



# The Effect of Workforce Diversity on Employee Performance in Higher Education Sector

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## Abstract

Every organization needs to adopt workforce diversity due to which diverse work team every member has different skills, abilities and capabilities to improve organizational performance. The objectives of this study are to investigate the relationship and effect between demographic variables especially Age, gender and education background diversity and dependent variable Employee performance among the employees of Higher education sector in Swabi district, KP Pakistan. The data has been collected on cross sectional through questionnaires and simple random sampling technique has been used. The population of this study is 440 faculty members of Higher Education Sector Districts, Swabi KP. Furthermore, the data has analyzed through different statistical technique by using SPSS software. The findings of the study shows that there is positive relationship between independent variables (Age, gender, education background and ethnic diversity) and dependent variable (Employee performance). In last, the study shows the recommendations for further researches and implementation for the individual, organization and policy makers.

## ARTICLE INFORMATION

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## INTRODUCTION

According to Robbins,(2009) Workforce diversity refers to organization becomes more heterogeneous with mix of employees in terms of age, race, gender and educational background. According to Mecheo,(2016) workforce diversity is difference in age, gender, culture, ethnicity, physical ability, education level of employee and religion. Also according to Bhatia,(2008) the workforce diversity are not limited to age, gender, ethnicity and educational background, but there are some other sources of diversity such as political affiliation, level of ability and socio-economic background of individual.

Workforce diversity has both positive and negative effects on employee performance it depends upon the management of workforce diversity. The effective management of workforce diversity improves the employee's performance (Erasmus, 2007). Due to effective management of workforce diversity an organization can avail the ideas, skills, abilities and capabilities of employees (Erasmus, 2007). The above mention qualities of employees play a vital role in the progress and development of an organization (Erasmus, 2007).

On the other hand ineffective management of workforce diversity is gives rise to the formation of various groups, this could lead to miscommunication, interpersonal complicit and power struggle (Jehn, 1995). The mentioned problems arise due to mismanagement of workforce diversity that will bring hurdle for organization to achieve its goal (MAINGI, 2015).The workforce diversity is becoming very important due to accommodation of people in the same place belonging to different cultures (MAINGI, 2015).

Age diversity is the difference in age among employees and is used to describe compositions of the organization or group (Kunze, Boehm, & Bruch, 2011). When employees of different ages work together in group it improves productivity than working alone because

different people have different skills, perspectives, personality traits and a larger problem solving toolbox (Backes-Gellner & Veen, 2009).

The word gender is derived from Latin word genre which means kind or race (Bhushan, 2016). Gender diversity is regarded as the description of masculinity or femininity of people (Connell, 2002). Gender diversity may improves employee performance in organization if equal opportunities are provided to both males and females (Kirton & Greene, 2015).

According to Tracy and Lewis,(1993) the education diversity is difference in education among employees. Education diversity is an important for employee because without sufficient education background employee cannot find out a job and perform well (Lewis & Sappington, 1993).In Pakistan enough work has done in different sectors but education sector is being ignored. Education is very important for everyone to get success in life. Therefore, the researcher selected education sector for this study.

## Problem Statement

Several researches have been conducted by Chew, Lee, Tan, Tee and Fong,(2011), Zhuwao ,(2017), Mwatumwa ,(2016), Maingi,(2015), Joseph and Selvaraj,(2015) in developed countries but less study has been conducted in less developed countries. Therefore, the researchers try to fill the gap and targeted Pakistan is under research countries. When the organization have environment of practicing workforce diversity and un discriminatory attitudes of an organization toward its employee will enhance motivation, skill transfer and they will become committed to their organization (Erasmus, 2007). On the other hand, workforce diversity is left unmanaged, which results to damage morale, increase turnover, interpersonal conflict and causes significant communication problems



(Jehn, 1995). These issues are caused due to the leadership are not skilled in managing workforce diversity and human resource management don't know how to practice effectively workforce diversity and what factors contribute to effective diversity management (Erasmus, 2007).

