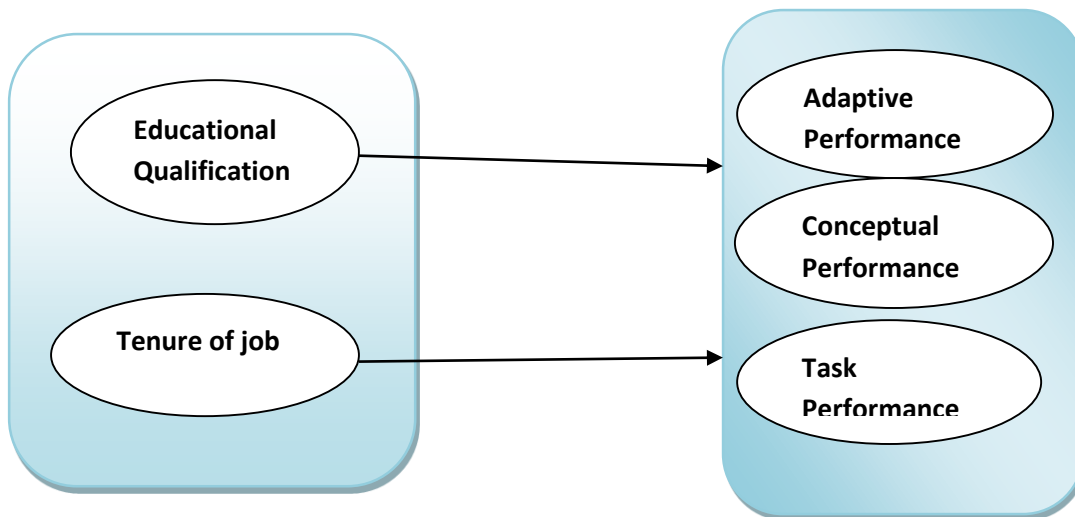
On the negative side, Jehn and Bezrukova (2004); Svyantek and Bott (2004); Kemboi and Phillip (2015) and Ayub and Jehn (2014) found that diversity management has negative and insignificant effects and relationship with employees’ performance. While Ayub and Jehn (2014) who performed a study to establish a relationship between the role of national diversity and attitudes on conflict and performance using a cross-cultural comparative study done on two samples which involved 122 participants from Pakistan & 117 from The Netherlands revealed that differences in attitudes and beliefs among different nationalities was negatively related to performance and positively related to conflict while as more the differences in nationalities resulted in less conflict and higher performance, a review of nine diversity studies carried out by Svyantek and Bott (2004), published from 1989-2003 which studied the relationship between gender diversity and performance, among the nine studies, four studies no effects, two studies showed positive and two showed negative effects and one study revealed a nonlinear effect.

Studies on diversity management have reported conflicting results over time and this calls for further research to establish the relationship and effects the variables are having on each other. In consideration of some scholars’ works (Akinnusi *et al.*, 2017; Zidafamor, 2016) which have established that there were discriminatory attitudes in some workplaces, and that lack of cooperation among workers have grown in Nigeria's organizations beyond limits, and that these suppress employee morale causing poor performance, there is a need to carry out an evaluation of the effects of diversity management on employees’ performance in the educational sector of Nigeria most especially because it remains under-researched.

Conceptual framework

Educational Qualifications & Tenure on the job Diversities

Employee Performance



Researchers' Conceptualisation (2023)

Theoretical Framework

The underpinning theories for this study are similarity attraction paradigm theory (Byrne, 1971) and information and decision-making theories (Herbert Simon, 1947). The similarity attraction paradigm theory emphasises people's interest in interacting with people having similar values, beliefs and experiences. It improves communication among employees, increase their social integrations and also increase their longing to maintain group relationship (O'Flynn *et al.*, 2001). The theory assumes that people like to associate themselves with others having similar attributes such as age, race, gender, and ethnicity. The attraction among team members enhances good communication, cooperation and cohesion (Kunze *et al.*, 2013). The theory explains employee's tendency of classifying themselves into groups along age, ethnicity, gender and education (Obamiro *et al.*, 2019). Individual's drive for positive identity and esteem influences the social comparisons they make (Barang & Maende, 2019). Also, information and decision-making theory states that robust deliberation and diverse information that accrued from educational background, experience and expertise of diverse workforce evidently improved employees' performance and organisational sustainability. By reason of the information exchanged, innovative ideas, different perspectives and creative views on issues among themselves will boost employees' performance (O'Flynn *et al.*, 2001).

