

ADDIS ABABA UNIVERSITY



**COLLEGE OF BUSINESS AND ECONOMICS
MASTER OF INTERNATIONAL BUSINESS**

**THE ROLE OF WORKPLACE DIVERSITY MANAGEMENT IN
ENHANCING EMPLOYEES' PERFORMANCE IN FMCG SECTOR IN
ETHIOPIA**

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ADDIS ABABA, ETHIOPIA

DECLARATION

I, Meskerem Addis the undersigned, declare that this study proposal entitled “The Role of Workplace Diversity Management in Enhancing Employees' Performance in FMCG Sector in Ethiopia, is the study I undertook independently with the guidance and support of my advisor. This study proposal has not been submitted for any degree or diploma program in this or any other institution and that all sources of materials used for the thesis proposal have been duly accredited.

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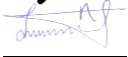
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APPROVAL OF THE THESIS PROPOSAL
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES MA PROGRAM

This is to certify that this thesis prepared by Meskerem Addis, entitled: ‘The role of workplace diversity management in enhancing employees' performance in FMCG sector in Ethiopia’ submitted in partial fulfilment of the requirements for the Degree of Master of International Business complies with the regulations of the College and meets the accepted standards with respect to originality and quality.

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ACRONOMYS

FMCG: Fast-Moving Consumer Goods

MCT: Management Consultancy Tshare

NGO: Non-Government Organization

S.C: Share Company

SD: Standard Deviation

SPSS: Statistical Package for Social Sciences

VIF: Variance Inflation Factor

ABSTRACT

In today's globalized business environment, organizations are increasingly recognizing the importance of workforce diversity as a critical factor for achieving competitive advantage and enhancing organizational performance. Employees bring diverse skills, perspectives, and experiences that can drive organizational success. Effective utilization of human resources, along with material, money, and information, is crucial for organizational success. Workplace diversity includes both surface level as well as deep level diversity. This study has been conducted to examine the impact of workforce diversity on employee performance. The factors identified under workforce diversity were Age Diversity, Gender Diversity, Educational Background diversity, and language diversity. These factors were identified by literature review and expert opinion. The study has been conducted on employees from 10 companies in the FMCG industry in Addis Ababa, Ethiopia. The target population reached 18,034 which led to selection of 376 sample size through Kothari's formula and stratified Sampling Technique. 326 respondents were responsive while 50 questionnaires were missing. Explanatory as well as Descriptive research has been used for the study. This research is conducted using quantitative analysis approach. The survey research design used for this study is cross-sectional in nature. Researcher analyzed questionnaire data using SPSS 26 together with descriptive and inferential analysis. Reliability and validity of instrument was checked during pilot test. The Cronbach alpha result of 0.952 indicates high reliability. The findings of the study, from the descriptive statistics and the inferential analysis, reveal that Language and age diversity have positive statistically significant impact on employee performance while gender diversity has positive but statistically insignificant effect on the dependent variable. Educational background diversity shows inverse relationship with employee performance and not statistically significant. These results were interpreted, discussed and recommendations were made.

Key Word: Gender Diversity, Age Diversity, Educational Background, Language Diversity and Employee Performance

CHAPTER ONE: INTRODUCTION

This chapter discusses the study's background, problem statement, research question, research hypothesis, objective, significance of the study, scope, limitation of the study and organization.

1.1 Background of the Study

Organization, private or public, profit or non-profit are incorporated with a certain purpose in mind; it could be to offer services or to make goods available. Human capital is one of the most crucial elements for every business since it is the engine that propels it forward, according to Wambui and Jackson (2013). The role of work diversity within an organizational culture is increasingly recognized as essential for both business organizations and International Non-Governmental Organizations (NGOs).

Workplace diversity means having employees with different characteristics at a workplace managing and handling the diverse workforce to give the company a competitive advantage. Employees who come from different backgrounds have different perspectives. This should always be kept in mind and the difference needs to be recognized. When diversity is managed properly, it will enable the organization to take advantage of the wide skills, abilities, and ideas.

Using a diverse workforce effectively and efficiently is essential to improving workgroup performance and the overall success of the company. A diversified workforce brings together individuals with different backgrounds, experiences, and perspectives, which can lead to more innovative solutions, better problem-solving, and increased adaptability in the face of challenges. This diversity helps organizations achieve their goals and objectives more effectively, as the varied perspectives can contribute to more comprehensive and well-rounded decision-making processes (Firdous, 2010).

Moreover, for an organization to be successful, it must recognize the importance of workforce diversity and integrate it into its everyday operations. This requires a long-term commitment and a strategic approach to ensure that diversity is not just a one-time initiative but a continuous and integral part of the organization's culture. By doing so, the organization can foster an inclusive environment where all employees feel valued and are able to contribute their unique strengths to the organization's success.

Everyone is different. People come from different backgrounds which contribute to how they react to something. Human beings are different in many ways. People are different in age, gender, religion, race, ethnicity, disability status, culture and so on. The diversity usually reflected by demographics is a surface-level diversity, easily perceived characteristics. They are the primary characteristics people notice during a first encounter. After people get to know each other well, deep-level diversity such as personality and value matters more.

According to Robbins (2009), organizations are increasingly becoming more heterogeneous, meaning they are composed of a more diverse mix of individuals. This diversity includes not just the commonly discussed elements like gender and race, but also a broader range of characteristics, including age, language, and education.

While diversity is often narrowly interpreted as relating to race or gender and connected to legal protections for certain groups, Robbins advocates for a broader understanding. This broader view includes any individual characteristics that influence how people think and behave. As such, diversity goes beyond mere compliance with laws and becomes a vital aspect of organizational culture that affects employee performance.

According to Saxena (2014), while workforce diversity is beneficial, it requires careful management to avoid negative outcomes. The text also points out that organizations recognize the value of a collective effort from a diversified workforce, as this is key to harnessing monetary resources and achieving organizational goals. To optimize the effectiveness of the workforce and prepare them for greater challenges, the text underscores the importance of continuously sharpening the skills, knowledge, attitudes, and efforts of employees. It concludes by noting that since organizations are composed of individuals, the effective management of human resources is crucial for achieving organizational objectives.

In summary, the text discusses the role of workforce diversity as a valuable asset emphasizing the importance of continuous development and careful management of human resources to enhance organizational performance. Workforce diversity, when broadly defined, plays a crucial role in shaping the way employees think and perform their tasks. It requires management to adopt inclusive practices and policies that recognize and leverage the diverse attributes of their workforce, thereby enhancing overall organizational performance.

This study assessed the role of workplace diversity management in enhancing employee's performance in 10 FMCG companies (Coca Cola, Unilever, PepsiCo, Heineken, Holland Dairy,

Hilina Enriched Foods, Samany FMCG, Moha Soft Drinks Industry, Awash Wine SC and Ethio-Asian Industries based in Ethiopia, as one of the largest organizations, where they employ a large and diverse workforce.

Given the organizations' diverse employee base, the study will assess how these diversity affects employees' performance. The research considers various dimensions of diversity, such as, gender, age, educational background, and language differences, to understand their influence on employee performance within the organization. By focusing on those ten FMCG companies in Ethiopian, the study seeks to uncover the relationship between workforce diversity and employee performance.

1.2 Statement of the problem

Different groups of people must be drawn from various areas or segments of the community in order to include individuals with diverse life perspectives, skills, knowledge, and talents, beliefs, and cultures, as well as individuals of varying ages, genders, and qualifications. According to Wambui et al. (2013), having such a diverse workforce suggests that people are probably drawn from a variety of "sources," including political, social, cultural, and geographic backgrounds. Because of this, workplace diversity is unavoidable, even if it is not formally acknowledged by the organizations. No two people are alike in every way, and since various people are hired by different organizations, differences will always arise.

Accordingly, the long-held belief that diversity solely pertains to ethnic differences is incorrect, even while ethnic differences make up the majority of variety in settings with a multicultural pool of human capital (Wambui et al., 2013). Globalization is one of the many reasons that have contributed to the legitimacy of the diversity issue. It is the main element that has fueled variety on the global or international scene. Due to globalization, diversity in the workforce around the world is growing, it no longer refers basically to the heterogeneity of the workforce within one nation but also refers also to the workforce composition across nations. Dora and Kieth (1998) mention that Organizations have discovered that Diversity is not an absolute phenomenon, but it is a continuous process.

People today live and work in a global economy with competition from almost every continent, rather than in an isolated marketplace (Mba & Eze, 2013). Due to economic causes like globalization and demographic variables like immigration, the makeup of the modern workforce is significantly more diverse than it was in the past (Christian, Porter & Moffitt,

2006). Diversity is therefore necessary for both corporate and non-profit enterprises to become more innovative and adaptable.

According to Rašticová (2011), managers in a varied workplace interact with people of all ages, genders, countries, and cultures, as well as people who have varying mental and physical abilities and have graduated from different colleges. Diversity management is a platform prepared to have a more inclusive and welcoming environment for employees from different backgrounds in the organization. It allows employees of the organization to bring their unique perspective to the workplace which benefits the organization as a whole. Having only diverse employees is not enough. It needs to be managed and utilized well to enhance performance. Saxena, A. (2014) discusses that Workforce diversity is considered as one of the necessities in today's changing environment but managing the same is a challenge.

There are also some unfavorable viewpoints associated with diversity, according to Mathis and Jackson (2000). If the required managerial expertise is not utilized, it could cause ongoing difficulties and conflicts inside the firm. If diversity issues are not addressed, "high turnover rates, communication breakdowns, and interpersonal conflicts may arise" (Robbins, 2005).

Diversity management is proactive and aimed at promoting a diverse and heterogeneous workforce. In today's scenario, workforce diversity is a necessity for development, both in terms of economic growth and satisfactory intellectual, emotional and moral existence (Saxena, 2014). It focuses on the productivity and profitability advantage that it can provide to organizations. Some of the benefits of diversity management include attraction of diverse clients, as diverse employees communicate better with diverse clients; better products, as diversity of opinions leads to creativity; and improved sales as diverse employees better understand the needs of diverse clients. Parallely, it also creates an environment where everyone is treated fairly, and no one is privileged. When there is effective diversity management, inappropriate discrimination can be removed.

There is no research assessing diversity for the purpose of creating training interventions, despite the fact that many people will concur that the outcomes of a diversity-conscious organization benefit both the individual and the organization (Dahm, 2003). In contrast to working only for representatives and assimilation, Hilary and Elaine (2000) proposed that organizations should embrace diversity in their workforce and strive toward achieving it by building a culture where uniqueness can thrive.

According to a study by Bethlehem (2019), managing a diverse workforce can be extremely difficult when there are unfavorable views held by individuals, such as discrimination, a lack of skills, and plans to leave. In his empirical study, Assefa (2014) also made the case that managers' inability to comprehend workforce diversity has an impact on business success. The usage of outdated methods and structures that may increase employee bias and decrease workforce diversity and inclusivity is another issue related to the workforce diversity management problem (Saron, 2018).

