

EDUCATIONAL AND AGE DIVERSITY MANAGEMENT AS A TOOL FOR ORGANIZATIONAL PERFORMANCE IN FEDERAL UNIVERSITIES IN NORTH CENTRAL NIGERIA

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Abstract

This study examined age diversity management and educational diversity management as tools for organizational performance in federal universities in North Central Nigeria. The increasing diversity within academic institutions has created the need for effective management of differences among employees in terms of age and educational background in order to improve institutional productivity, innovation, teamwork, and employee commitment. The study specifically investigated the effect of age diversity management and educational diversity management on organizational performance in selected federal universities in North Central Nigeria. The study adopted a descriptive survey research design. The population comprised academic staff of selected federal universities in North Central Nigeria, while a sample size of 250 respondents was selected using stratified and simple random sampling techniques. Data were collected through a structured questionnaire and analyzed using descriptive statistics such as frequency tables, percentages, and mean scores, while regression analysis was used to test the hypotheses with the aid of Statistical Package for Social Sciences (SPSS) version 25. Findings from the study revealed that educational diversity management significantly improves organizational performance through enhanced teamwork, innovation, creativity, employee commitment, and better decision-making processes. The study also found that age diversity management positively influences organizational performance by promoting mentorship, knowledge sharing, succession planning, and intergenerational collaboration. Furthermore, the study established that inclusive diversity management practices such as equitable recruitment, diversity training, and fair promotion systems significantly enhance employee productivity and institutional effectiveness. However, challenges such as educational discrimination, generational conflict, inadequate diversity policies, and promotion bias were identified as barriers to effective diversity management in federal universities. The study concluded that effective management of age and educational diversity is essential for improving organizational performance in federal universities in North Central Nigeria. The study recommended that university administrators should formulate and implement inclusive diversity policies, ensure fairness in recruitment and promotion processes, encourage mentorship programs, and strengthen institutional mechanisms for addressing discrimination and workplace conflicts.

Keywords: Age Diversity Management, Educational Diversity Management, Organizational Performance, Workforce Diversity, Federal Universities, North Central Nigeria.

1.0 Introduction

The contemporary workplace is increasingly characterized by workforce diversity arising from globalization, technological advancement, demographic shifts, educational expansion, and changing organizational structures. Workforce diversity refers to the differences that exist among employees with respect to age, gender, ethnicity, religion, educational background, professional experience, values, and cultural orientations (Cox, 1991). Organizations across the world are increasingly recognizing workforce diversity as a strategic asset capable of enhancing creativity, innovation, problem-solving, and organizational performance when effectively managed (Kochan et al., 2003).

Diversity management has become an important aspect of human resource management because organizations rely on employees from diverse backgrounds to achieve their strategic objectives. According to Thomas (1990), diversity management involves creating an organizational environment that enables all employees to contribute fully to organizational success regardless of their demographic differences. Similarly, Cox (1991) argued that organizations that effectively manage diversity are more likely to benefit from improved decision-making, enhanced organizational learning, and increased competitiveness.

In higher educational institutions, workforce diversity is particularly significant because universities are knowledge-based organizations that depend largely on the intellectual capabilities of employees from different educational disciplines, professional backgrounds, and age groups. Universities employ academic staff with varying qualifications, experiences, competencies, and perspectives, all of which contribute to teaching effectiveness, research productivity, community service, and institutional development (Iruonagbe et al., 2015). Consequently, effective management of workforce diversity has become essential for sustaining organizational performance within the university system.

Among the various dimensions of workforce diversity, educational diversity management and age diversity management have attracted considerable scholarly attention because of their direct influence on knowledge creation, innovation, collaboration, and employee productivity. Educational diversity management focuses on ensuring that employees with different educational qualifications, professional certifications, disciplinary backgrounds, and academic experiences are effectively integrated into the workplace (Nishii & Mayer, 2021). Educational diversity facilitates the exchange of diverse knowledge, skills, and perspectives that can improve creativity, innovation, and organizational effectiveness (Kochan et al., 2003). However, educational differences may also create challenges such as professional rivalry, communication barriers, and unequal opportunities if not properly managed.