### Research Objectives

1. To investigate the relationship between age diversity and employee performance in higher education sector district Swabi, KP Pakistan.
2. To determine the relationship between gender diversity and employee performance in higher education sector district Swabi, KP Pakistan.
3. To examine the relationship between education background diversity and employee performance in higher education sector district Swabi, KP Pakistan.
4. To investigate the effect of independents variable (age, gender, and education background diversity) toward employee performance in higher education sector district Swabi, KP Pakistan.

### Research Questions

The following research questions have been formulated, on the basis of above mention research objectives.

1. What is the relationship between age diversity and employee performance in higher education sector district Swabi, KP Pakistan?
2. What is the relationship between gender diversity and employee performance in higher education sector district Swabi, KP Pakistan?
3. What is the relationship between educational background diversity and employee performance in higher education sector district Swabi, KP Pakistan?
4. What is the effect of the independent variables (age, gender, and education background diversity) toward dependent variable (employee performance) in higher education sector district Swabi, KP Pakistan?

### Significance of Research

This research will be helpful for researchers to do research in future about the effect of workforce diversity on employee performance higher education sector of district Swabi, KP Pakistan. This study enables us to understand, the effects of workforce diversity on employee's performance in higher education sector of Swabi. It is also beneficial for having diverse workforce that provides multiple of ideas at a time for solving problems.

This study provides more information about workforce diversity and encourages research to be conducted in this field. This study helps educational institutions to adopt workforce diversity that will ultimately improves both performance of an organization as well as employee's performance. This study is important for policy makers because they will help them to make a best policy for an organization for best performance and it will also save their time because they will study, the research done on workforce diversity in higher education sector of district swabi, KP Pakistan, and will easily make policy for their organization.

### LITERATURE REVIEW

This chapter consists of reviews of secondary data that researchers have been collected from other researches. Furthermore, this chapter will provide concept of the variables (gender diversity, age diversity, and educational background diversity and employee performance) and the conceptual framework of the study along with the hypotheses will be formulated based on previous literature.

### Concept Of Variables

In this section, the researcher will define and explain the concepts of the variables with the help of previous research studies.

#### WORKFORCE DIVERSITY

Workforce diversity is a multidimensional concept that is being evolved globally. As an organization hires employees from different culture background (Saxena, 2014). According to Roberson and Kulik,(2007) employee diversity is left unmanaged because turnover rate increases, low morale and communications problems may be arise among the employee within the organization. The relationship between workforce diversity and employee performance was studied by Carrel, Mann and Sigler,(2006), and concluded that due to staff diversity the performance of every employee will be different that effects duty or affiliation of employees inside the organization . The study of Ogbo, Ukpere and Kifordu,(2014),shows that workforce diversity has positive effect on organization performance of the selected organizations in Nigeria. The study of Saeed et al,(2013) shows positive relationship between workforce diversity and students performance.

#### Age Diversity

Age diversity is the difference in age among employees and used to describe composition of the organization (Kunze, BOEHM, & Bruch, 2009). Organizations are unable to properly use the talent and the skills of old worker, due to false assumption that they face a lot of health issues and unable to adopt changes and new technology (Joseph & Selvaraj, 2015).

Various research studies, shows that age diversity has both advantages and disadvantages. The disadvantages of age diversity in view of Mwatumba,(2016), age diversity causes communication problems and conflict among employees. Inefficiency of managers to manage age diversity gives rise to conflict that reduces productivity of employees (Mwatumba, 2016).

The advantages of age diversity in view of Bohem and Kunze,(2015) that an age heterogeneous workforce can produce huge number of multiple skills, intellectual styles, increases morals, that may result in increased productivity. According to Gellener and Stepen,(2009) when employees of different ages work together in group it improves productivity than working alone because different people have different skills, perspectives, personality traits and a larger problem solving toolbox.The study of Zhuwao,(2017) and Rizwan khan, Nadeem and Abbas,(2016) shows the positive relationship between age diversity and employee performance.