The impact of cultural diversity on teamwork within multinational teams has received significant academic focus although studies on the effect of linguistic diversity have emerged only recently (Butler, 2011). Research from the past allocated no attention to linguistic disparities but new investigations emphasize the fundamental role that verbal dialogue plays in multicultural interactions while acknowledging language variability as a primary element among global workplace teams (Chen et al., 2006).

However, Kochan et al. (2002) contend that workplace diversity can elicit a range of emotions because some people see it as a problem to be solved rather than a tool to help the company. Despite this, most people will concur that an organization that values diversity benefits both its employees and the company as a whole. The impact of workplace diversity on worker performance has yielded conflicting results (Gupta R., 2013).

A work team composed of staff members who speak varying native languages requires selection of a single operational language. Employee teams must determine a shared working language between them. English serves as the choice for this function in almost all business situations. English has attained status as “lingua franca in business communication” according to Nielsen (2010). The distribution of English proficiency skill levels between workforce members creates communication problems in the workplace. A foreign language used for team meetings generates communication barriers due to the requirement for members to use it. According to Butler (2011) these differences create misunderstandings and team competition through lack of trust. Research by Paunova (2017) has shown that English as the communication language demotes team cooperation.

Many research shows that various types of teams and organizational age diversity sometimes increase conflict, reduce social cohesion, and increase employee turnover (Mareike & Suzana, 2004). Cultural differences can influence the perception of individuals which may result in

discrimination. On the other side, there are other studies done which talked about diversity as a management practice that encouraged appropriate strategies for its management (Patrick & Yetunde 2007). Additionally, other studies were made on workforce diversity effects on employee performance (Zhuwao, 2017; Eshetu, 2017; Ruot, 2019).

However, there has never been a work on how workforce diversity affects employee performance in the FMCG industry. There has been a number of valuable studies on impact of workforce diversity factors like Age, Gender, Ethnicity, Religion, Culture, and disability on organizational performance on other industries. But there has been a no research on impact of the above factors on employee performance in the FMCG sector in Ethiopia.

Hence, this study has attempted to close the gaps of the previous studies by examining the role of workplace diversity management in enhancing employees' performance in FMCG sector in Ethiopia. Four diversity components have been addressed; Gender, Age, Education Background and Language.

1.3 Research Questions

1. Does gender diversity at the workplace affect employee performance?
2. Does age diversity at the workplace affect employee performance?
3. Does education background diversity at workplace affect employee performance?
4. Does language diversity at workplace affect employee performance?

1.4 Research Hypothesis

Based on the objective of the study, gender diversity, age diversity, educational diversity and language diversity will be used as dependent variables whereas the independent variable will be employee performance. The hypothesis will be stated as below.

H1: Gender diversity has a statistically significant effect on employee performance

H2: Age diversity has a statistically significant effect on employee performance

H3: Education background diversity has a statistically significant effect on employee performance

H4: Language diversity has a statistically significant effect on employee performance

1.5 Research Objectives

This research is guided by the following study objectives.

1.5.1 General Objective

The general objective of this study is to examine the role of workplace diversity management on employee's performance in FMCG sector in Ethiopia.

1.5.2 Specific Objectives

1. To investigate the impact of gender diversity on employee performance
2. To investigate the impact of age diversity on employee performance
3. To investigate the impact of education background diversity on employee performance
4. To investigate the impact of language diversity on employee performance

1.6 Significance of the Study

The results of this investigation are valuable for ten different fields of business. The study has brought some insights into how management of diversity in the work place can enable improved employee performance, a factor that is particularly important in industries that have to do with the welfare of the consumer.

From the study, organizations in this sector are in a position to understand on how best to unlock the power of diversity to enhance staff morale and productivity that will give them an edge over their counterparts in a highly saturated market. The study not only provides direct useful information for the above specific sectors but also serves as a reference for managers and leaders' learning resources. Through the education of managers of the role of diversity the study arms them with the means to make the desired changes thus creating a more diverse and therefore a more effective workplace.

Besides, this work yields significant implications to the academic circles. It can be of great help to other researchers who are undertaking research on workplace diversity and employee performance.

1.7 Scope of the Study

This research aims to examine the effects of work diversity on employee performance within FMCG sector in Ethiopia. The study focuses specifically on key demographic and personal characteristics that are believed to have a significant impact on how employees perform in a global business environment. These characteristics include Gender, Age, Educational Background and Language. By examining these factors, the research seeks to understand how they influence on employee performance and contribute to achieving organizational goals.

To achieve its objectives, this study employed a stratified sampling technique. This methodology ensures that the sample of employees selected for the study is representative of the larger population within the FMCG. By categorizing the organizations to select participants, the research aims to minimize biases and provide a reliable and accurate assessment of how the aforementioned factors Gender, Age, Educational Background and Language affect employee performance.

1.8 Limitation of the Study

Only four aspects of diversity were examined by the researcher; other aspects such as physical ability, sexual orientation, marital status, geography, personality and work experience were not. These aspects of workforce diversity and their impact on performance must be considered in future research.

This study mainly investigates how employees feel about the role workplace diversity plays in their performance, instead of actually measuring how diversity affects their work. This is a gap that future research could fill. For example, new studies could use concrete methods to see how diversity truly impacts things like productivity, teamwork, creativity, or job satisfaction.

This study employed multiple regression analysis alongside the Chi-Square test to examine the collected data. However, a key limitation emerged: many expected cell counts in the Chi-Square test were below 5, violating the test's assumptions and potentially compromising the validity of the results. Future research could address this issue by applying alternative analytical methods, such as Fisher's Exact Test, which is more suitable for small sample sizes or sparse data.

1.9 Organization of the Study

The study has five chapters; Chapter one discusses the study's background, problem statement,

research question, research hypothesis, objective, significance of the study, scope, limitation of the study and organization. Chapter two consists of literature review which comprise of conceptual definitions, theoretical review, empirical review and the conceptual framework. Chapter three contains the research methodology which comprise of the research design, research approach, research population, sampling design, and data collection methods. Chapter four highlight the presentation and interpretation of data as well as discussing of Findings. Chapter five contains the summary of the study, recommendations and conclusions.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter shows a complete overview of applicable literature to put the study in a suitable theoretical framework. It investigates the study's theoretical, conceptual, and empirical literature. It contains theories about workplace environment, factors that influence employee performance, such as Gender, Age, Educational Background and Language Diversity.

2.2 Concept of Employee Performance

For any firm, whether for profit or non-profit, employee performance has been the most crucial factor (Adubasim, Adim & Ibekwe, 2018). However, it has not been simple to define, conceptualize, and measure performance (Adubasim et al, 2018). Performance is defined by Lebars & Euske (2006) as a collection of financial and non-financial measures that provide information on the extent to which goals and outcomes have been achieved. Financial performance (profits, return on assets, and return on investment); market performance (sales, market share); and shareholder return are the three distinct aspects of corporate outcomes that are included in employee performance.

Employee performance encompasses goal-directed behaviors contributing to organizational objectives (Aguinis, 2019). Modern conceptualizations extend beyond productivity metrics to include contextual performance (organizational citizenship behaviors) and adaptive performance (responsiveness to change) (Koopmans et al., 2016). Performance is increasingly viewed as a multidimensional construct influenced by individual capabilities, motivational mechanisms, and opportunity structures (Jiang & Messersmith, 2018). Effective performance management systems now emphasize continuous feedback and development over traditional appraisal models (Pulakos et al., 2019).

Employee performance refers to the recurring processes of establishing organizational goals, tracking progress toward those goals, and making modifications to accomplish those goals more effectively and efficiently (Richard, Devinney, George, & Johnson, 2009).

2.3 Concept of Diversity Management

Diversity management is defined as "the systematic and planned commitment on the part of the organization to recruit and retain employees from diverse demographic backgrounds" by Kirton and Greene (2009). However, "managing diversity means changing the culture, that is, the standard operating procedure," as stated by Triandis, Kurowski, and Gelfand (2002), and this can result in more productive organizations.

Diversity management involves strategic initiatives to leverage workforce heterogeneity (Roberson, 2019). Contemporary frameworks distinguish between surface-level diversity (observable attributes like age/race) and deep-level diversity (values, beliefs) (Harrison et al., 2021). Effective management requires moving beyond representation to foster inclusion—creating environments where diverse employees feel valued and empowered (Shore et al., 2018). This paradigm shift recognizes that diversity alone is insufficient; inclusion mediates its impact on organizational outcomes (Ferdman, 2017).

Diversity management refers to a manager's ability to achieve organizational success by leveraging staff similarities and differences based on cultural background, age, race, physical abilities and impairments, ethnicity, gender, religion, and personality (Daft, 2008).

The concept of diversity includes both recognition and respect. It demands recognizing and appreciating each individual's distinct characteristics. These can be determined by color, ethnicity, gender, sexual orientation, socioeconomic background, age, physical ability, religious beliefs, political principles, or other ideologies (Patrick & Kumar 2012). Workplace diversity is defined by Brouwer and Boros (2010) as intergroup contact, attitudes toward diversity, and intergroup relations at work. Intergroup interactions that take place simultaneously during communication and engagement are another way to define workplace diversity, which leads to a variety of diversity-related challenges.

Barak (2013) defines diversity as the variety or multiplicity of demographic characteristics that constitute a company's workforce, particularly in terms of race, gender, culture, national origin, disability, age, and religion.

According to Alesina and Ferrara (2005), variety is defined as ethnicity, age, race, gender, religion, sexual orientation, socioeconomic status, and abilities/disabilities. Workforce diversity refers to the similarities and differences amongst employees depending on their age, race, cultural origin, religion, physical abilities or disabilities, sexual orientation, and gender.

Barak (2013) defines workforce diversity as distinctions between people that affect a duty or connection within an organization, such as religion, education, and culture.

In today's world, work diversity is regularly discussed and has emerged as an interesting topic in the workplace and market. Any corporation that wishes to be more dynamic and profitable must have a global vision and a fundamental obligation to include worker diversity into daily business and corporate operations (Kyalo, 2015). Understanding how workforce diversity affects organizational outcomes including performance, happiness, and attrition has become critical for effective workplace diversity management (Cole, 2004). Workforce diversity has emerged as a critical management issue for firms across all industries (Pitts & Wise, 2010).

In this changing global labor market, companies that value diversity are likely to thrive and survive (Nielsen, 2010). Research indicates that businesses with high levels of effectively managed diversity are more successful and steerable, creating corporate cultures with the new perspectives, innovative skills, and innovative ideas need to succeed (Kyalo 2015).

2.4 Theoretical Foundation Social Identity Theory

Trajfel and Turner (1979) established the social identity theory. It explains that employees have a tendency of classifying themselves based on groups in which they fit in and begin to develop the status of the group to which they belong. Groups that individuals belong to are a significant source of pride and self-esteem. They provide a sense of social identity—a feeling of belonging within the broader social world. As a result, people often categorize themselves based on characteristics such as gender, ethnicity, age, or educational background. This process, known as social categorization, can lead to the division of the workplace into "us" (the in-group) and "them" (the out-group).