Similarly, age diversity management concerns the effective integration of employees belonging to different age groups within an organization. Modern organizations often consist of younger employees who contribute technological competence, adaptability, and innovative thinking, alongside older employees who possess institutional memory, professional experience, and mentoring capabilities (Zhou & George, 2022). Effective management of age diversity encourages knowledge transfer, succession planning, employee development,

and organizational continuity. Conversely, unmanaged age diversity may result in generational conflicts, communication difficulties, and resistance to organizational change.

Organizational performance remains a major concern for higher educational institutions because universities are expected to deliver quality teaching, conduct impactful research, promote innovation, and contribute to national development. According to Richard et al. (2009), organizational performance refers to an organization's ability to achieve its objectives efficiently and effectively through the optimal utilization of available resources. In the university context, organizational performance can be assessed through indicators such as research output, teaching effectiveness, employee commitment, innovation, productivity, administrative efficiency, and institutional reputation (Ahmed & Bukar, 2016). Studies have shown that effective diversity management contributes significantly to organizational performance by fostering collaboration, employee engagement, innovation, and knowledge sharing (Ali et al., 2011; Kochan et al., 2003).

Despite the growing importance of diversity management, many federal universities in North Central Nigeria continue to experience challenges associated with educational inequality, generational differences, promotion bias, inadequate inclusion policies, communication barriers, and workplace discrimination. These challenges may undermine employee productivity and institutional effectiveness. Although several studies have examined workforce diversity and organizational performance, most existing studies concentrated on gender diversity, ethnic diversity, and religious diversity, particularly in private organizations, banks, and manufacturing firms (Adeyefa et al., 2024; Usulor et al., 2023). Furthermore, limited empirical attention has been devoted to educational diversity management and age diversity management within federal universities in North Central Nigeria.

Therefore, the existing gap lies in the inadequate empirical evidence regarding how educational diversity management and age diversity management influence organizational performance among academic staff of federal universities in North Central Nigeria. This study seeks to fill this gap by examining educational diversity management and age diversity management as tools for enhancing organizational performance in federal universities within the region.

The following research questions guided the study:

- i. What is the effect of age diversity management on organizational performance in federal universities in North Central Nigeria?
- ii. What is the effect of educational diversity management on organizational performance in federal universities in North Central Nigeria?

The main objective of this study is to examine age diversity management and educational diversity management as tools for organizational performance in federal universities in North Central Nigeria.

The specific objectives are to:

- i. examine the effect of age diversity management on organizational performance in federal universities in North Central Nigeria;
- ii. determine the effect of educational diversity management on organizational performance in federal universities in North Central Nigeria

The following null hypotheses were tested:

H0₁: Age diversity management has no significant effect on organizational performance in federal universities in North Central Nigeria.

H0₂: Educational diversity management has no significant effect on organizational performance in federal universities in North Central Nigeria.

2.0 Review of Related Literature

Conceptual Review

Concept of Age Diversity Management

Age diversity management involves the effective integration of employees from different age groups within an organization. Universities usually consist of younger employees with technological competence and innovative ideas as well as older employees with institutional knowledge, mentoring capacity, and administrative experience. Ordua (2024) reported that age diversity positively influenced organizational effectiveness among employees in selected Nigerian institutions.

Effective management of age diversity enhances knowledge sharing, innovation, succession planning, and institutional continuity. However, generational differences in work values, technological adaptation, and communication styles can pose challenges if not properly addressed. Zhou and George (2022) argued that organizations that effectively manage age-diverse workforces benefit from improved knowledge transfer, innovation, and organizational adaptability.

Educational Diversity Management

Educational diversity management refers to organizational efforts aimed at effectively managing employees with varying educational qualifications, academic disciplines, professional certifications, competencies, and learning experiences to achieve organizational goals. According to Cox (1991), diversity management seeks to create an inclusive environment where individual differences are recognized, valued, and utilized for organizational effectiveness. Within universities, educational diversity manifests through differences in academic qualifications such as bachelor's degrees, master's degrees, doctoral degrees, postdoctoral training, and professional certifications.

Educational diversity has become increasingly important in contemporary organizations because employees with diverse educational backgrounds bring different perspectives, knowledge bases, problem-solving approaches, and professional competencies to the workplace (Kochan et al., 2003). Educationally diverse

employees contribute to organizational learning by sharing specialized knowledge and introducing innovative ideas that improve decision-making processes. Nishii and Mayer (2021) argued that organizations that promote educational inclusion are better positioned to leverage intellectual capital and achieve sustainable competitive advantage.