#### Gender Diversity

A mix of cognitive abilities of men and women may increase the organization's overall creativity and innovation (Hoffman, 1965).The gender heterogeneous teams produce high quality decisions over a homogenous team (Roberson & Kulik, 2007). Empirical research supports the argument that gender diversity is positively associated to an organization's performance. Chew et al,(2011), argues that gender diversity at the management and organizational level can provide a firm with competitive advantage. According to Brown,(2008)the inability to identified gender issues at first and remains unmanaged then workforce diversity is ineffective.

The previous studies show that women are not equal to men. According to Kossek, Lobell and Brown,(2006) in the organizations all over the world there are 20% women in the workforce while 80% men in the workforce. Because of gender discrimination the women do not get same opportunities as men get for education, promotion (Bhushan, 2016). according to Kirton and Greene,(2015) providing equal employment opportunities for men and women is important to improve team performance in an organization. According to study of Abbas, Hameed and Waheed,(2011) the gender discrimination in recruitment and promotion highly effect the performance of employee. According to Eagly and Wood,(1991) the team having gender diversity performs better than the team consists of same



gender. According to the study of Rizwan, Khan, Nadeem and Abbas,(2016), Chaudhry,(2016), Elsaid,(2012) and Chew et al,(2011) there is positive relationship between gender diversity and employee performance.

**Education Diversity**

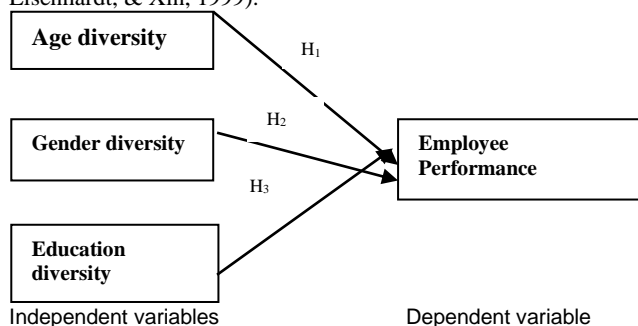
According to research of Lewis and Sappington,(1993) organizations do not hire those employees whose training, experience and education are inadequate for specific job or position. According to Lewis and Sappington, (1993), education is more important for employees because without sufficient education background employees are unable to get a job and perform well.

Organizational leaders implemented education diversity, due to these initiatives it motivates employee to perform work effectively to achieve organizational goals. An employee education background is best indicator of their knowledge, Skills and capability (MAINGI, 2015). According to Maingi,(2015) the educational background reflects the cognitive strength and personality of employee. An employee educated in computer science has different cognitive skill then employee educated in finance (Hambrick & Mason, 1984).

According to Dainel,(2009) productivity of an employee depends on the level of the education, the employee will be productive if he/she has high level of education. According to study of Cohen and Bailey,(1997) the education background diversity has positive effect on team performance, because it fosters broader range of cognitive skills. The study of Mwatumba,(2016), Zhuwao(2017) and Elsaid, (2012) also shows that there is positive relationship between education background diversity and employee performance.

**Employee Performance**

According to Cascio,(2000), performance means working effectively in the manner to do right job, judged by the effectiveness. It is how better the employee can fulfill the essentials of job (Byars, 1993). According to Cornelius,(2001), effective performance can be a key factor to achieve organizational objectives while maximizing the contribution of employees. The previous researches on workforce diversity state that workforce diversity can be either detrimental or useful for employee performance in organization (Jonathan, David, & Aparna, 2004). For example diversity is positively associated with creativity, critical thinking and problem solving (Bantel & Jackson, 1989), and negative linked with conflict and cohesiveness (Pelled, Eisenhardt, & Xin, 1999).



2.1: Figure of conceptual framework

**Research Hypotheses**

On the basis of above discussion, the following hypothesis has been developed.

H1: There is relationship between age diversity and employee performance.