According to the authors, these group distinctions can be a foundation for either self-confidence and pride or feelings of inadequacy and low self-esteem. Social Identity Theory suggests that in-groups tend to discriminate against out-groups to boost their own self-image. These groupings may be based on various factors, including gender, age, education, language, and physical or mental abilities. The theory further explains that an employee's behavior at work is shaped by the norms and values of the group they identify with, which in turn directly affects their performance.

2.5 Dimensions of Diversity Management

2.5.1 Gender Diversity

Gender diversity refers to the equitable representation and meaningful participation of all genders in organizational settings (Cook & Glass, 2018). Contemporary research emphasizes its strategic value beyond compliance, linking it to innovation and financial performance (Ali et al., 2021). Organizations with gender-diverse leadership teams report 25% higher profitability (Noland et al., 2016), attributed to broader perspectives in decision-making.

Theoretical frameworks highlight persistent barriers, including glass cliffs placing women in precarious leadership roles (Ryan et al., 2021) and gendered networking limiting career advancement (Gardiner & Tiggemann, 2020). Stereotype threat—where women underperform in male-dominated fields due to negative stereotypes—remains pervasive (Kalokerinos et al., 2017). Intersectionality further complicates experiences; women of color face compounded biases (Rosette et al., 2018).

Effective gender diversity initiatives require structural change. Quotas and transparent promotion criteria reduce bias (Bernardi et al., 2021), while flexible work arrangements improve retention (Chung et al., 2021). Mentorship programs increase women's leadership pipeline access (Ghosh et al., 2021). Crucially, allyship from male leaders fosters inclusion (Hernandez et al., 2020).

Unmanaged gender diversity risks reinforcing inequalities. Pay gaps persist globally, with women earning 81 cents per male dollar (IWG, 2023). Harassment and microaggressions decrease psychological safety (Kabat-Farr et al., 2021). Tokenism also undermines authentic inclusion when diversity is superficial (Zhu et al., 2022). Future research must address non-binary inclusion and global variations (Öztürk & Tatli, 2022). Organizations benefit from treating gender diversity as a dynamic capability rather than a static policy (Yang & Konrad, 2018).

Gender diversity at work is one of the main dimensions of diversity that every line managers consider to be the most top-priority one to find a solution to deal with. In reality, every line manager tries to find the best initiatives for dealing with gender diversity in the workplace that balance both managing diversity approach and equal opportunities approach. One of the most outstanding issues included in gender diversity in the workplace that every line manager has to deal with is gender equality.

According to Ali (2015), gender equality at work is the concept that all employees, regardless of genders, would have equivalent responsibilities and share the equal opportunities at work and therefore, they will have equal compensations and benefits if working in the same positions with the same working ability. In the case of gender diversity workplace, women and men are not meant to be the same in every aspect. The nature of this theory is to make sure that the benefits, rights, responsibilities and potential to have opportunities at work of women and men will base on their working ability, not their gender.

In gender equality concept, all features, such as characteristics, needs, and preferences of both genders are measured carefully to perceive the differences and then categorize these differences into diverse groups. Gender equality is considered as a basic human right issue as well as the foundation for people- centered business strategies. One of the most basic ones is gender stereotypes. Gender stereotypes are identified as groups of traits that are typically thought of representatives for gender categories (Hays- Thomas, 2017). Women are generally considered weak, emotional and indecisive whereas men are often seen as being strong, decisive and good at management.

2.5.2 Age Diversity

Age diversity encompasses the inclusion of multiple generations (Traditionalists to Gen Z) within a workforce (Rudolph et al., 2021). It enhances problem-solving through varied experiential knowledge (Gerpott et al., 2020). Multigenerational teams exhibit 19% higher innovation rates (Backes-Gellner & Veen, 2022), countering age-related cognitive decline concerns.

Ageism manifests in hiring algorithms favoring younger candidates (Neves & Albert, 2022) and assumptions about technological adaptability (Chaudhuri et al., 2021). Stereotypes label older workers as "resistant to change" and younger workers as "disloyal" (North & Fiske, 2015). Such biases reduce knowledge sharing and increase turnover (Riekhoff et al., 2021). Successful management leverages complementary strengths: older employees offer mentorship and institutional memory, while younger workers bring digital fluency (Kunze et al., 2022). Reverse mentoring programs bridge skill gaps (Murphy, 2022). Age-inclusive leadership training reduces conflict (Boehm et al., 2021).

Challenges include work-life balance conflicts across generations (Cheng et al., 2021) and retirement planning disparities (Topa et al., 2022). Communication styles vary significantly—

Gen Z prefers instant messaging versus Baby Boomers' face-to-face interactions (Urick et al., 2021), risking misunderstandings. Future priorities include combating digital ageism and designing adaptive workplaces (Ayalon et al., 2021). Organizations must reframe aging as a competitive asset (Rudolph et al., 2023).

A common occurrence in almost all groups, including families, academic institutions, sports teams, and work or team groups with members of different ages, is age diversity (Kunze, Boehm, & Bruch, 2013). The generational variety of the workforce is unique, posing significant difficulties for companies looking to recruit, retain, manage, and inspire top talent. According to Rowe (2010), every generation feels that its capabilities are distinct and do not complement those of previous generations.

Age diversity benefits both the firm and its personnel. An age-diverse environment promotes and fosters stronger working connections and social cohesiveness for all. Age stereotypes are characteristics assigned to persons of a specific age group. They are intended to help people through the process of social interactions. Stereotypes are sometimes based on insufficient understanding of changes in abilities and competencies. In reality, various age stereotypes are harmful in nature. persons assume that elderly persons are not adaptable, resistant to change, and underperform (Kite, Stockdale, Whitley, & Johnson, 2005).

According to Elsaid (2012) looked at how employee performance in Egyptian pharmaceutical companies was affected by a diverse and cross-cultural workforce. The study looked at how employee performance was affected by gender, age, and educational background in the pharmaceutical sector in Egypt, which is known for having a very diverse workforce. The findings showed that when various workers collaborate, only two factors gender and educational background were relevant in predicting the difference in employee performance; interestingly, age diversity did not.

2.5.3 Education background Diversity

Educational diversity involves heterogeneity in academic qualifications, disciplines, and institutions (Humburg & van der Velden, 2015). It drives innovation through cognitive variety, with interdisciplinary teams producing 35% more patents (Bercovitz & Feldman, 2021). However, credential inflation creates exclusionary barriers (Sahin et al., 2022).

Skill complementarity is a key benefit: STEM-trained employees excel in technical tasks, while

humanities graduates strengthen ethical reasoning (Bridgstock et al., 2021). Vocational education correlates with 23% higher productivity in skilled trades (Pfeifer et al., 2022). Unequal access to elite institutions perpetuates class divides (Rivera, 2020).

Educational privilege influences power dynamics. Employees from top universities dominate leadership roles (Clauzet et al., 2022), while non-degree holders face "qualification blind spots" (Eggenberger et al., 2022). Micro credentials (e.g., digital badges) are emerging as equity tools (Brown et al., 2021).

Global variations are significant: German apprenticeships integrate education-work transitions better than U.S. models (Pilz & Wiemann, 2021). Overqualification of migrant workers remains underutilized (Sang et al., 2022). Future strategies include skills-based hiring and lifelong learning ecosystems (World Economic Forum, 2023). Education diversity's value lies in integrating how people think, not just what they know (Sternberg, 2021).

According to the adage "knowledge is power," educated people complete some jobs more quickly and easily than illiterate or less educated people (Bhargava & Anbazhagan, 2014). Knowledgeable people are better at specialized tasks, including everyday ones. People who lack education or training typically face difficulties in the employment. Monitoring or overseeing such individuals wastes a lot of time. Workers are more likely to sustain injuries or injure their coworkers if the workplace is filled with machinery and equipment. This could raise the amount of money the company spends on compensation, medical bills, or even faulty goods. Employees with inadequate education create subpar goods, which may lead to unhappy customers and a drop in sales for the business (Amo, 2013).

Two approaches were used in a study by Feldman (2009) to examine how education level affects work performance. Initially, it offers a meta-analysis of the connections between educational attainment and aspects of work behaviors that reflect task, civic, and counterproductive performance. It was concluded that education encourages people to accomplish the essential tasks of the workplace by giving them the technical and authoritative skills they need to do their tasks. As a result, it is typically anticipated that education will improve task performance in the job.

According to Hunter (1986) posits that education improves a person's cognitive capacity, which facilitates the acquisition of job-related knowledge and, ultimately, leads to improved job

performance. By contrasting the occupational performance of graduates of vocational education with that of general education, Min & Tsang (2004) investigated the economic justification for vocationalist secondary education in China.

It adopts a more direct measure of performance, presents an empirical research in the context of the current workplace and educational reforms in China, and applies a model that acknowledges the significance of group dynamics and work effort on productivity. Additionally, it was discovered that when an employee worked in a more collaborative setting, their level of schooling had less of an effect on their performance. Research by Moretti (2004) evaluated the impact of workers' education on their performance in plant-level production functions. The study discover that plants in cities with significant increases in the proportion of college graduates perform better than similar plants in places with smaller increases in the proportion of college graduates.

2.5.4 Language Diversity

Teamwork depends on power dynamics that affect how people participate at work (Janssens & Brett, 2006). Here language functions as an important element because power expressions happen through verbal communication channels. The linguistic background of a person can serve as power that determines their level of difference (Paunova, 2017). The power structure within multinational teams reflects both the chosen group language and the members' competence levels toward that language.

All speakers whose native language is the team selection choose to maintain dominance and authority over their non-native speaking teammates (Méndez García & Pérez Cañado, 2005). Members with less language expertise risk exclusion from important discussions according to Luring, J., & Selmer, J. (2010) find these members participate less in decision-making and Luo & Shenkar (2006) demonstrate a loss of power occurs.

The ability to speak fluent language enables individuals to garner higher social standing although this skill blocks less proficient members from participating (Janssens & Brett, 2006) and communicates competence (Paunova, 2017) to others. Team language selection serves as an exercise of power which benefits specific members while burdening others according to Janssens & Brett (2006) and Janssens, Lambert, & Steyaert (2004) and Wilmot (2017).

Because English is frequently chosen as the working language, native or highly fluent English

speakers often dominate discussions and wield greater influence (Butler, 2011; Méndez García & Pérez Cañado, 2005). Language can also amplify or diminish other power sources, such as formal leadership positions and expertise. For example, a leader's formal power is strengthened by strong language skills in the working language, while a leader with weak language skills may struggle to exert authority (Tenzer and Pudelko, 2017).

Similarly, experts may not be able to fully leverage their expertise if they are linguistically disadvantaged. These language-induced power imbalances are most pronounced when there's a significant difference in language proficiency between team members and leaders (Tenzer and Pudelko, 2017). Such imbalances can lead to process losses in information gathering and decision-making, as the voices of less proficient team members may be ignored (Janssens & Brett, 2006). Practically, multinational team leaders should work to minimize the impact of language on team dynamics and be sensitive to potential dissatisfaction, facilitating communication between different language groups and supporting less proficient team members (Tenzer & Pudelko, 2016).