In higher educational institutions, educational diversity plays a critical role in fostering interdisciplinary collaboration, research innovation, curriculum development, and knowledge creation. Academic staff from different disciplines often possess unique theoretical orientations and methodological approaches that enrich teaching and research activities. According to Adeyefa et al. (2024), educational diversity contributes positively to employee performance by promoting creativity, teamwork, and innovative problem-solving capabilities.

Effective educational diversity management involves ensuring fairness in recruitment, promotion, training opportunities, leadership appointments, and professional development regardless of employees' educational backgrounds. Organizations that adopt inclusive educational diversity policies encourage equal participation, reduce discrimination, and enhance employee commitment (Thomas, 1990). However, failure to manage educational diversity effectively may result in professional rivalry, communication barriers, elitism, and workplace conflict, which can negatively affect organizational performance.

Therefore, educational diversity management represents a strategic mechanism through which universities can harness diverse intellectual resources to improve innovation, employee productivity, research output, and overall organizational performance.

Concept of Organizational Performance

Organizational performance refers to the extent to which an organization achieves its predetermined goals and objectives efficiently and effectively through the optimal utilization of available resources. Richard et al. (2009) defined organizational performance as the aggregate outcome of organizational activities measured in terms of effectiveness, efficiency, productivity, profitability, innovation, and employee satisfaction. Organizational performance serves as a critical indicator of organizational success and sustainability.

Within higher educational institutions, organizational performance extends beyond financial outcomes to include teaching effectiveness, research productivity, innovation, employee commitment, knowledge creation, community service, administrative efficiency, and institutional reputation (Ahmed & Bukar, 2016). Universities are expected to generate knowledge, produce skilled graduates, conduct impactful research, and contribute to national development. Consequently, organizational performance in universities is assessed through both academic and administrative indicators.

According to Kochan et al. (2003), workforce diversity significantly influences organizational performance because diverse employees contribute varied perspectives that improve creativity, innovation, and decision-making quality. Similarly, Ali et al. (2011) argued that organizations that effectively manage diversity experience higher employee engagement, improved teamwork, and enhanced organizational outcomes.

Diversity management creates opportunities for knowledge sharing and collaborative learning, which ultimately improve productivity and effectiveness.

In the university environment, organizational performance depends largely on the quality of human resources and the effectiveness of institutional management practices. Academic staff constitute the primary drivers of teaching, research, innovation, and community service activities. Therefore, universities that successfully manage workforce diversity are more likely to experience increased employee commitment, improved research output, stronger institutional reputation, and enhanced organizational effectiveness.

From the resource-based perspective, organizational performance can be enhanced when institutions effectively utilize their diverse human capital resources. Educational diversity and age diversity provide universities with valuable intellectual and experiential resources that can strengthen innovation, knowledge sharing, succession planning, and institutional competitiveness. Consequently, diversity management has emerged as an important determinant of organizational performance in modern higher educational institutions.

Strategic Approaches to Diversity Management

Diversity management strategies may be reactive, focusing on legal compliance and conflict reduction, or **proactive**, emphasizing the integration of diversity into core organizational practices. Proactive strategies include:

- i. **Inclusive recruitment and selection:** ensuring job advertisements, selection criteria, and interview processes are free from bias.
- ii. **Equitable promotion and development:** establishing transparent career paths and mentoring systems to support diverse talent.
- iii. **Diversity training and awareness:** conducting regular workshops to sensitize staff to issues of inclusion, unconscious bias, and intercultural communication.
- iv. **Inclusive leadership:** training leaders to model fairness, empathy, and openness to diverse viewpoints.

Contextual Considerations in North Central Nigeria

Federal universities in North Central Nigeria operate within a politically sensitive and culturally diverse environment. The region's diversity is shaped by historical, ethnic, and religious factors, which are often reflected in the staffing patterns of public institutions (Iruonagbe et al., 2015). Issues such as ethnic favoritism, religious bias, and gender discrimination have been reported as challenges to effective human resource management in these institutions (Okolie et al., 2017). These dynamics necessitate a robust and context-sensitive diversity management framework to ensure that all academic staff are given equal opportunities to thrive. Workforce diversity management is an indispensable element of organizational strategy, particularly in institutions characterized by complex social identities such as federal universities in Nigeria. The performance of academic staff is intricately linked to how well differences are acknowledged, respected, and

leveraged. An inclusive and well-managed academic environment enhances collaboration, boosts morale, and contributes to the overall mission of universities as centers of learning and innovation. For federal universities in North Central Nigeria, there is an urgent need to institutionalize diversity management policies that align with national development goals while addressing regional and institutional peculiarities.