H2: There is relationship between gender diversity and employee performance.

H3: There is relationship between educational background diversity and employee performance.

H4: There is effect of independent variables (age, gender, and education background diversity) on dependent variable employee performance.

**Research Methodology**

In this chapter researcher discuss how to conduct a research. This chapter includes the research design, data collection methods, sampling technique, population, sample size, research instrument and data analysis tools.

**Research Design**

The research design is the overall plan for conducting or carrying out the research (Onen, 2008). For conducting this research, the quantitative research will be used. “Quantitative business research is a research that addresses research objectives through empirical assessment” Zikmund, Babin, Carr and Griffin (2013) (p.39). It is cross-sectional type in terms of time dimension, because time is limited. Cross-sectional study is also known as one-shot study (Kumar, 2011).

**Population and Sampling**

Kothrai, (2004) define population as the entire group of individual, objects from which researcher want to collect information. Population of this study is the employees of higher education sector district Swabi. In higher education sector district Swabi there are three universities ‘University of Swabi, Women University and Ghulam Ishaq Institute of technology’ consisted 440 faculties on permanent, contract and visiting bases.

There are two type of sampling technique probability sampling and non-probability sampling. In probability sampling each element in the population has equal and independence chance of selection in the sample (Kumar, 2011). On other hand, in non-probability sampling each element of population has unequal or pre-determined chance of selection in the sample (Chew et al., 2011). In this study probability sampling technique will be used.

Kothrai,(2004) define sample as the subset of a population that represent the whole population. According to Krejcie and Morgan,(1970), the selected respondent will be 205 from the whole population of 440.

**Data Collection Method**

There are two sources for collecting data such as primary data and secondary data. To answer research questions and research hypothesis both primary and secondary sources will be used. The questionnaire survey will be used to collect primary data that is also known as self-administrated survey. Primary data mean data collected for first time. Secondary data are the information gathered from already sources exist (Sekran, 2003). In this study primary data will be collected through closed ended questionnaire.

**Instrument/Tools**

The literature review was carried out to find out the age diversity, gender diversity, ethnic diversity, education diversity and employee performance questions. For each variable, a list of questions was created. The views of management experts were taken in consideration to make this list. At last 29 questions were made and added in this list. Furthermore the age diversity consists of 5 questions which are adopted from (Chew et al., 2011). The gender diversity consists of 5 questions which are adopted from (Zhuwao, 2017). The education background consists of 5 questions which are adopted from (Chew et al., 2011). The employee performance consists of 9 questions which are adopted from (Chew et al., 2011). The respondents were permitted to rate the questionnaires using a



five-likert scale (Strongly disagree, Disagree, somewhat agree, Agree and strongly agree).

### Descriptive Statistics

Descriptive statistics are brief descriptive coefficient that summarizes a given data set, which can be either a representation of the entire population or sample of it (Kamal, 2013). In descriptive statistics we will find out mean and standard deviation. The mean explains the center tendency of data, the mean can be find out by adding all data and divide it by number of data (Kamal, 2013). The standard deviation shows us the dispersion of data from its mean (Kamal, 2013)

### Inferential Statistics

Inferential statistical deals with procedure for making inference about the characteristics of that describe the large group of data, called population, from the knowledge derived from only part of the data, known as sample. This includes the estimation of population parameter and testing hypothesis (Kamal, 2013). In inferential statistics we will find out correlation and regression.

The correlation was used to shows the relationship between dependent variable and independent variables, it does not only show positive or negative relationship but also shows the strength of relationship (Mwatumwa, 2016).

Table 3.1: Rule of thumb about correlation coefficient

Coefficient range	Strength of association
0.91-1.00	Very strong
0.71-0.90	High
0.41-0.70	Moderate
0.21-0.40	Small but definite relationship
0.01-0.20	Slightly almost negligible

Source (Mwatumwa, 2016).