METHODOLOGY

The study employed cross-sectional survey research design because it allowed responses to be elicited from different levels of employees of the selected public and private universities in Ondo state Nigeria and enabled the researcher compare different variables simultaneously. The total population of this study was five thousand seven hundred and sixty-two (5,762) from which the sample size of one thousand five hundred and seventy-two (1,543) was drawn for this study using Taro Yamane (1967) formular. The target population for this study was both the academic staff and non-teaching staff of the public and private Universities in Ondo State, Nigeria. The study employed purposive sampling technique after carrying out proportional distribution of the population of the seven (7) public and private Universities in Ondo State. While frequencies and percentages were used to explain the demographic information supplied by the respondents, inferential statistics (linear multiple regression analysis) was used to analyse the effect of diversity management on employee performance in public and private Universities in Ondo State, Nigeria.

Model Specification

The study adapted the linear regression model (Howell, 1992) cited in work of Alase, Taiwo, Hassan and Okusanya (2021) and so, the determinants of employees' performance in relation to: educational qualification and tenure of job given as:

$$EPerf. = f(EDq; ToJ) \text{-----} (3.1)$$

$$EPerf. = \beta_0 + \beta_1 EDq + \beta_2 ToJ + \mu_i \text{-----} (3.2)$$

Where: EPerf.= Employees' performance;

EDq = Educational Qualification; and

ToJ= Tenure of the job of respondents

Validity and Reliability of Research Instrument

The study carried out a pilot study using 10% of the sample size (155) to sample opinions of employees in a neighbouring State's (Ekiti state) public and private universities that were not part of the study (Federal University, Oye-Ekiti and Ekiti State University, Ado-Ekiti). While eighty (80) copies of questionnaire were distributed at Federal University, Oye-Ekiti due to their multi-campus system arrangement, seventy-five copies were distributed in Ekiti State University for the pilot study. The responses were analyzed so as to determine the reliability of the research instrument and the pilot study indicated a Cronbach's Alpha which ranged between 0.70 and 0.81 for all the items.

RESULTS AND INTERPRETATIONS

Demographic analyses of Respondents

The analysis in Table 1 on public and private Universities in Ondo State showed that out of the total respondents of 1,121 in the study. Respondents' age from private Universities showed that 60 of the respondents within the age bracket of 20 and 30 representing 14.5%, 129 of the respondents within the age bracket of 31 and 40 representing 31.1%, 169 of the respondents within the age bracket of 41 and 50 representing 40.7%, 48 of the respondents within the age bracket of 51 and 60 representing 11.6%, and 9 for age bracket 60 and above representing 2.2% of the respondents. This implies that 97.8% of the respondents in the private Universities are still at their productive ages.

Also, respondents' age from public Universities shows that 108 of the respondents within the age bracket of 20 and 30 representing 15.7%, 208 of the respondents within the age bracket of 31 and 40 representing 30.3%, 266 of the respondents within the age bracket of 41 and 50 representing 38.8%, 92 of the respondents within the age bracket of 51 and 60 representing 13.4%, and 12 for age bracket 60 and above representing 1.7% of the respondents. This implies that 71% of the respondents in the public Universities are still at their productive ages.

Gender of the respondents, 207 males representing 49.5% and 211 females representing 50.5% were from the private Universities. While 334 males representing 48.2% and 359 females representing 51.1% of the respondents were from the public Universities. This indicates there are more females in the Universities compare to males. The analysis of the table revealed that the highest educational qualification of the respondents, 215 respondents from the private had first degree i.e. 51.4%, 335 representing 47.7% had first degree in the public Universities, 52 (12.4%) had diploma certificates in the private Universities and 92 (13.1%) had diploma certificate in the private Universities, 92 (22%) had masters and 134 (19.1%) had masters in the public Universities and 59 (14.1%) of the respondents had PhD in the private Universities and 142 (20.2%) had their PhD in the public Universities under study.