The conceptual framework for this study is grounded in Cox's Interactional Model of Cultural Diversity (1991) and adapted to the academic environment. The framework establishes a relationship between workforce diversity management and employee performance through mediating variables such as organizational culture and communication practices.

Theoretical Framework

Social Identity Theory

Henri Tajfel (1979), later expanded by John Turner, developed Social Identity Theory to explain how individuals derive their identity from the social groups they belong to. Rooted in Social Psychology, the theory emphasizes that people classify themselves and others into groups based on characteristics such as gender, ethnicity, age, or profession. The theory is built on three key processes: social categorization, social identification, and social comparison, which often lead individuals to favor their own group (in-group) over others (out-group), sometimes resulting in bias or discrimination. In organizational contexts, the theory explains how workforce diversity can affect employee performance. While diversity may create divisions and conflict, effective management and inclusive practices can foster unity, improve collaboration, and enhance productivity. Overall, Social Identity Theory highlights that the outcomes of workforce diversity depend on how well organizations manage group differences and promote inclusiveness.

Empirical Review

Kobo (2026) investigated workforce diversity and organizational performance among employees of Ibrahim Badamasi Babangida University, Lapai, Nigeria. The study examined gender diversity, age diversity, ethnic diversity, and educational background diversity as determinants of employee performance. Using a survey research design, data were collected from 345 academic and non-academic staff and analyzed through correlation and multiple regression techniques. The findings revealed that gender diversity, ethnic diversity, and educational background diversity had significant positive effects on employee performance, while age diversity did not exert a statistically significant influence. The study concluded that workforce diversity constitutes an important driver of institutional performance when effectively managed and recommended strengthening diversity and inclusion policies within Nigerian universities.

Adeyefa et al. (2024) evaluated the influence of diversity management on employees' performance among public and private universities in Ondo State, Nigeria. The study adopted a survey research design and found that diversity management practices significantly improved employee morale, commitment, and overall performance. The authors concluded that universities that embrace inclusive human resource policies achieve superior organizational outcomes compared with institutions characterized by discriminatory practices.

Sharma and Srivastava (2020) examined the effects of workplace diversity on employee performance in higher educational institutions. Using quantitative analysis, the study established that diversity dimensions contribute positively to employee effectiveness, institutional productivity, and organizational competitiveness. The authors emphasized that educational institutions benefit from diverse perspectives, experiences, and competencies that improve innovation and decision-making processes.

Ayano (2020) examined the effects of workforce diversity on employee performance at Addis Ababa Science and Technology University in Ethiopia. The study surveyed academic and administrative staff and found that diversity variables, including educational diversity, age diversity, ethnicity, and gender diversity, significantly influenced employee performance. The study concluded that effective management of workforce diversity enhances organizational productivity and institutional effectiveness.

Jekelle (2021) investigated the antecedents of workforce diversity and job performance among public sector employees in Nigeria. The study focused on age diversity, gender diversity, and educational background diversity. Using quantitative analysis, the findings indicated that educational background diversity positively influenced job performance by enhancing employees' problem-solving capacity and knowledge-sharing behaviour. The study recommended that organizations should institutionalize inclusive diversity policies to maximize workforce potential.

Suleiman (2025) examined the impact of workplace diversity on team performance and innovation in federal universities in Northwestern Nigeria. The study surveyed 450 academic and non-academic staff across six federal universities. Findings showed that diversity dimensions, particularly educational background diversity and age diversity, contributed positively to innovation, collaboration, and team performance when supported by inclusive organizational practices. The study concluded that workforce diversity remains a strategic resource for improving institutional competitiveness and effectiveness within the Nigerian university system.

The reviewed studies generally indicate that educational diversity contributes positively to employee performance, innovation, teamwork, and organizational effectiveness, while findings regarding age diversity remain mixed. Some studies reported significant positive effects of age diversity through mentorship and knowledge transfer, whereas others found non-significant relationships. Furthermore, most existing studies concentrated on workforce diversity generally, with limited attention given specifically to educational diversity management and age diversity management among academic staff in federal universities located in North Central Nigeria.