The table shows that correlation coefficient value ranging from 0.91-1.00 that represents very strong strength of association. If correlation coefficient value ranging from 0.71-0.90 that represent high strength of association.. If correlation coefficient value ranging from 0.41-0.70 that represent moderate strength of association. If correlation coefficient value ranging from 0.21-0.40, that represent small but definite strength of association. If correlation coefficient value ranging from 0.01-0.20, that represent slightly almost negligible strength of association. The regression was used to show the effect of independent variables on dependent variable(Chew et al., 2011).

### Reliability

The accuracy of study is measured through reliability analysis. The cronbach's Alpha is used for measuring reliability (Chew et al., 2011).

Table 3.2: Rule of thumb for labeling cronbach Alpha coefficient

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Alpha coefficient	Level of reliability
0.80 to 0.95	Very good reliability
0.70 to 0.80	Good reliability
0.60 to 0.70	Fair reliability
Below 0.60	Poor reliability

Source: (Jnr, Money, Samouel, & Page, 2007).

The table shows the cronbach alpha value ranging from 0.80 to 0.95 that represents a very good reliability. If cronbach alpha value ranging from 0.70 to 0.80 that represents a good reliability. If

cronbach value ranging from 0.60 to 0.70 that represents a fair reliability. If the cronbach value lies below 0.60 it represents poor reliability, but acceptable (Jnr et al., 2007).

## DATA ANALYSIS

### Response Rate

The population size of the study is 440 and according to (Krejcie & Morgan, 1970) the sample size will be 205. The 205 questionnaires have distributed with in which 173 questionnaires have received. The response rate was 84.39 %.

### Characteristic of Data

This includes the demographic data of the respondents. They were asked to write the gender, marital status, age, designation, salary, work experience, level of education and term of employment.

Table 4.2: Characteristic of Data

		Frequency	Percent
Gender	Male	95	54.9
	Female	78	45.1
Marital Status	Single	79	45.7
	Married	94	54.3
Age	Below 25	23	13.3
	26 to 31	100	57.8
	32 to 37	44	25.4
Designation	38 to 43	6	3.5
	Lecturer	107	61.8
	Assistant professor	41	23.7
	Associate professor	18	10.4
Salary	Professor	7	4.0
	Below 45000	47	27.2
	45001 to 60000	33	19.1
	60001 to 85000	25	14.5
	85000 to 100000	9	5.2
Experience	Above 100000	59	34.1
	Below 3 years	67	38.7
	4 to 6	71	41.0
	7 to 9	28	16.2
	10 to 12	6	3.5
Level of education	Above 12	1	0.6
	Master	47	22.2
	MS	60	34.7
Employment status	PhD	66	38.2
	Permanent	66	38.2
	Visiting	37	21.4
	Contract	70	40.5

The respondents were both male and female as mentioned in the table. The Table 4.3 shows that 54.9 % are male and 45.1 % are female. The 45.7% of employees are single and 54.3% of employees are married. The 13.3% of respondent have the age below 25, 57.8% of respondent have the age between 26 to 31, 25.4% of respondent have age between 32 to 37 and 3.5% of respondent have age between 38 to 43.

The Table 4.3 shows that 61.8% are lecturer, 23.7% are assistant professor, 10.4% are associate professor and 4% are professor. The 27.2% of employees have salaries below 45000, 19.1% of employees have salaries between 45001 to 60000, 14.5% of employees have salaries between 60001 to 85000, 5.2% of employees have salaries between 85001 to 100000 and 34.1% of employees have salaries above 100000.

The Table 4.3 shows that 38.7% employees have experience below 3 years, 41% employees have experience between 4 to 6 years, 16.2 % employees have experience between 7 to 9 years, 3.5%



employees have experience between 10 to 12 years and 0.6% employees have experience above 12 years.

The Table 4.3 shows that 27.2% of employees have level of education Master, 34.7% of employees have level of education MS and 38.2% employees have level of education PhD. The Table 4.7 shows that 38.2% of employees are on permanent basis, 40.5% of employees are on contract basis and 21.4% of employees are on visiting basis.