2.6 The Effects of Diversity Management on Employee Performance

Contemporary research confirms that diversity management exerts complex, dualistic effects on employee performance. When strategically implemented, diversity initiatives enhance innovation, decision-making quality, and market responsiveness (Ali et al., 2021; Özbilgin & Tatli, 2021). Conversely, poorly managed diversity can trigger communication barriers, conflict, and disengagement (Guillaume et al., 2017). These divergent outcomes stem from moderating factors including leadership commitment, psychological safety, and inclusive HR practices (Roberson et al., 2017). A meta-analysis of 146 studies confirms that organizations with systemic diversity management programs report 12.5% higher productivity than industry averages (Yang & Konrad, 2018).

Diversity management enhances performance through cognitive pathways. Heterogeneous teams generate 28% more innovative solutions to complex problems by integrating distinct perspectives (Hoogendoorn, 2021). Cross-functional knowledge sharing facilitated by inclusive practices improves task efficiency by reducing redundant processes (Gerpott et al., 2020). However, these benefits materialize only when organizations mitigate "faultlines" (subgroup divisions) through team-building interventions (van Knippenberg, 2017). Psychological safety mediates this relationship: employees in inclusive environments exhibit

19% higher discretionary effort (Frazier et al., 2017).

The socio-cultural climate determines whether diversity strengthens or undermines performance. Ethnic and gender-diverse teams under inclusive leadership achieve 23% higher sales growth by leveraging cultural market insights (Cook & Glass, 2018). Conversely, unaddressed microaggressions reduce marginalized employees' productivity by 34% (Jones et al., 2021). Intersectionality compounds these effects: women of color report 41% more performance barriers than homogeneous peers (Rosette et al., 2022). Training programs that address unconscious bias improve team coordination efficiency by 27% (Kalinowski et al., 2021).

Age-inclusive practices yield significant performance dividends. Multigenerational teams exhibit 18% stronger adaptive performance during organizational change (Rudolph et al., 2021). Reverse mentoring programs pairing junior tech-savvy employees with senior mentors boost digital capability adoption by 31% (Gerpott et al., 2020). Educational diversity enhances problem-solving precision but requires knowledge-integration mechanisms; teams with varied credentials but structured debriefing protocols reduce operational errors by 22% (Siddique, 2020).

Performance gains require systematic implementation. Organizations aligning diversity metrics with performance management systems report 15% higher ROI on diversity investments (Khan & Rao-Nicholson, 2020). Critical success factors include: 1) Leadership accountability (30% performance premium) (Yang & Konrad, 2018), 2) Customized flexibility policies reducing turnover by 26% (Cook & Glass, 2018), and 3) ERG (Employee Resource Group) involvement in decision-making, correlating with 19% higher engagement (Roberson, 2019). Crucially, surface-level diversity only improves performance when coupled with deep-level inclusion (Ali et al., 2021).

Amin et al. (2013) carried out a study on how employee training affected their performance on the job in Pakistan's education sector. Organizational policies and job performance were shown to be positively and strongly correlated with training, and job performance was found to be positively and strongly correlated with both on- and off-the-job training. They came to the conclusion that training improves both individual and team performance and has significant positive effects on businesses. Employees at workplaces aim to do their tasks well, develop within the company, and potentially move on to more senior roles. Employees with little or no

education, on the other hand, lack the fundamental knowledge necessary to carry out their duties. They are unlikely to be promoted, which lowers their motivation and, consequently, their performance.

These workers typically spend a lot of time asking their more experienced coworkers for assistance, which frees up more time for task completion. Monitoring or overseeing such individuals wastes a lot of time. Workers are more likely to sustain injuries or injure their coworkers if the workplace is filled with machinery and equipment. This could raise the amount of money the company spends on compensation, medical bills, or even faulty goods.

According to Hoogendoorn, Oosterbeek, and Van-Praag (2011), a team's gender diversity is one of the main factors that could determine its success. A team with a balanced gender mix has a variety of talents and knowledge, and since they build meaningful relationships, they produce better work. According to Phillips' (2012) research, teams that have a balanced gender diversity are more balanced, which reduces conflict and instability.

Globally, gender inequality has long been seen as the most prevalent diversity issue. However, diversity issues pertaining to religion, age, race, ethnicity, and other factors continue to vary by region. For instance, ethnicity is a major issue in Kenya, but race is not a major one. Numerous reports of discrimination against Black people and other minor races have been made in other nations, including the United States and South Africa (Shen, Chanda, D'Netto, & Monga 2009). Religious problems exist in nations like Pakistan and Egypt, where the majority Muslim population discriminates against Christian minorities.

Job performance is directly impacted by inadequate management of gender diversity in the workplace. It affects things like compensation, promotions, assessments, and supervision, among other things. Women are paid less than men for comparable responsibilities and tasks, according to research (Blau & Kahn, 2006). Additionally, they are evaluated more harshly than men (Davison & Burke, 2000) and have a lower chance of being promoted (Eagly & Koenig, 2008). If the experience gained by the older generation is not transferred to younger professionals, a workforce comprising individuals of a specific age range may become obsolete.

A diverse workforce fosters an environment where each generation contributes a range of skill sets (Finn, 2015). An age-diverse workforce that is badly managed produces uninspired and dull ideas, conservative views regarding tactics, resistance to change, etc. (Starr, n.d.). Good

working understanding of business technology, which is extremely useful nowadays, is brought in by the younger generations. They probably know how to use high-tech tools and platforms like webcasting and social networking quite well. Traditional business skills are brought into the organization by older generations. They might impart their knowledge and experiences to the younger staff members by serving as mentors.

Age is associated with decreased job performance in certain workplace responsibilities (Suttle, 2016). People tend to lose their hearing as they become older, which might hinder tasks that need them to listen to spoken instructions. When people struggle to see emails, research materials, or even directions, their performance may also be affected by their vision impairment. Physical strength, vitality, and muscle strength all decline with aging. Jobs that include moving around, lifting large objects, or performing a lot of repetitive duties might not be appropriate for older generations. However, young people might not have the necessary experience to carry out certain tasks and responsibilities (Finn, 2015).

2.7 Empirical Review

Recent empirical studies confirm that strategic diversity management significantly enhances employee performance. Ali et al. (2021) conducted a meta-analysis of 125 firms across 30 countries, revealing that organizations with formal diversity initiatives (e.g., inclusive leadership training, equitable promotion systems) reported 19% higher productivity and 24% greater innovation. Similarly, Guillaume et al. (2017) found that systemic diversity management strengthened organizational commitment and task performance by fostering psychological safety. However, poorly implemented diversity measures exacerbated intergroup conflicts, underscoring the need for culturally aligned strategies (Roberson et al., 2017).

Gender diversity consistently correlates with improved team outcomes when actively managed. Hoogendoorn (2021) demonstrated in a field experiment with 700 teams that gender-balanced groups outperformed homogeneous teams by 41% in complex problem-solving tasks due to broader perspectives. Conversely, Cook and Glass (2018) noted that tokenism without inclusive practices reduced performance by 17%. For age diversity, Rudolph et al. (2021) analyzed 62 R&D teams, finding that age-heterogeneous teams generated 30% more patents but required "age-inclusive leadership" to mitigate communication barriers. Unmanaged age gaps increased turnover intentions by 22% (Gerpott et al., 2020).

Educational diversity boosts innovation but demands coordination mechanisms. Humburg and van der Velden's (2015) study of 47,000 European employees revealed that teams with mixed educational specializations (e.g., engineers + designers) achieved 28% higher innovation outputs. However, Siddique (2020) observed in Pakistani manufacturing firms that unmediated educational disparities triggered status conflicts, lowering productivity by 15%. Cross-functional training and "knowledge brokers" mitigated these issues, improving performance by 34% (Adekola, 2021).

Language diversity presents dual challenges: Tenzer and Pudelko (2017) found in 145 multinational teams that language barriers reduced information sharing by 37%, impairing decision quality. Conversely, Barner-Rasmussen et al. (2020) showed that multilingual teams with translation support outperformed monolingual ones in global market expansion by 21%. Critical was addressing "language hierarchies": Henderson et al. (2020) reported that teams proactively rotating leadership roles between native/non-native speakers reduced power imbalances and boosted cohesion by 40%.

Holistic diversity management amplifies performance synergistically. Ali et al. (2021) demonstrated that organizations combining gender parity, age-inclusive practices, educational training, and language support saw 32% higher profitability. However, Özbilgin and Tatli (2021) warned that ad hoc approaches backfire; success required embedding diversity into performance metrics and leadership accountability. Firms neglecting this suffered 26% higher turnover (Khan & Rao-Nicholson, 2020).

Diversity in the workplace may have a positive or negative impact on employee performance, according to prior study. For example, according to Sarmiento, Beale, and Knowles (2007), workforce diversity has a negative correlation with cohesiveness and cooperation and a favorable correlation with creativity and problem-solving abilities. Effective human resources practices that promote diversity in the workforce are thought to improve organizational and employee performance.

Additionally, having a diverse workforce fosters greater creativity, a greater range of viewpoints, improved problem definition, more options, and better solutions. Additionally, it is argued that as workforce homogeneity declines, it is now essential for businesses to create

diversity management and equal opportunity policies to preserve the skills of workers from a variety of backgrounds and preserve their competitive position in the marketplace (Kochan et al., 2002).

Employee disputes are a result of workplace diversity. Disparities in perception, ideas, behaviors, interests, attitudes, politics, religion, and the unwarranted allocation of resources are all causes of conflict. Hostilities are not usually the result of conflict or its negative effects. It really relies on how the dispute is resolved. It can be a highly rich source of development if managed correctly (Magoshi & Chang, 2009).

Conflicts amongst coworkers will arise when business management fail to address these issues. Over time, these conflicts will escalate into emotional and personal disputes, which will harm the company's culture, employee morale, and overall performance. Additionally, it may result in a decline in the quality, performance, originality, and innovation of workers and organizations, which will ultimately have a detrimental impact on team performance (Oluoch, 2006).

Relationship conflict is the term used to describe a sense of interpersonal incompatibility, which usually involves tension, aggravation, and antagonism among group members. It has to do with the various ways that team members relate to one another. It is infertile, hard to control, and will probably make people more stressed and less able to handle stress. It usually takes place between frontline employees and their managers.

According to Kochan et al. (2003), it can lower employee and organizational performance, quality, creativity, and innovation. Conflict over interpersonal style, values, political inclinations, and personal taste is also related to relationship conflict. Relationship conflict destroys personal and professional relationships and has a detrimental influence on team performance (Joshi, Liao, & Jackson, 2006).