Gap in Literature

Although previous studies have examined workforce diversity and organizational performance in universities and other organizations, most focused on broad dimensions such as gender, ethnicity, and workforce diversity generally. Furthermore, many studies were conducted outside North Central Nigeria or included both academic and non-academic staff. Limited empirical evidence exists on the specific effects of educational diversity management and age diversity management on organizational performance among academic staff of federal universities in North Central Nigeria. This study therefore fills this gap by

investigating how educational diversity management and age diversity management influence organizational performance within the context of federal universities in the region.

3.0 Methodology

This study employed a survey research design to examine the relationship between workforce diversity management and employee performance among academic staff of federal universities in North Central Nigeria. The choice of the survey design was appropriate as it enabled the collection of quantitative data from a relatively large population and facilitated the analysis of relationships among the study variables.

The population comprised 3981 academic staff from selected federal universities within the North Central region of Nigeria. A total of 250 academic staff, drawn from various faculties and academic ranks including Assistant Lecturers, Lecturer II, Lecturer I, Senior Lecturers, and Professors, constituted the study population and were used for analysis.

A multi-stage sampling technique was adopted in selecting the respondents. Initially, purposive sampling was used to select relevant federal universities within the study area based on accessibility and suitability. Thereafter, stratified sampling was employed to categorize academic staff into different strata based on their academic ranks to ensure adequate representation. Finally, simple random sampling was used to select respondents from each stratum, thereby ensuring fairness and minimizing selection bias. The total sample size for the study was 250 respondents.

The study relied on primary data collected through a structured questionnaire designed by the researcher. The instrument consisted of two sections: the first section captured respondents' demographic characteristics such as gender, age, academic rank, and work experience, while the second section measured key constructs including gender diversity management, ethnic diversity management, and employee performance. The items were measured using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

To ensure the validity of the instrument, content and face validity were established through expert review in the fields of business administration and research methodology. Their input helped to refine the questionnaire and ensure that it adequately measured the intended constructs. The reliability of the instrument was assessed using Cronbach's Alpha, which yielded coefficients of 0.84 for gender diversity management, 0.81 for ethnic diversity management, and 0.87 for employee performance, with an overall reliability coefficient of 0.86. These values exceeded the acceptable threshold of 0.70, indicating a high level of internal consistency.

Data collected were analyzed with SPSS using both descriptive and inferential statistical techniques. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize respondents' characteristics and study variables. Inferential statistics included correlation analysis to examine the relationships among variables, multiple regression analysis to determine the effect of gender and ethnic diversity management on employee performance, and analysis of variance (ANOVA) to test the overall significance of the regression model. All analyses were conducted at a 0.05 level of significance.

The model for the study specified employee performance as a function of gender diversity management and ethnic diversity management, expressed as: $EP = \beta_0 + \beta_1 ADM + \beta_2 EDM + \mu$, where EP represents employee performance, ADM denotes AGE diversity management, EDM represents EDUCATIONAL diversity management, β_0 is the constant term, β_1 and β_2 are the regression coefficients, and μ is the error term.

4.0 Data Analysis and Discussions of Findings

This Section presents the analysis and interpretation of data collected from academic staff of selected federal universities in North Central Nigeria on age diversity management and educational diversity management as determinants of organizational performance. The chapter is organized into four sections comprising response rate and demographic characteristics of respondents, descriptive analysis of variables, test of hypotheses using regression analysis, and discussion of findings.

The analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics such as frequencies, percentages, mean scores, and standard deviations were used, while multiple regression analysis was employed to test the hypotheses. Similar analytical approaches have been widely adopted in workforce diversity studies within higher institutions.

Response Rate

A total of 250 questionnaires were distributed to academic staff across selected federal universities in North Central Nigeria. Out of the total distributed questionnaires, 232 were retrieved and found valid for analysis, representing a response rate of 92.8%.

Table 1

Response Category Frequency Percentage (%)

Retrieved and Valid	232	92.8
Not Retrieved	18	7.2
Total Distributed	250	100.0

Note. Field Survey (2026).

Interpretation

The response rate of 92.8% is considered adequate and reliable for statistical analysis. The high retrieval rate indicates the willingness of respondents to participate in the study and enhances the credibility of the findings.