The implication of these is that majority of the respondents have at least first-degree certificates. Among the respondents in the private Universities, 83 (20.4%) were single, 323 (79.4%) were married, 1 (2%) were divorced and no widower while in the public Universities, 108 (15.7%) of the respondents were single, 566 (82.5%) were married, 8 (1.2%) were divorced and 4 (6%) were widower. This implies that majority of the respondents on both sides have married.

In terms of work experience, 157 (37.6%) of the respondents in the private Universities have put in between 1-10 years on the job, 186 (44.5%) have put in 11-20 years on the job, 60 (14.4%) have put in between 21-30 years on the job and 15 (3.6%) have put in above 31 years on the job. In the public Universities, 231 (32.9%) of the respondents have put in between 1-10 years on the job,

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337 (47.9%) have put in 11-20 years on the job, 112 (15.9%) have put in 21-30 years on the job and 23 (3.3%) have put in above 31 years on the job. This implies that majority of the respondents in the Universities (60%) have had over 10 year-experience on their job as at the time of this survey.

Regarding the health status of the respondents, 416 (99.5%) of the respondents were not physically challenged and 2 (.05%) were physically challenged in the private Universities compare to 671 (95.4% and 32 (4.6%) recorded in the public Universities. The implication of this is that the physically challenged were not accommodated and do not have the opportunity of being employed in these institutions as a result of their disability.

In terms of staff category, academic staff in the private Universities were 235 (56.4%) and 182 (43.6%) for non-teaching staff. Academic staff in the public Universities were 293 (41.7%) and 410 (58.3%) for non-teaching staff. The number of academic staff in the public Universities surpasses that of the private Universities and same for the number of non-teaching staff. This implies that public Universities offer more employment opportunities to individuals in the state and that most of the resource persons are still in the public Universities.

Table 1: Demographic distribution of Respondents

Demographic variables	Private Universities		Public Universities	
	Frequencies	Percentages	Frequencies	Percentages
Age				
20-30	60	14.5	108	15.7
31-40	129	31.1	208	30.3
41-50	169	40.7	266	38.8
51-60	48	11.6	92	13.4
60 and above	9	2.2	12	1.7
Total	415	100.0	686	100.0
Gender				
Male	207	49.5	334	48.2
Female	211	50.5	359	51.8
Total	418	100.0	693	100.0
Educational Level				
HND/BSc	215	51.4	335	47.7
PGD	52	12.4	92	13.1
Master's degree	92	22.0	134	19.1
PhD	59	14.1	142	20.1
Total	418	100.0	703	100.0

Marital Status				
Single	83	20.4	108	15.7
Married	323	79.4	566	82.5
Divorce	1	.2	8	1.2
Widower			4	.6
Total	407	100.0	686	100.0
Work Experience				
1-10 years	157	37.6	231	32.9
11-20 years	186	44.5	337	47.9
21-30- years	60	14.4	112	15.9
31years and above	15	3.6	23	3.3
Total	418	100.0	703	100.0
Health Status				
Able	416	99.5	671	95.4
Physically challenged	2	.5	32	4.6
Total	418	100.0	703	100.0
Staff Category				
Academic	235	56.4	293	41.7
Non-teaching	182	43.6	410	58.3
Total	417	100.0	703	100

Source: Researchers' Field Results, 2023.

Inferential Analysis

Table 2: Parameter Estimates of the Effect of Educational Diversity Management on Employees' Performance in Public and Private Universities in Ondo State, Nigeria.

	Adaptive Performance			Contextual Performance			Task Performance		
	Beta	t-value	p-value	Beta	t-value	p-value	beta	t-value	p-value
(Constant)	1.424	15.655	.000	2.182	22.687	.000	1.909	20.305	.000
Age	-.062	-3.216	.001	-.079	-3.864	.000	-.056	-2.798	.005
Work Experience	.001	.041	.967	.175	6.510	.000	.113	4.302	.000
Marital status	-.156	-4.076	.000	-.231	-5.699	.000	-.334	-8.462	.000
Educational Qualification Diversity	.452	12.358	.000	.096	2.494	.013	.215	5.690	.000
R-squared	0.140			.153			0.203		
Adjusted R-squared	0.137			0.150			0.201		
F-value	43.557			14.961			25.297		
P(f-value)	0.0000			0.0000			0.0000		

Source: Researchers' Field Results, 2023.