**Preliminary Analyses**

Before testing hypotheses, the data was first checked with preliminary analysis which are as follow.

**NORMALITY**

Table 4.1: Skewness and Kurtosis

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
AGD	173	-.116	.185	.090	.367
GED	173	-.360	.185	.70	.367
EBD	173	-.127	.185	.257	.367
EP	173	-.354	.185	-.126	.367

The value of skewness and kurtosis is between +2 and -2, we can calculate value of skewness and kurtosis by dividing statistic on standard error. The value of skewness for age diversity is  $-0.116/0.185 = -0.62$  which is in the range of +2 and -2. The value of kurtosis for age diversity is  $0.090/0.367 = 0.25$  which is in the range of +2 and -2. The value of skewness for gender diversity is  $-0.360/0.185 = -1.94$  which is in the range of +2 and -2. The value of kurtosis for gender diversity is  $0.70/0.367 = 1.90$  which is in the range of +2 and -2.

The value of skewness for education background diversity is  $-0.127/0.185 = -0.68$ . The value of kurtosis for education background diversity is  $0.257/0.367 = 0.700$ . The value of skewness for employee performance is  $-0.354/0.185 = -1.91$ . The value of kurtosis for employee performance is  $-0.126/0.367 = -0.34$ . The Value of skewness and Kurtosis is between +2 and -2, the data is normally distributed.

**MULTICOLLINEARITY TEST**

Table:4.2 Multicollinearity

Model		Collinearity Statistics	
		Tolerance	VIF
1	AGD	.782	1.279
	GED	.809	1.236
	EBD	.819	1.221

a. Dependent Variable: EP

The VIF values are (1.279, 1.236 and 1.22) that lie between 1 to 10, There is no multicollinearity symptoms. The value of VIF is less than 1 and greater than 10 then there is multicollinearity.

**LINEARITY**

The linearity shows the linear relationship between dependent variable and independent variable. The below graph shows the linear relationship between dependent variable and independent variables.

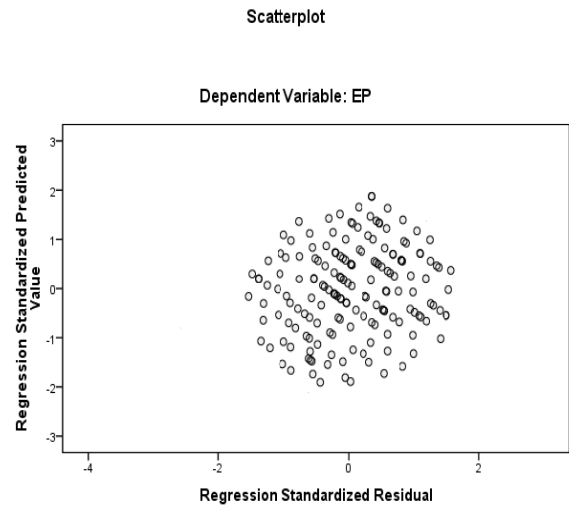


Fig. 4.1 Scatter Plot

**Descriptive Statistic**

Table 4.4: Descriptive Statistics

	N	Mean	Std. Deviation
AGD	173	3.7358	.41173
GED	173	3.9324	.39590
EBD	173	3.8272	.44917
EP	173	4.0855	.36540

Descriptive statistics quantitatively explains the features of the data collected. In the above table in the first column are the names of the variables which are age, gender and education background (Independent variables) and employee performance (Dependent variable). The second column shows us Population. The third column give us value of mean which explain central tendency of each of the variable. The fourth column provides the standard deviation.

**Reliability Analysis**

Table 4.5: Reliability Test

Number	Variable	Number of item	Coefficient alpha
1	Age diversity	5	0.729
2	Gender diversity	5	0.783
3	Education background diversity	5	0.710
4	Employee performance	9	0.623

The age diversity coefficient alpha value is 0.729 that was measured by using 5 numbers of items. The gender diversity coefficient alpha value is 0.783 that was measured by using 5 numbers of items. The education background diversity coefficient alpha value is 0.710 that was measured by using 5 numbers of items. The employee performance coefficient alpha value is 0.623 that was measured by using 9 numbers of items.