TBLE 2

Gender Distribution of Respondents (N = 232)

Gender Frequency Percentage (%)

Male	141	60.8
Female	91	39.2
Total	232	100.0

Note. Field Survey (2026).

Interpretation

The table indicates that male respondents constituted 60.8% while female respondents accounted for 39.2%. This implies that male academic staff dominated the sampled universities.

Gender Distribution Chart



Age Distribution of Respondents

Table 3. Age Distribution

Age Distribution of Respondents (N = 232)

Age Category	Frequency	Percentage (%)
25–35 Years	58	25.0
36–45 Years	96	41.4
46 Years and Above	78	33.6

Interpretation

Most respondents fell within the age bracket of 36–45 years, indicating that the universities possess a relatively mature and experienced workforce capable of contributing to organizational performance through mentorship and institutional knowledge sharing.

Age Distribution Graph



46 Years & Above  33.6%

Educational Qualification

TABLE 4

Educational Qualification of Respondents (N = 232)

Qualification	Frequency	Percentage (%)
Master's Degree	67	28.9
PhD	149	64.2
Other Qualifications	16	6.9
Total	232	100.0

Note. Field Survey (2026).

Interpretation

The majority of respondents possessed PhD qualifications, reflecting the academic nature of university employment and suggesting a high level of intellectual capacity among respondents.

Descriptive Analysis of Study Variables

A 5-point Likert Scale was used:

- Strongly Agree (SA) = 5
- Agree (A) = 4
- Undecided (U) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

Decision Rule:

- Mean score ≥ 3.00 = Accepted
- Mean score < 3.00 = Rejected

2.1 Age Diversity Management and Organizational Performance

Table 4.5 Descriptive Analysis on Age Diversity Management

Age Diversity Management and Organizational Performance

Table 5

Descriptive Statistics for Age Diversity Management

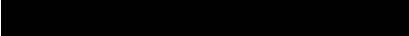
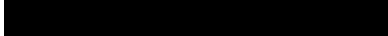
S/N	Statement	Mean	SD	Decision
1	Age diversity enhances mentorship within the university.	4.31	0.72	Accepted
2	Intergenerational collaboration improves productivity.	4.18	0.81	Accepted
3	Older employees contribute valuable institutional experience.	4.27	0.69	Accepted
4	Younger employees contribute innovation and technological skills.	4.35	0.64	Accepted
5	Age diversity promotes knowledge sharing.	4.22	0.76	Accepted
Grand Mean		4.27	0.72	Accepted

Note. Field Survey (2026).

Interpretation

The grand mean of 4.27 indicates strong agreement among respondents that age diversity management significantly enhances organizational performance in federal universities. The findings support previous studies which established that age diversity contributes positively to innovation, mentorship, and institutional continuity.

Age Diversity Mean Scores

Mentorship		4.31
Collaboration		4.18
Institutional Experience		4.27
Innovation & Tech Skills		4.35
Knowledge Sharing		4.22

2.2 Educational Diversity Management and Organizational Performance

Table 6 Descriptive Analysis on Educational Diversity Management

S/N	Statement	Mean	SD	Decision
1	Educational diversity improves creativity.	4.36	0.66	Accepted
2	Diverse educational backgrounds improve teamwork.	4.24	0.74	Accepted
3	Educational diversity enhances problem-solving ability.	4.41	0.61	Accepted
4	Equal educational opportunities improve employee commitment.	4.19	0.79	Accepted
5	Educational diversity enhances innovation.	4.33	0.68	Accepted
Grand Mean		4.31	0.70	Accepted

Note. Field Survey (2026).

Interpretation

The grand mean score of 4.31 reveals that respondents strongly agreed that educational diversity management positively influences organizational performance through creativity, innovation, teamwork, and effective decision-making.

Educational Diversity Graph



Test of Hypotheses

Multiple regression analysis was employed to test the hypotheses.

The regression model is expressed as:

$$OP = \beta_0 + \beta_1 ADM + \beta_2 EDM + \mu$$

Where:

- OP = Organizational Performance
- ADM = Age Diversity Management
- EDM = Educational Diversity Management

Hypothesis One

H01:

Age diversity management has no significant effect on organizational performance in federal universities in North Central Nigeria.