This section reported effect of educational qualification diversity management on employees' performance in public and private Universities in Ondo State, Nigeria. Employees' performance was measured by adaptive, contextual and task performance indicators. Scores were obtained for each measured proxy of performance and the independent variable of educational qualification diversity management. Thereafter, the obtained scores were later subjected to regression estimation techniques.

Table 2 reports the parameter estimates of the model. For the Adaptive Performance: Age: report negative beta coefficient of -0.062 suggests that as age increases, adaptive performance tends to decrease. This coefficient is statistically significant with a t-value of -3.216 and a p-value of 0.001. The Work Experience also report positive beta coefficient of 0.001 suggests that as work experience increases, adaptive performance tends to increase as well. However, this coefficient is not statistically significant with a t-value of 0.041 and a p-value of 0.967.

Marital status report negative beta coefficient of -0.156 suggests that being married is associated with lower adaptive performance. This coefficient is statistically significant with a t-value of -4.076 and a p-value of 0.000.

Educational Qualification Diversity Management report the positive beta coefficient of 0.452 suggests that as educational qualification diversity management increases, adaptive performance tends to increase as well. This coefficient is statistically significant with a t-value of 12.358 and a p-value of 0.000. The R-squared value of 0.140 indicates that 14% of the variance in adaptive performance is explained by the independent variables in the model. The F-value reports the overall significance of the model. A low p-value (less than .05) suggests that at least one independent variable has a significant impact on the dependent variable. In this case, the F-value of 43.557 is associated with a p-value of 0.0000, indicating that the overall model is statistically significant.

Contextual Performance measure of an individual's ability to think abstractly and solve complex problems. The Educational Qualification Diversity Management of the respondents measures the effect of educational qualification diversity on contextual performance. The positive beta coefficient of 0.096 suggests that as educational qualification diversity increases, contextual performance tends to increase as well. This coefficient is statistically significant with a t-value of 2.494 and a p-value of 0.013. Age report negative beta coefficient of -0.079 suggests that as age increases, contextual performance tends to decrease. This coefficient is statistically significant with a t-value of -3.864 and a p-value of 0.000. Work Experience report positive beta coefficient of 0.175 suggests that as work experience increases, contextual performance tends to increase as well. This coefficient is statistically significant with a t-value of 6.510 and a p-value of 0.000.

Marital status report negative beta coefficient of -0.231 suggests that being married is associated with lower contextual performance. This coefficient is statistically significant with a t-value of -5.699 and a p-value of 0.000.

The R-squared value of 0.153 indicates that 15.3% of the variance in contextual performance is explained by the independent variables in the model. F-value tests the overall significance of the model. A low p-value (less than .05) suggests that at least one independent variable has a significant impact on the dependent variable. In this case, the F-value of 14.961 is associated with a p-value of 0.0000, indicating that the overall model is statistically significant. For the model of Task Performance: The Educational Qualification Diversity Management exhibit the positive beta coefficient of 0.215 suggests that as educational qualification diversity increases, task performance tends to increase as well. This coefficient is statistically significant with a t-value of 5.690 and a p-value of 0.000. The Age: exhibit negative beta coefficient of -0.056 suggests that as age increases, task performance tends to decrease. This coefficient is statistically significant with a t-value of -26+.798 and a p-value of 0.005. Work Experience exhibit positive beta coefficient of 0.113 suggests that as work experience increases, task performance tends to increase as well. This coefficient is statistically significant with a t-value of 4.302 and a p-value of 0.000.

Marital status report the negative beta coefficient of -0.334 suggests that being married is associated with lower task performance. This coefficient is statistically significant with a t-value of -8.462 and a p-value of 0.000. R-squared value of 0.203 indicates that 20.3% of the variance in task performance is explained by the independent variables in the model. The F-value of 25.297 is associated with a p-value of 0.0000, indicating that the overall model is statistically significant.