2.7.1 Research Gaps

Table 1: Research Gaps

Nu	Topic	Author(s) & Year	Summary of Findings	Gaps Identified
1	The impact of organizational culture on employee innovation and performance.	Amo (2013).	Discussed how different aspects of OC can affect employees' innovation performance and their organizational performance including leadership style,	The moderating effect of external environment (such as the market forces or shifts in the economic environment) on the

			group dynamics, and organizational values. The research highlights that the promotion of positive and receptive organisational climate, which allows the uptake and testing of new ideas and products, and support of team work has a positive impact on enhancing employees' creativity.	Organizational culture and Innovation relationship. The impact of aspects of organizational culture and its interaction with the external environment on innovation. These gaps potentially indicate unprotected directions for future research, namely the direction for examining how the influence of culture on innovation might vary concerning time and organizational environments.
2	The impact of effective communication on organizational performance, specifically within a corporate setting.	Finn (2015).	The research makes it clear that communication facilitates employee commitment towards organizational objectives, curtails conflict, and generally encourages teamwork. Finn also underscore the specific contribution of management in creating open channels for communication, where according to him, established internal communication enhances trust, transparency and organizational identity among other things on the side of the employees.	The flaw with Finn's work, however, is that the author mostly examines corporate environments rather than exploring various industries and enterprises of different sizes. The study also does not delve into how practices of communication may require modification for multicultural or dispersed teams, both of which are now more common globally.
3	Workplace diversity and its impact on organizational performance.	Bhargava & Anbazhagan, (2014).	In a similar study also carried out by Bhargava & Anbazhagan in the year 2014, the authors discussed the impact of diversity in the workplace by establishing what may be termed as diversity parameters which include gender, age, ethnicity and education. In a study they discovered that diversity is advantageous to innovation, creativity and decision making in organizations due to the assembly of a large array of individuals along with unique abilities.	The study mentions the importance of diversity management but does not focus on practical levers which organizations can leverage with as a possible area of shortfall as regard practical diversity management practices or examples.
4	Workplace diversity and its impact on organizational performance.	Wambui et al. (2013)	The survey mainly concerned the impact of various types of diversity including ethnic, gender, age and educational diversity upon organisational performance and employee satisfaction.	Wambui et al., like most syntactical research writers, depended more on qualitative information. Future research studies might try and integrate objective indices to assess the extent of the influence of diversity on

			The study also pinpointed the fact that diversity management practices like anti discrimination policies, and diversity training programmes are essentials which are needed for actualising the mentioned benefits. Although the study was conducted with a view to establishing the relationship between diversity management and organizational performance, it did not capture the trend of the impact of diversity management on performance in the long-run.	productivity as well as financial returns.
5	Examines the influence of organizational culture on employee performance, with a focus on how different cultural attributes within organizations impact motivation, job satisfaction, and productivity.	Saron (2018).	This paper concludes that favourable organisational culture that is well defined makes a vital impact in improving employee performance. Self-organizing team culture; information sharing; employee involvement; recognition for performance were found to have positive relationship with job satisfaction/motivation.	The study primarily focuses on a specific type of organization or sector, which may limit the generalizability of findings to other organizational contexts, such as multinational or non-profit organizations.

2.8 Conceptual Framework

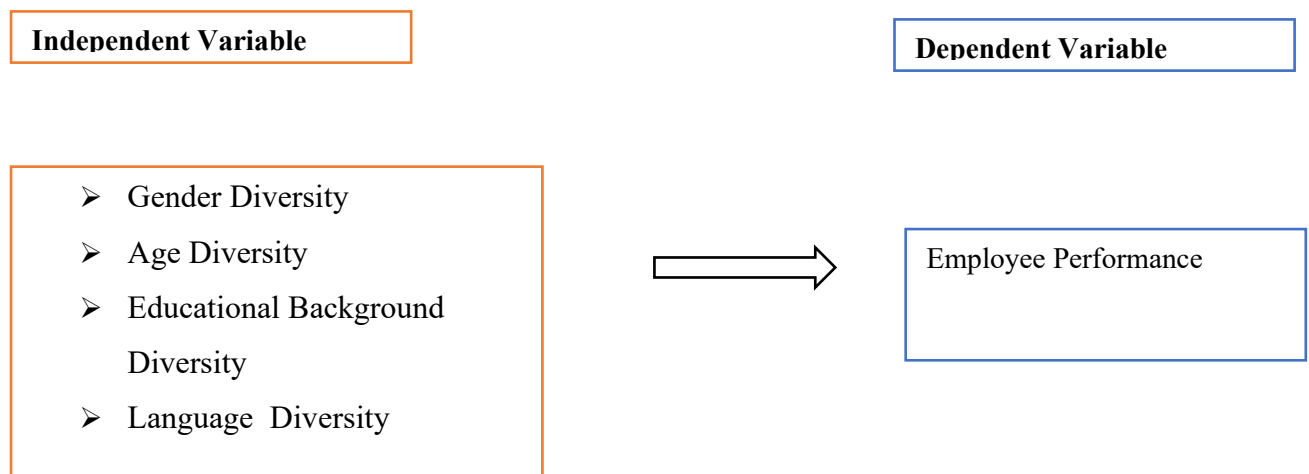


Figure 1: Conceptual Framework

The conceptual framework for this study is grounded in existing literature and theoretical models, which guided the selection of variables. The dependent variable under investigation is **employee performance**. Four independent variables were identified based on their relevance in the literature:

- **Gender Diversity** – Refers to the representation of different genders within the workforce. It can influence creativity, decision-making, and team dynamics.
- **Age Diversity** – Denotes the range of age groups among employees in a team or organization. This diversity may impact performance through generational knowledge exchange or potential intergenerational conflict.
- **Educational Background Diversity** – Involves variation in academic qualifications among employees. Such diversity can shape problem-solving strategies and foster innovation.
- **Language Diversity** – Represents the presence of multiple native or spoken languages within the workplace. It affects communication, collaboration, and the sense of inclusion among team members.

These variables were selected from various dimensions of diversity based on insights from existing literature and the presence of conflicting findings in prior research. Additionally, these particular dimensions gender, age, educational background, and language represent visible and easily identifiable characteristics. They are often well-documented and readily available in organizational data. As surface-level traits, they can also serve as common grounds for bias or discrimination, which in turn may influence employee productivity and workplace dynamics.

2.8.1 Hypothesis Development

The future success of any company relies heavily on its ability to manage a diverse talent pool that brings a variety of creative ideas, perspectives, and insights to the workplace. Challenges related to workplace diversity can be transformed into strategic advantages when approached thoughtfully. By leveraging the unique skills and experiences of individuals from different age groups, genders, lifestyles, and cultural backgrounds especially in a global context organizations can respond to business opportunities more quickly and innovatively, which is a key organizational goal.

Moreover, fostering an inclusive environment is essential to retaining top talent. If the organizational culture does not actively support and promote diversity, there is a significant risk of losing valuable employees to more inclusive competitors. Competitors teams must internally function well in order to help the company achieve its aims. In addition, every team

has to properly handle its relationships with other team members and others within the company. Team members can access needed things by their connections, help the team and its individual members by means of influence and resources (West, 2003).

Diversity is not readily classifiable in reality and those businesses that react to leveraging the abilities of a large staff will help most effectively reduce human complexity. Employee Performance (Dependent Variable) in building their client base and their businesses. Companies have to accept and run with it. To respond to globalization, one must appreciate the value of variety in maintaining competitiveness and foster creativity and industry within the company. Rigorous dedication and leadership will create the appropriate cultural context that fosters alluring surroundings. The reason for knowledge and handling of diversity has never been more powerful. The requirement for opportunities in the commercial environment arises with new possibilities and changes. Successful companies of the future will depend on diversity initiatives.

In this study, employee performance is dependent variables. Meanwhile gender, age, education background and marital status is independent variables. Thus, in order to check the relationship between the dependent variables and independent variables four hypotheses were developed.

Hypothesis 1- Effects of gender diversity on employees' performance

H0: Gender diversity has no significant effect on employee's performance.

H1: Gender diversity has significant effect on employee's performance.

This hypothesis investigates how an employee's gender and job performance are related. It is presented as an alternate hypothesis (H1) and a null hypothesis (H0). The hypothesis looks into whether a worker's gender has an effect on how well they do their job. "Performance" can be quantified in a variety of ways, including sales numbers, output, job quality, meeting deadlines, etc. The null hypothesis, or H0, asserts that there is no connection between employee performance and gender. It makes the assumption that, on average, men and women do similarly well or poorly. Any discrepancies that are seen are not caused by gender but rather, other variables.

According to H1 (Alternative Hypothesis), employee performance and gender are related. It implies that job performance is influenced by gender and that men and women do not perform equally. This hypothesis just states that there is a difference in performance, not how gender

influences it (i.e., whether men or women do better). Therefore, the purpose of this hypothesis is to ascertain whether gender affects worker performance. The alternative hypothesis suggests that a relationship exists, whereas the null hypothesis assumes that there is none. To ascertain which hypothesis is most strongly supported by the evidence, statistical analysis is employed.

Hypothesis 2- Effects of age on employees' performance

H0: Age diversity has no significant effect on employees' performance.

H1: Age diversity has significant effect on employees' performance.

This hypothesis investigates the connection between employee performance and age diversity in a team or company. It examines how the mix of ages within a group affects performance rather than how age affects performance individually. Hypothesis 2 looks into whether and how team age makeup affects worker performance. The alternative hypothesis suggests that a relationship exists, whereas the null hypothesis assumes that there is none.

The range of ages found within a team or organization is referred to as age diversity. The distribution and range of ages are more important than just the average age. Even if the average age is the same, a team with members who are 25, 30, and 35 years old has less age variety than a team with members who are 20, 35, and 50 years old. A variety of metrics, including range, standard deviation, and other indices, can be used to quantify age diversity.

Hypothesis 3- Effects of educational background on employees' performance

H0: Educational background diversity has no significant effect on employees' performance.

H1: Educational background diversity has significant effect on employees' performance.

This hypothesis explores the relationship between an employee's educational background and their performance at work. It seeks to determine whether a worker's level of education or degree influences how well they do their duties.

The performance of employees is not much impacted by their educational background. The default assumption is this. It asserts that a person's level of education has no bearing on their performance at work. Education itself is not the cause of any observable performance variations between individuals with varying educational backgrounds; rather, it is the result of chance or other circumstances.

H1 (Alternative Hypothesis), implies that there is a quantifiable relationship between education and job performance. People will perform differently at work depending on their educational background.

Educational Background is a broad term. Level of Education: (e.g., high school diploma, bachelor's degree, master's degree, PhD) could be the reference point. Education Type: (e.g., engineering degree, vocational training, liberal arts degree). Study Area: (for example, computer science, business, or nursing). Particular Institution: (for instance, graduates from particular universities may be thought to be more prepared.) For this study, the component examined will be level of education.

Hypothesis 4- Effects of Language Diversity on employees' performance

H0: Language diversity has no significant effect on employees' performance.

H1: Language diversity has a significant effect on employees' performance.