**Testing Hypotheses**

**H1: There is relationship between age diversity and employee’s performance.**

The Table 4.6 shows that correlation coefficient value is 0.455 that means there is positive relationship between age diversity and employee’s performance. The correlation coefficient value that fall under coefficient range 0.41 to 0.70. Therefore, there is moderate relationship between age diversity and employee’s performance. The



relationship between age diversity and employee performance is positive, therefore, we reject null hypothesis and accept alternative hypothesis

		N	EP	AGD	GED	EBD
Correlation	EP	173	1.000	.455	.513	.481
	AGD	173	.455	1.000	.388	.375
	GED	173	.513	.388	1.000	.331
	EBD	173	.481	.375	.331	1.000
Sig. (1-tailed)	EP	173	.	.000	.000	.000
	AGD	173	.000	.	.000	.000
	GED	173	.000	.000	.	.000
	EBD	173	.000	.000	.000	.

**H2: There is relationship between gender diversity and employee’s performance.**

The Table 4.16 shows that the correlation coefficient value is 0.513 that means there is positive relationship between gender diversity and employees performance. The correlation coefficient value that fall under coefficient range 0.41 to 0.70. Therefore, there is moderate relationship between age diversity and employee’s performance. The relationship between gender diversity and employee performance is positive, therefore we reject null hypothesis and accept alternative hypothesis.

**H3: There is relationship between education background diversity and employee’s performance.**

The Table 4.6 shows that the correlation coefficient value is 0.481 that means there is positive relationship between education background diversity and employee’s performance. The correlation coefficient value that fall under coefficient range 0.41 to 0.70. Therefore, there is moderate relationship between education background diversity and employee’s performance. The relationship between education background diversity and employee performance is positive, therefore we reject null hypothesis and accept alternative hypothesis.

**H4: There is effect of independent variables (Age, gender and education background) on dependent variable (Employees performance).**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df 1	df 2	
1	.639 <sup>a</sup>	.408	.398	.28352	.408	38.898	3	169	.000
a. Predictors: (Constant), EBD, GED, AGD									

The above shows R shows the correlation between dependent and independent variables. The R value is 0.639 which mean that there is 63.9% correlation between dependent variable and independent variables. The R square value shows the change in dependent variable (Employee performance) that is explained by independent variables (Age, gender and education background). The R square value is .408 which means that 40.8% change in dependent variable (Employee

performance) which is explained by independent variables (Age, gender and education background).

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.380	3	3.127	38.898	.000 <sup>a</sup>
	Residual	13.585	169	.080		
	Total	22.965	172			
a. Predictors: (Constant), EBD, GED, AGD						
b. Dependent Variable: EP						

Based on ANOVA table the P-value is 0.000 that is lesser from Alpha value (0.005). The table shows the value of F (3,169) =38.898 and the value of P (0.000) with degree of freedom 4, hence the model is overall fit of data.

Table 4.9: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.257	.264		4.771	.000
	AGD	.193	.059	.217	3.247	.001
	GED	.307	.061	.332	5.052	.000
	EBD	.236	.053	.290	4.430	.000
a. Dependent Variable: EP						

The table shows the B-value of age diversity (0.193) is significant and has positive effect on employee performance. The B-value of age diversity (0.193) which means that one-unit increase in age diversity will increase the employee performance by 19.3%. The B-value of gender diversity (0.307) is significant and has positive effect on employee performance. The B-value of gender diversity (0.307) which means that one-unit increase in gender diversity will increase the employee performance by 30.7%. The B-value of education background diversity (0.236) is significant and has positive effect on employee performance. The B-value of education background diversity (0.236) which means that one-unit increase in education background diversity will increase the employee performance by 23.6%. The independent variables (Age, gender and education background diversity) has positive effect on dependent variable (Employee performance), therefore we reject null hypothesis and accept alternative hypothesis.