Inferential Statistical Analysis

Table 3: Parameter Estimate of the Effect of Tenure of Job Diversity Management on Employees' Performance in Public and Private Universities in Ondo State, Nigeria.

	Adaptive Performance			Contextual Performance			Task Performance		
	Beta	t-value	p-value	Beta	t-value	p-value	beta	t-value	p-value
(Constant)	1.623	17.523	.000	1.767	19.575	.000	2.247	23.900	.000
Age	-.044	-2.196	.028	-.076	-3.942	.000	-.046	-2.293	.022
Work Experience	-.007	-.250	.802	.159	6.198	.000	.117	4.384	.000
Marital status	-.136	-3.452	.001	-.232	-6.036	.000	-.322	-8.037	.000
Tenure Job	.276	8.737	.000	.333	10.795	.000	-.015	-.459	.647
R-squared	0.083			.141			0.059		
Adjusted R-squared	0.079			0.138			0.056		
F-value	24.126			43.914			16.753		
P(f-value)	0.0000			0.0000			0.0000		

Source: Researchers' Field Results, 2023.

This section reported effect of tenure of job diversity management on employees' performance in public and private Universities in Ondo State. Employees' performance was measured by adaptive, contextual and task performance indicators. Scores were obtained for each measured proxy of performance and the independent variable of tenure of job diversity management. The result of the model based on the Age report negative beta coefficient of -0.044 suggests that as age increases, adaptive performance tends to decrease. This coefficient is statistically significant with a t-value of -2.196 and a p-value of 0.028.

Work Experience report the beta coefficient of -0.007 suggests that there is no significant relationship between work experience and adaptive performance. This coefficient is not statistically significant with a t-value of -0.250 and a p-value of 0.802.

Marital status report the negative beta coefficient of -0.136 suggests that being married is associated with lower adaptive performance. This coefficient is statistically significant with a t-value of -3.452 and a p-value of 0.001. Tenure of Job report the positive beta coefficient of 0.276 suggests that as tenure in the current job increases, adaptive performance tends to increase as well. This coefficient is statistically significant with a t-value of 8.737 and a p-value of 0.000. The R-squared value of 0.083 indicates that 8.3% of the variance in adaptive performance is explained by the independent variables in the model. The F-value of 24.126 is associated with a p-value of 0.0000, indicating that the overall model is statistically significant.

The model of Contextual Performance report that age of the respondents' exhibit negative beta coefficient of -0.076 suggests that as age increases, contextual performance tends to decrease. This coefficient is statistically significant with a t-value of -3.942 and a p-value of 0.000. Work Experience report positive a beta coefficient of 0.159 suggests that as work experience increases, contextual performance tends to increase as well. This coefficient is statistically significant with a t-value of 6.198 and a p-value of 0.000. Marital status report the beta coefficient of -0.232 suggests that being married is associated with lower contextual performance. This coefficient is statistically significant with a t-value of -6.036 and a p-value of 0.000. Tenure Job: This variable measures the effect of tenure on the current job on contextual performance. The positive beta coefficient of 0.333 suggests that as the tenure in the current job increases, contextual performance tends to increase as well. This coefficient is statistically significant with a t-value of 10.795 and a p-value of 0.000.

The R-squared value of 0.141 indicates that 14.1% of the variance in contextual performance is explained by the independent variables in the model. F-value report the value of 43.914 and associated p-value of 0.0000, indicating that the overall model is statistically significant.

The model of task performance report that the variable of Age exhibit negative beta coefficient of -0.046 indicates that as age increases, task performance tends to decrease. This coefficient is statistically significant with a t-value of -2.293 and a p-value of 0.022.

Work Experience report positive beta coefficient of 0.117 suggests that as work experience increases, task performance tends to increase as well. This coefficient is statistically significant with a t-value of 4.384 and a p-value of 0.000.