This hypothesis investigates the connection between employee performance and linguistic variety. This refers to the range of languages that members of a certain team or workplace speak. There are many distinct languages spoken in a workplace with a high level of linguistic diversity. Few (maybe even one) languages are spoken at a workplace with minimal linguistic diversity. It's critical to take into account the metrics used to quantify language diversity, such as the number of languages spoken, the percentage of employees who speak each language, etc.

The null hypothesis, or H0, asserts that there is no connection between employee performance and linguistic diversity. In other words, employee performance is unaffected by the degree of linguistic variety in the workplace. According to H1 (Alternative Hypothesis), employee performance and linguistic variety are related.

In order to test the hypothesis, information on gender, age, educational background language and employee performance will be gathered. After that, statistical techniques would be employed to ascertain whether the gender-based performance disparities are significant enough to disprove the null hypothesis.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods used to collect study relevant data. It describes the research design, population, sample size and sampling technique, sampling procedure, and data collection, analysis, and interpretation of research findings.

3.2 Research Design

There are three primary types of research designs that can be employed: (i) exploratory, (ii) descriptive, and (iii) explanatory studies. Exploratory research seeks to provide new insights into a topic and is often conducted to enhance understanding of a particular issue. In contrast, descriptive studies focus on detailing individuals, events, and situations. Explanatory studies aim to elucidate relationships between variables to clarify specific problems or phenomena (S. R. Saunders & Aragón-Zavala, 2007).

This research paper employs both descriptive and explanatory research designs. The descriptive aspect of the study identifies how employee diversity management affects employee performance applied across various projects undertaken by multinational companies. The explanatory component of the research explores whether diversity components, gender, age, education background and language enhance employee performance.

3.3 Research Approach

This study adopts a quantitative research approach, which is particularly well-suited for situations where it is important to measure responses and gather a large volume of data. According to Creswell (2014), quantitative methods are ideal for research questions that involve a wide range of possible answers. This approach allows for systematic collection and analysis of numerical data, leading to objective and measurable insights into the research problem.

Quantitative research is employed in this study to analyze data obtained from statistic-based questions formulated in a structured questionnaire. Data is numerical in that the values acquired

can be measured and analyzed quantitatively. Quantitative research method is therefore preferred in the study as it has the strengths of being able to determine patterns, relationship, and over time trends from the data amassed. These are then processed using quantitative data analysis tools obtained from the closed questions in the questionnaire developing conclusions on the research problem. The findings have been articulated and summarized at the end of the discussion.

3.4 Data Sources and Type

This study employs a comprehensive approach to data collection by utilizing both primary and secondary data sources to gather relevant information. This mixed-methods strategy ensures a robust and well-rounded understanding of the research problem, contributing to more accurate and reliable findings.

3.4.1 Primary Data Collection

Since the objective of this study is to gather data directly from the target population, a primary data collection method has been employed. Specifically, data is collected through a carefully designed questionnaire survey, which has been identified as the most appropriate tool for this research. The questionnaire is strategically crafted to extract information that may not be immediately apparent from the research questions, thereby supporting the achievement of the study's objectives. It is administered to a well-selected sample from the study population, with the intention of generalizing the findings to the broader population.

3.4.2 Secondary data

The study also used secondary data to support the research study in a bid to make the collected data more comprehensive. Secondary data means information that is available in another format and is already in circulation for public use.

This study aimed at evaluating current literature with regard to work diversity and its relation to employee productivity. This could involve information on working environment, results of employee satisfaction, organizational productivity statistics, and other records of data which has in the past been gathered and recorded in the organization.

This work was also involved the survey and analysis of documents such as academic journals, research papers, reports, published and unpublished documents etc. These documents helped

in developing an understanding about the existing theoretical framework, research data and more importantly, what has been practiced in organizations on compensation and employee performance improvement. Thus, integrating these sources appears to be beneficial for the study in terms of extending the work based on the existing knowledge and recognizing the further research sections or opportunities.

3.5 Data Collection Tools

In this study, both primary and secondary data collection methods were employed to ensure a comprehensive understanding of the research problem and to effectively address the research questions. This dual approach allows the study to be grounded in both firsthand experiences and existing knowledge. The primary research instrument used is a questionnaire, selected for its effectiveness in gathering structured data, supported by Owen (2002), who highlights several advantages of this method.

The combination of primary and secondary data enhances the depth and reliability of the analysis. Primary data offers fresh insights by capturing direct responses from participants, while secondary data provides valuable context and background, enriching the interpretation of results and supporting more robust conclusions.

3.5.1 Questionnaire

The researcher used a questionnaire as the main data collection tool in this study because with questionnaires, one can effectively receive replies from many people and it is more cheap than other methods. They are especially important in the research situations when time and money are a concern. Questionnaires used for data collection were taken from Assefa Admasu Wondimu's (2014) study, "Effects of Workforce Diversity on Employee Performance in Ethiopia as a Whole." The impact of a diverse workforce on workers' job performance: The instance of the Commercial Bank of Ethiopia in Jimma Town, S.C. and Ediana Fiseha (2021).

The questionnaire is constructed with the help of a five-point Likert scale with an intent of capturing respondent's attitude and perception. This opinion scale is one of the most favored measuring methods in social science research, as it measures feelings and attitudes in terms of numerical values. In this study, the scale is structured as follows: 1 SD = Strongly disagree: the respondent strongly opposes the statement. 2 = Disagree: The respondent somehow disagrees with the statement he/she is reading. 3 = Neutral: Refers to a condition where the

respondent is indifferent to the statement he/she was asked to endorse. 4 = Agree: The respondent has a positive attitude towards the endorsed statement. 5 = Strongly Agree: Strong positive attitude towards the statement endorsed by the respondent.

3.6 Population and Sampling Design

3.6.1 Target Population

Target population means the total number of entities in which the researcher is interested in, it could be the collection of individuals, objects or events about which the researcher wants to make inferences. The target population of this study has included employees from ten organizations. The population size is approximate 18,034 of the ten organizations as Coca Cola, Unilever, PepsiCo, Heineken, Holland dairy, Hilina Enriched Foods, Samany FMCG, Moha soft drinks industry, Awash wine SC and Ethio-Asian industries S.C.

Table 2: Total population in each company

Number	Organization	Population
1	Coca Cola	5000
2	Unilever	200
3	PepsiCo	300
4	Heineken	5,000
5	Holland Dairy	500
6	Hilina Enriched Foods	319
7	Samany FMCG	1000
8	Moha Soft Drinks Industry	5000
9	Awash Wine SC	515
10	Ethio-Asian Industries SC	200
	Total Population	18,034

Source: Own Survey Data, (2025).

3.6.2 Sample Size Determination

Kothari, (2004) stated that sample design is a definite plan for obtaining a sample from a targeted population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. The sample size is determined by using the below formula adopted from Kothari (2004):

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2(N - 1) + z^2 \cdot p \cdot q}$$

n: is the sample size being determined

N: is the total Population size

z, $\alpha /2$: Confidence level

At 0.05 level of significance, z is 1.96

p: population reliability (or frequency estimated for a sample of size n), where p is 0.5

q = 1-p

e: margin of error considered is 5 % for this study

The sample to be drawn from the population of 18,034 employees will be 376 employees computed from the above formula obtained from Kothari, (2004). The sample would be 376.1677 employees but it was rounded to the nearest whole number for simplicity on calculations.

The sampling technique used for this study will be probability sampling, specifically stratified sampling which involves dividing the population into strata (in this case, the ten organizations) and then taking a sample from each stratum proportionally to its size in the total population.

The samples were divided for each stratum through adopting proportional allocation as shown below.

$$n_c = \frac{E_s}{N_p} * n_s$$

n_c is the number of samples to be determined in the stratum,

E_s is the number of items (employees) in the stratum,

N_p is the total population targeted for study which is 18,034

n_s is the total samples selected for research study considered as 376.

Table 3: Total Stratified Sample from each company

Number	Organization	Sample (s)
1	Coca Cola	104
2	Unilever	4
3	PepsiCo	6
4	Heineken	104
5	Holland Dairy	10
6	Hilina Enriched Foods	7
7	Samany FMCG	21

8	Moha Soft Drinks Industry	104
9	Awash Wine SC	11
10	Ethio-Asian Industries SC	4
	Total Population	376

3.7 Data Analysis

After the data collection from different sources, it is organized and presented in different ways. The study used on both approaches that a qualitative data analyzed by using thematic analysis and also a numerical data may interpret by using quantitative approach, besides it describes and shows the correlation of variables; that are interpreted into the computer using Statistical Package for Social Science Version (SPSS 26) software and descriptive analysis is applied as frequencies, mean, median, mode, standard deviation, sum and percentages, which are interpreted variables. The software is one of the powerful software which can generate the statistic result by saving all the data into the software. For some key variables, correlation and multiple regression analysis has been employed to assess the presence and significance of association.

A cross-sectional survey is conducted for the quantitative part, also the demographic data analyzed by using descriptive method, as frequency, percentage are approached. Regression analysis is a statistical model used that is employed in this study to establishes relationship between Diversity Management and Employee Performance. The reason as to why the regression model employed is because it is effective in determining the effect of the dependent variable over changes in the independent variable. The study used following regression model:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \mu_i$$

Where: Y = Dependent variable performance (Employee Performance)

β = Constant value obtained

X1 = Independent variable gender diversity

X2 = Independent variable age diversity

X3 = Independent variable educational background diversity

X4 = Independent variable language diversity

μ_i = Independent variables that affect performance but not included in this research

This simply means that each parameter multiplies an independent variable including Gender Diversity, Age Diversity, Educational Background Diversity, Language Diversity. While the

regression function is a sum of these "parameter time's independent variable terms.

3.8 Pilot Test

A pilot study was conducted prior to the main data collection phase. According to Malhotra and Das (2009), a pilot study involves testing the questionnaire on a small sample of respondents to identify and address potential issues. This preliminary step was essential for evaluating the appropriateness of the questionnaire, including aspects such as question content, wording, sequence, format, and layout.

The pilot study was carried out in Heineken, involving a survey of 37 employees. To assess the reliability of the questionnaire, Cronbach's Alpha was used, ensuring that the instrument met acceptable standards of internal consistency before proceeding with the full-scale study.

3.9 Reliability and Validity Analysis

3.9.1 Reliability analysis

Reliability means the extent to which the measuring instrument gives stable and consistent results. Kothari (2004) has defined reliability of a measuring instrument by the ability of the instrument to yield the same results wherever the conditions are similar. This implies that, if the same measurement is performed its results should not be far from each other as the tool is consistent and reliable.

Cronbach's Alpha, is among the most frequently used approach to establish the reliability of a research instrument as it is a coefficient, that provides an estimation of the internal consistency of a selection of items in a psychometric test or questionnaires. Internal consistency refers to the measure of the relationship of a set of items to each other in a group. In other words, it considers whether objects being compared, namely the items on the two forms of a test, indeed reflect the same thing or idea or concept.