**Hypotheses Summary**

After the analysis of data, the following summary has been concluded.

Table 4.10: Hypotheses Summary

Hypotheses Summary	
H1: There is relationship between age diversity and employee’s performance.	Accepted
H2: There is relationship between gender diversity and employee’s performance.	Accepted
H3: There is relationship between education background diversity and employee’s performance.	Accepted
H4: There is effect of independent variables (Age, gender and education background) on dependent variable (Employees performance).	Accepted

**CONCLUSION AND RECOMMENDATION**



## Discussion

The effect of workforce diversity was measured in term of age, gender, education background and ethnicity. The results of the study are discussed below.

### Objective 1: The Relationship between age diversity and employee performance.

The first main objective of this research is to investigate the relationship between age diversity and employee performance. The result of this study shows that there is positive and moderate relationship between age diversity and employee performance. Furthermore the achieved result shows positive relationship between age diversity and employee performance which is similar to previous studies (Rizwan et al., 2016; Zhuwao, 2017).

### Objective 2: The relationship between gender diversity and employee performance.

The second main objective of this research is to investigate the relationship between gender diversity and employee performance. The result of this study shows that there is positive and moderate relationship between gender diversity and employee performance. Furthermore the achieved result shows positive relationship between gender diversity and employee performance which is similar to previous studies (Chaudhry, 2016; Chew et al., 2011; Elsaid, 2012; Rizwan et al., 2016).

### Objective 3: The relationship between education diversity and employee performance.

The fourth main objective of this research is to investigate the relationship between education background diversity and employee performance. The result of this study shows that there is positive and moderate relationship between education background diversity and employee performance. The achieved result shows positive relationship between education background diversity and employee performance which is similar to previous studies (Elsaid, 2012; Mwatumba, 2016; Zhuwao, 2017).

Objective 4: The effect of independent variables (Age, gender and education diversity) on dependent variable (Employee performance).

The fifth main objective of this research is to investigate the effect of independent variables (Age, gender and education background) on dependent variable (Employee performance). According to the result there is positive effect of independent variables (Age, gender and education background) on dependent variable (Employee performance). The achieved result shows positive effect which is similar to previous studies (MAINGI, 2015; Ogbo et al., 2014).

## Implications

The result of this study shows that workforce diversity has significant effect on employee performance in Higher education sector district Swabi. The implication of this study is to make diverse team in higher education sector district Swabi for better employee performance.

The organization should make diverse teams for best competition. The global economy requires diverse workforce to effectively deal with diverse customer. As diverse workforce improves creativity, skills, improve group problem solving and the performance of organization that are important for competition. Due to this reason organization should make diverse team to achieve its goals.

## Limitations of the Study

Every study has its own limitations in the same manner this study also has limitations which are discussed as under.

The financial resources were limited due to which it is impossible to have excess to certain research papers which were very important for this study. We spent a lot of time to allocate and finding other resources that affected the progress of study.

The duration for the completion of this study was short so we use cross-sectional method to complete this study in the specified time. Another limitation is that this research is based on quantitative

measure. In this study we made an effort to find out the effect of workforce diversity on individual employee performance and not based on team performance.

## Recommendations of the Study

We have used cross sectional methods because of limited time, In future the researchers should use the longitudinal methods to achieve effective result.

The limited financial resources made it impossible to have excess to certain research paper which is very important for the study. In future the higher education sector should allocate funds for the researcher to have easy excess to that important research paper.

This research is based on quantitative measures, In future researchers should use both quantitative and qualitative measure for better understanding the effect of workforce diversity on employee performance and to achieve best result.

This study tends to find out the effect of workforce diversity on individual employee performance, in future the researcher should conduct researches on the effect of workforce diversity on team performance to achieve effective result.

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