Marital status report negative beta coefficient of -0.322 suggests that being married is associated with lower task performance. This coefficient is statistically significant with a t-value of -8.037 and a p-value of 0.000. Tenure of Job report the beta coefficient of -0.015 suggests that there is no significant effect of tenure on job on task performance. This coefficient is not statistically significant with a t-value of -0.459 and a p-value of 0.647. The R-squared value of 0.059 indicates that only 5.9% of the variance in task performance is explained by the independent variables in the model. The F-value of 16.753 is associated with a p-value of 0.0000, indicating that the overall model is statistically significant.

DISCUSSION OF FINDINGS

The results of linear multiple regression analysis conducted on assessment of diversity management and employees' performance among Universities in Ondo State revealed the presence of a significant positive effect. This result implies that educational qualification diversity management significantly affects employees' performance in public and private Universities in Ondo State. The above findings were supported by the studies of Ayat, (2019) in Jordan; Barang'aand Maende (2019) in Kenya; Imran *et al.*, (2021) in Khairpur, Sindh; Khan *et al.*, (2019) in Pakistan; Jekelle (2021) in Abuja, Nigeria and Stephen *et al.*, (2018) in Mombasa County, Kenya. Contrarily, Gitonga *et al.* (2016) in Kenya, employed regression analysis to analyse its data and concluded there is no significant correlation between workforce diversity and organisational performance. The finding is equally in line with the result of Ogbo, Anthony and Ukpere (2014) which revealed positive and significant effects of workforce diversity on the performance of organizations and the study of Julizaerma and Sori (2012) which reported a positive relationship between woman present on the board of an organisation and the firm performance and also, that gender diversity had a positive influence on the performance of firms. In the same vein, Watson, Kumar and Michealsen (1993) found that the members of the different groups with limited skills perform better than the members of the same group with high abilities. Initially, a heterogeneous group might be less effective in terms of performance due to communication problems but later they are found to be better performers than the groups with a homogenous composition.

The results of linear multiple regression analysis conducted on assessment of diversity management and employees' performance among Universities in Ondo State revealed the presence of a significant positive effect. This result implies that tenure of job diversity management significantly affects employees' performance in public and private Universities in Ondo state. The result is similar to what was obtained in the studies of Amir *et al.* (2019) in Swabi district, KP Pakistan and Bana (2019) in public Universities in Kenya which supported the findings that tenure of the job diversity management significantly affects employees' performance in public and

private Universities in Ondo state. Contrarily, Gitonga *et al.* (2016) employed regression analysis to analyse the data and concluded that there was no significant correlation between workforce diversity and organisational performance in telecommunication industry in Kenya.

Based on these findings, the study indicated that educational diversity management had significant positive effect on employees' performance in public and private Universities in Ondo State. The implication of this for Universities' management, government, academics and policymakers is to ensure adequate representation of different skills, intellectual capacity, training and experiences of different employees as a basis for higher pay and involvement in decision-making in the workplace.

Secondly, there is the need to further examine the effect of tenure of job on employees' performance in public and private Universities in Ondo State, Nigeria. The study established that tenure of job diversity management had significant positive effect on employees' performance in public and private Universities in Ondo State. The implication of this for government, academics and employers of labour is to appreciate employees with longer tenure full of experience and training by sustaining the retention policy in order to enjoy their services, innovation and creativity for overall performance. Private Universities have enhanced their performance through the benefits derived from the employment of longer tenure or retired lecturers from public universities thereby boosting their performance and even leading in the Universities ranking.

CONCLUSION AND RECOMMENDATIONS

Based on the empirical findings, this study concluded that there is a statistically significant effect of diversity management on employees' performance among Universities in Ondo State. This indicated that educational qualification diversity and tenure of job diversity affect employees' performance among Universities in Ondo State, Nigeria. The study, thus, recommends that different educational qualifications should be given a level-playing field during recruitment and placement of employees into positions to boost their sense of belonging thereby ensuring that the interests of a particular educational class do not suffer.

The study established that tenure of job diversity management had significant positive effect on employees' performance in public and private Universities in Ondo State. Therefore, the study recommends that the retention policies such as training and development, recognition, modern technology, employees' compensation, mentorship programs and continuous feedback on performance of the Universities should be motivating enough to encourage employees to put in enough years on the job so as to derive benefit from the Universities thereby boosting their performance at the same time.

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