In this research the reliability coefficient known as Cronbach's Alpha is used in order to determine the anxieties of the research instrument. This instrument is employed to assess answer to a set of questions or items, and its reliability determines the validity of data collected in the assessment. It is also important in validating the results obtained through the research instrument that the said instrument is reliable. Instruments describe valid details about people and situations as they really are hence making reliable outcomes to wax the authenticity of the findings. Through calculating Cronbach's Alpha the author can establish that the identified

constructs can be measured using the instrument and get the trustworthy exacted results for analysis.

Table 4: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.952	40

Source: SPSS 26,2025

The scale reliability reaches an excellent value at 0.952. The measurement scale holds excellent characteristics when its Cronbach's Alpha value exceeds 0.90 while values above 0.80 indicate good reliability. Values greater than 0.70 represent acceptable performance. The high alpha of 0.952 demonstrates that the 40 items within the scale show strong inter-item relationship and are efficient at measuring the singular construct accurately. The measurement possesses strong reliability because the items maintain uniformity in their data collection which reduces random measurement errors.

3.9.2 Validity Test

Content validity deals with the precision with how a measurement tool captures the spirit of the concept in focus. In other words, it evaluates if the questionnaire or test captures all aspects of the construct under investigation and if the items in the tool are reflecting the focus topic properly. This type of validity guarantees that no aspect of the subject area is lost during the evaluations using the tool. Content validity is importance because it enables the observation of the fact that the variables of the questionnaire used in the study properly reflect and capture the intended work place diversity management and employee performance in FMCG Sector.

3.10 Ethical Consideration

The researcher obtained informed consent from all participants prior to their involvement in the study. Each respondent was asked to sign a consent form as confirmation of their voluntary agreement to participate. Participants were fully briefed on the purpose of the research and informed that their participation was entirely voluntary. They were assured of their right to decline to answer any questions they were uncomfortable with, without any consequences.

This process helped ensure that participants felt safe and respected, knowing that their responses would remain confidential and anonymous. Furthermore, the researcher maintained no personal connection with the respondents, as the study was conducted solely for academic purposes.

CHAPTER FOUR:

DATA ANALYSIS, RESULT AND PRESENTATION

4.1 Introduction

This chapter presents the findings of the research on to the role of workplace diversity management in enhancing employees' performance in FMCG sector in Ethiopia. Collected data analyzed using descriptive and multiple regression analysis statistics and interpretations of the results are provided accordingly.

4.2 Descriptive Analysis

4.2.1 Response Rate

The researcher distributed 376 questionnaires to the respondents for the purpose of collecting primary data. With this number, 15 questionnaires were missing, 35 questionnaires were not properly filed and 326 were collected.

Table 5: Response Rate

Category	Frequency	Percentage %
Number of questionnaires distributed	376	100
Number of questionnaires missing	50	13.30
Number of questionnaires returned	326	86.70

Source: Own Survey Data, (2025).

4.2.2 Demographic Statics

Table 6: Demographic Statics

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	169	44.9	50.7	50.7
	Female	157	41.8	49.3	100.0
	Total	326	86.7	100.0	
Missing System		50	13.3		
Total		376	100.0		
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
	18-25	42	11.2	12.9	12.9
	26-33	130	34.6	39.9	52.8
	34-41	118	31.4	36.2	89.0

	42-49	16	4.3	4.9	93.9
	Above 50	20	5.3	6.1	100.0
	Total	326	86.8	100.0	
Missing System		50	13.2		
Total		376	100.0		
Work Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
	1-5 Years	10	2.7	3.1	3.1
	6-10 Years	82	21.8	25.2	28.2
	11-15 Years	194	51.6	59.5	87.7
	Above 15 Years	40	10.6	12.3	100.0
	Total	326	86.7	100.0	
Missing System		50	13.3		
Total		376	100.0		
Education status					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Diploma	84	22.3	25.7	25.7
	Degree	194	51.6	59.5	85.2
	Masters	48	12.8	14.7	100
	Phd	0	0	0	100.0
	Total	326	86.7	100.0	
Missing System		50	13.3		
Total		376	100.0	100.0	
Organization Name					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Coca Cola	85	22.61	26.07	26.07
	Unilever	4	1.06	1.23	27.3
	PepsiCo	6	1.60	1.84	29.14
	Heineken	92	24.47	28.11	57.36
	Holland diary	10	2.66	3.07	60.43
	Hilina Enriched Foods	7	1.86	2.15	62.58
	Samany FMCG	21	5.59	6.44	69.02
	Moha soft drinks industry	86	22.87	26.38	95.40
	Awash wine SC	11	2.93	3.37	98.77
	Ethio-Asian industries S.C	4	1.06	1.23	100.0

Total		326	87.0	100.0	
Missing System		50	13.0		
Total		376			
What is your first language					
		Frequency	Percent	Valid Percent	Cumulative Percent
	English	21	5.58	6.44	6.44
	Amharic	163	43.35	50.00	56.44
	Afan-Oroma	75	19.94	23.00	79.44
	Tigrigna	67	17.82	20.55	100
	Total	326	86.7	100.0	
Missing System		50	13.3		
Total		376	100.0		
What is your role within the organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Customer development	64	17.02	19.63	19.63
	Finance	10	2.72	3.06	22.69
	Human Resources	25	6.65	7.66	30.35
	IT	13	3.45	3.98	34.33
	Marketing	49	13.03	15.03	49.36
	Supply Chain	165	43.88	50.61	100.0
	Total	326	87.0	100.0	
Missing System		50	13.0		
Total		376	100.0		

Source: SPSS26, 2025

Out of the 326 respondents, 169(50.7%) are male and 157(41.8%) are female. From this it can be understood that the number of male employees is slightly higher than female employees. Thus, the researcher concludes that gender distribution is slightly equal in these companies. The survey contains 50 unanswered gender questions which comprise 13.3% of the overall participant group.

From the 326 respondents, 42 (12.9%) of the respondents fall within the age group of 18-25, 130 (39.9%) of them fall within the age group of 26-33, 118(36.2%) of them fall within the age group of 34-41, 16 (4.9%) of them fall within the age group of 42-49 and 20 (6.1%) of them fall within the age group of above 50. Valid responses show that workers between 26 and 33 years represent the biggest population at 39.9 percent while those between 34 and 41 years follow closely behind at 36.2 percent. The two smallest demographic groups belong to individuals aged 42 to 49 and those above 50 years. Most workers among the surveyed

population belong to an age range between late 20s and early 40s which is a productive age.

Related to work experience, 10 (3.1%) of respondents have experience of 1-5 years, 82 (25.2%) of them have experience of 6-10, 194 (59.5%) of respondents have experience of 11-55 years and 40 (12.3%) of respondents have experience of more than 15 years. A large portion of the workforce exhibits substantial experience according to the provided data.

Most employees 188(57.7% of valid responses) have degree levels of education while diploma qualifications follow second with 84 (25.8% of valid responses). Employees with Masters are about 48(14.7%) and there are no employees who have PhD level of education. This indicates that majority of the employees are qualified.

The research includes answers from ten specific organizational entities. Heineken obtained 28.22% of valid responses which ranked as the highest while Moha with 26.38% of valid response came second and Coca-Cola with 26.07% came third. The survey conducted among respondents of Unilever and Ethio-Asian Industries SC shows the smallest participant number 4(1.23%).

Out of the 326 respondents, 21(6.44%) stated that English is their first language while 163(50%) state their first language is Amharic. 75(23%) respondent’s first language is Afan Oromo and 60 (20.55%) use Tigrigna. Statistical information demonstrates the prevalence of different languages in the area.

A majority of respondents who took part in this survey (50.61%) belong to the Supply chain team. The Customer development follows Supply chain as the field with most respondents (19.63% of total). Finance is the smallest group (3.06%). The research sample includes a different number of workers from various.

4.2.3 Gender Diversity

Table 7: Gender Diversity

Descriptive Statistics						
Number	Items	N	Mean		Std. Deviation	Variance
		Statistic	Statistic	Std. Error	Statistic	Statistic
1	The company actively	326	2.67	.028	.514	.264

	promotes gender diversity in its hiring practices.					
2	I believe that gender diversity positively impacts team performance.	326	2.66	.030	.536	.288
3	The presence of diverse gender perspectives contributes to more innovative solutions in our team.	326	2.65	.031	.561	.314
4	I feel that the company provides equal opportunities for career advancement regardless of gender.	326	2.57	.031	.565	.319
5	Gender diversity in the workplace enhances individual employee performance.	326	2.52	.029	.530	.281
6	Employees are more motivated when they work in a gender-diverse team.	326	2.47	.030	.541	.293
7	Gender diversity leads to a more inclusive work environment, which improves overall job satisfaction.	326	2.46	.029	.523	.274
8	I have noticed improvements in team collaboration and communication due to gender diversity.	326	2.47	.029	.530	.280

9	The company's efforts to increase gender diversity have positively impacted my own performance.	326	2.48	.029	.530	.281
10	There are challenges in managing a gender-diverse team that impact overall team performance.	326	2.46	.030	.535	.286
11	The company provides adequate training to manage and leverage gender diversity effectively.	326	2.49	.030	.548	.300
	Valid N (listwise)	326				
	Grand Mean		2.54			

Source: SPSS 26, 2025

This analysis presents descriptive statistics for 11 items measuring employee perceptions of gender diversity initiatives, based on responses from a sample of 326 employees. The overall grand mean of 2.54 (on a presumed 1–5 Likert scale) indicates a moderate perception of gender diversity efforts suggesting that employees neither strongly endorse nor reject the organization's initiatives.

Item-level means range narrowly from 2.46 to 2.67, reflecting a consistent but cautious sentiment. Higher scores on items related to the theoretical value of gender diversity such as its promotion in hiring practices, perceived impact on innovation, and team performance (Items 1–3) suggest general support for the concept. The highest mean (2.67) corresponds to recognition of the organization's active promotion of gender diversity in recruitment.

Conversely, lower scores on items addressing practical outcomes, such as improvements in collaboration or job satisfaction (lowest mean = 2.46) highlight skepticism about the tangible impact of these initiatives. This gap between conceptual support and perceived implementation effectiveness points to a disconnect between policy and practice.

Standard deviations ranging from approximately 0.51 to 0.57, and variances between 0.26 and

0.32, indicate moderate consensus among respondents. However, the presence of variability suggests that experiences and awareness of gender diversity efforts may differ across departments, roles, or levels of organizational engagement.

Notably, items related to equity in career advancement (Item 4: mean = 2.57) and the adequacy of training opportunities (Item 11: mean = 2.49) received relatively lower scores, highlighting persistent structural gaps in translating gender diversity policies into equitable development and progression pathways. Employees also expressed ambivalence regarding the direct impact of gender diversity on individual motivation (Item 6: mean = 2.47) and performance (Item 5: mean = 2.52), suggesting that diversity alone may not be sufficient to drive engagement without supportive, inclusive practices.

Additionally, the slightly elevated mean for Item 10 (challenges in managing diverse teams: mean = 2.46) points to ongoing difficulties in effectively leveraging diversity for team performance. These patterns collectively indicate that while progress has been made in promoting gender diversity—particularly in recruitment and awareness—critical barriers remain. Inconsistent training, unequal access to advancement, and limited support for team integration may be undermining the full realization of diversity’s potential benefits.