Table 2.4 Regression Analysis for Age Diversity Management

Variable	Beta Coefficient	t-value	Sig.
Constant	1.284	4.116	0.000
Age Diversity Management	0.642	8.937	0.000

Model Summary Value

R	0.781
R ²	0.610
Adjusted R ²	0.606
F-statistic	79.870
Sig.	0.000

Decision

Since the significance value (0.000) is less than 0.05, the null hypothesis is rejected.

Interpretation

The regression result indicates that age diversity management has a significant positive effect on organizational performance. The R² value of 0.610 implies that 61.0% variation in organizational performance is explained by age diversity management. This finding aligns with earlier studies emphasizing the positive role of age diversity in improving institutional effectiveness and productivity.

Hypothesis Two

H02:

Educational diversity management has no significant effect on organizational performance in federal universities in North Central Nigeria.

Table 4. Regression Analysis for Educational Diversity Management

Variable	Beta Coefficient	t-value	Sig.
Constant	1.118	3.925	0.000
Educational Diversity Management	0.718	10.284	0.000

Model Summary Value

R	0.824
R ²	0.679
Adjusted R ²	0.675
F-statistic	105.761
Sig.	0.000

Decision

Since the significance value (0.000) is less than 0.05, the null hypothesis is rejected.

Interpretation

The findings reveal that educational diversity management significantly affects organizational performance. The coefficient of determination ($R^2 = 0.679$) indicates that 67.9% of organizational performance is explained by educational diversity management. This confirms that institutions with effective educational diversity practices tend to experience higher innovation, productivity, and teamwork.

Discussion of Findings

The findings of this study revealed that age diversity management significantly influences organizational performance in federal universities in North Central Nigeria. The positive and significant relationship observed suggests that universities benefit from the integration of employees belonging to different age categories. Younger employees contribute innovative ideas, technological competence, and adaptability, while older employees provide institutional memory, mentorship, and professional experience. The combination of these attributes creates opportunities for knowledge transfer, succession planning, and organizational learning.

The finding supports the proposition of Social Identity Theory, which argues that differences among individuals can become organizational assets when effectively managed. The result also corroborates the findings of Egbon-Charles et al. (2025), who reported that inclusive workplace practices improve employee engagement and organizational outcomes. Similarly, the finding aligns with the work of Adeyefa et al. (2024), which established that diversity management contributes positively to employee productivity and institutional effectiveness. However, the result differs from the findings of Ismaila and Usman (2023), who reported that age diversity did not significantly influence employee performance. The variation may be attributed to differences in organizational settings, study populations, and management practices.

The study further established that educational diversity management significantly affects organizational performance. The positive coefficient obtained from the regression analysis indicates that employees possessing different educational qualifications and professional competencies contribute meaningfully to organizational effectiveness. Educational diversity enables the integration of multiple perspectives, encourages innovation, strengthens teamwork, and improves problem-solving capabilities within academic institutions.

This finding is consistent with the study conducted by Adeyefa et al. (2024), which found that educational qualification diversity positively influences employee performance through improved creativity and collaboration. The result also supports the position of Kochan et al. (2003), who argued that diverse workforces contribute to superior organizational outcomes when supported by inclusive management practices. Furthermore, the finding reinforces the argument that universities, as knowledge-based institutions, derive substantial benefits from the interaction of employees possessing diverse educational experiences and disciplinary backgrounds.

Overall, the findings demonstrate that diversity management represents a strategic mechanism for improving organizational performance in higher educational institutions. The results indicate that universities that adopt inclusive policies, equitable human resource practices, and effective diversity management strategies are more likely to achieve sustainable institutional growth, improved employee productivity, and enhanced organizational effectiveness.

5.0 Conclusion and Recommendations

The study concludes that age diversity management and educational diversity management are important determinants of organizational performance in federal universities in North Central Nigeria. Effective diversity management creates an inclusive work environment that enhances employee morale, collaboration, innovation, and productivity.

The findings demonstrate that institutions that effectively manage age and educational diversity are more likely to achieve improved organizational outcomes.

Based on the findings of the study, the following recommendations are made:

- i. Federal universities should formulate and implement comprehensive diversity management policies that promote age inclusiveness and educational equality.

- ii. University management should ensure fairness and transparency in recruitment, promotion, leadership appointments, and professional development opportunities.

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