4.2.4 Age Diversity

Table 8: Age Diversity

Descriptive Statistics						
Number	Items	N	Mean		Std. Deviation	Variance
			Statistic	Std. Error		
1	The expertise of young employees with high tech tools helps older employees to improve their knowledge on the latest Technologies	326	2.47	.031	.552	.305
2	The risk taken by younger employee contributed to the success	326	2.48	.032	.569	.324

	of the team					
3	The mentoring by older employees benefited young employees in acquiring job skills	326	2.51	.031	.559	.312
4	Older employees mitigated the friction among younger employees in the team and promoted team Cohesiveness	326	2.52	.032	.575	.330
5	No emotional conflicts and anxiety within the team due status difference between young and old Employees	326	2.53	.032	.574	.330
6	I did not experience stress in the last 12 months due to age diversity issues in my workplace	326	2.48	.031	.559	.312
	Valid N (listwise)	326				
	Grand Mean		2.50			

Source: SPSS 26, 2025

The data reflects employee perceptions of age diversity dynamics within the workplace, measured across six items with a sample size of 326 respondents. The grand mean of 2.50 (on a Likert scale, likely 1–5) suggests a neutral to slightly negative overall sentiment toward intergenerational collaboration and its impact.

All items cluster closely around the grand mean (2.47–2.53), indicating consistent ambivalence. For instance, Item 1 (young employees’ tech expertise aiding older colleagues) and Item 6 (lack of stress from age diversity) both scored 2.47–2.48, slightly below the grand mean, signaling skepticism about knowledge transfer and unresolved stress linked to age differences. Similarly, Item 3 (mentoring by older employees) and Item 5 (absence of emotional conflicts) scored marginally higher (2.51–2.53), hinting at mild optimism about mentorship but persistent challenges in mitigating status-related tensions. The low variance

(0.305–0.330) and moderate standard deviations (~0.55–0.57) across items suggest homogeneous responses with limited polarization, implying most employees share lukewarm or uncertain views rather than strong agreement or disagreement.

The narrow range of means highlights systemic issues. For example, Item 2 (risk-taking by younger employees benefiting teams) scored 2.48, indicating reluctance to credit younger workers’ innovative contributions, possibly due to hierarchical barriers or resistance to change. Conversely, Item 4 (older employees mitigating team friction) scored 2.52, the highest mean, suggesting older employees are perceived as stabilizing forces, yet this remains a weak endorsement. Notably, Item 6 (no age-related stress) scored 2.48, reinforcing that age diversity is not yet a source of confidence or comfort. The minimal differences between item means and grand mean imply that no single aspect of age diversity stands out as a strength or critical flaw—instead, there is a pervasive, unaddressed ambivalence across all dimensions.

4.2.5 Education Background Diversity

Table 9: Education Background Diversity

Descriptive Statistics						
Number	Items	N	Mean		Std. Deviation	Variance
		Statistic	Statistic	Std. Error	Statistic	Statistic
1	The recruitment plan of the organization is based on the educational background of applicants	326	2.50	.032	.570	.325
2	Organization provides paid study leave to employees who further their education	326	2.54	.031	.558	.311

3	At the organization, opportunities for growth and advancement exist for employees who have low educational qualifications.	326	2.55	.032	.573	.328
4	At the organization differences in educational background do not bring conflict among Employee	326	2.53	.030	.535	.287
5	As an employee of organization, experience lack of confidence due to my educational background.	326	2.55	.031	.557	.310
6	Organization gives equal treatment when it comes to educational background.	326	2.54	.031	.557	.311
	Valid N (listwise)	326				
	Grand Mean		2.54			

Source: SPSS 26, 2025

Employee perceptions of how educational background is managed across six organizational dimensions reveal a generally neutral to slightly positive outlook, with a grand mean of 2.54 on a Likert scale (1–5). Item-level means are tightly clustered between 2.50 and 2.55, indicating a consistent pattern of ambivalence rather than strong endorsement or criticism. The narrow range of means suggests that employees hold relatively uniform views, with no single aspect of educational diversity standing out as particularly effective or problematic. Standard deviations (0.535–0.573) and variances (0.287–0.328) are moderate, reflecting a degree of consistency in responses, though not complete uniformity. This pattern points to a shared but

cautious perception of how educational qualifications are integrated into organizational practices.

Item 3 (“opportunities for growth exist for employees with low educational qualifications”) has the highest mean (2.55) but also the highest variance (0.328), suggesting mixed feelings—some employees perceive inclusivity, while others doubt advancement pathways for less-educated staff.

The organization appears most consistent in equal treatment based on education (Items 4 and 6, mean \approx 2.53–2.54), with lower variability (SD \approx 0.535–0.557), implying employees broadly agree that educational differences do not cause conflict and that fairness is maintained. However, Item 5 (“experience lack of confidence due to educational background”) and Item 3 reveal subtle tensions. The mean of 2.55 for Item 5 suggests that some employees feel their educational qualifications undermine their confidence, potentially affecting morale or performance. Similarly, Item 1 (“recruitment based on education”) has the lowest mean (2.50), hinting at mild skepticism about whether hiring practices prioritize skills over formal credentials.

4.2.6 Language Diversity

Table 10: Language Diversity

Descriptive Statistics						
Number	Items	N	Mean		Std. Deviation	Variance
			Statistic	Std. Error	Statistic	Statistic
1	How often do you experience communication difficulties due to language differences within your team/workplace?	326	2.54	.030	.541	.292

2	To what extent do language barriers affect your ability to collaborate effectively with colleagues?	326	2.53	.031	.552	.305
3	Do you feel excluded from discussions or meetings due to language differences?	326	2.55	.032	.573	.328
4	How is it to understand and be understood by your colleagues and supervisors, considering the language diversity in your workplace?	326	2.52	.031	.564	.318
5	Do you agree that language diversity has an impact on your overall job performance?	326	2.55	.032	.578	.334
6	To what extent do language differences affect your ability to complete tasks efficiently and accurately?	326	2.54	.032	.579	.335
7	Do you agree that language barriers hinder your professional development or advancement opportunities?	326	2.52	.031	.564	.318

8	Do you feel that your workplace actively promotes inclusivity and addresses language-related challenges?	326	2.54	.031	.563	.317
9	How comfortable are you using your native language(s) at work?	326	2.56	.030	.550	.302
10	Do you believe that language diversity is a valuable asset to your workplace?	326	2.37	.027	.483	.233
	Valid N (listwise)	326				
	Grand Mean		2.52			

Source: SPSS 26, 2025

The data reflects employees’ perceptions of language diversity and its impact on workplace dynamics across 10 items, measured on a Likert-like scale (assumed 1–5, with lower scores indicating less agreement or fewer challenges). With a grand mean of 2.52 and narrow standard deviations (0.483–0.579), responses cluster around the mid-point, suggesting moderate but consistent challenges related to language differences. For instance, Items 1–9 (means: 2.52–2.56) show employees experience recurring communication difficulties, exclusion, and perceived impacts on job performance and efficiency. The minimal variance (0.233–0.335) across all items indicates homogeneity in experiences, meaning most respondents share similar views regardless of role or context. Notably, Item 10 (“language diversity is a valuable asset”) has the lowest mean (2.37) and variance (0.233), signaling that while employees acknowledge challenges, many still recognize the intrinsic value of multilingual environments, albeit with reservations.

The strongest concerns center on exclusion (Item 3: 2.55) and job performance impacts (Item

5: 2.55), while perceptions of workplace inclusivity efforts (Item 8: 2.54) and task efficiency (Item 6: 2.54) align closely with the grand mean. The slightly higher standard deviations for Items 3, 5, and 6 (0.573–0.579) suggest slightly more polarized views on exclusion and performance, likely tied to individual experiences (e.g., non-native speakers feeling marginalized). Item 10’s lower mean (2.37) contrasts with other items, implying a tension between recognizing language diversity’s benefits and grappling with its practical challenges. This duality highlights a critical insight: employees value multiculturalism but feel unsupported in navigating its complexities, as evidenced by middling scores on inclusive efforts (Item 8) and comfort using native languages (Item 9: 2.56).

4.2.7 Employee Performance

Table 11: Employee Performance

Descriptive Statistics						
Number	Items	N	Mean		Std. Deviation	Variance
		Statistic	Statistic	Std. Error	Statistic	Statistic
1	Our organization's age diversity fosters knowledge sharing and teamwork among employees.	326	2.55	.030	.546	.298
2	Our organization's gender diversity efforts support a respectful and inclusive work environment	326	2.55	.030	.534	.285
3	Having colleagues	326	2.53	.030	.535	.287

	with varied educational experiences improves the quality of work output.					
4	Our organization values the contributions of employees with different marital statuses equally	326	2.47	.030	.535	.287
5	The organization's approach to managing diversity (age, gender, education, and marital status) positively impacts my job satisfaction.	326	2.48	.030	.542	.294
6	Our workplace diversity management practices enhance my commitment to the organization.	326	2.51	.029	.519	.269
7	Effective management of diversity within our organization has contributed to improved employee performance.	326	2.75	.027	.494	.244
	Valid N (listwise)	326				

	Grand Mean		2.55			
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Source: SPSS 26, 2025

Employee perceptions of diversity management across seven key dimensions reveal a generally neutral to slightly positive sentiment, with a grand mean of 2.55 on a Likert-like scale (presumably 1–5). This suggests that while diversity initiatives are somewhat effective, there remains considerable room for improvement. The item-level means range narrowly from 2.47 to 2.75, and standard deviations fall between 0.494 and 0.546. This tight clustering indicates a consistent pattern of moderate agreement across respondents, with limited variability in perceptions. The findings reflect a shared but cautious endorsement of current diversity practices, pointing to the need for more impactful and visibly inclusive strategies.

Employees moderately agree that age diversity fosters teamwork (Item 1: mean = 2.55) and that gender diversity supports inclusivity (Item 2: mean = 2.55), but these scores fall short of strong endorsement. Similarly, the lowest-rated item “Our organization values the contributions of employees with different marital statuses equally” (Item 4: mean = 2.47)—signals a critical gap in perceived equity, potentially linked to insufficient policies or cultural biases.

Notably, the statement “*Effective management of diversity has contributed to improved employee performance*” (Item 7: mean = 2.75) received the highest average rating, indicating that employees perceive some concrete benefits from diversity initiatives. However, more neutral responses to statements linking diversity with job satisfaction (Item 5: mean = 2.48) and organizational commitment (Item 6: mean = 2.51) suggest that current diversity practices may fall short of employees’ expectations for deeper cultural integration. The consistently low variance across all items (ranging from 0.244 to 0.298) further highlights a general consensus among employees, reflecting moderately positive but not strongly polarized views.

4.3 Inferential Analysis

4.3.1 Guidelines of Correlation Coefficient Interpretation

In this study, Pearson correlation coefficients were calculated to examine the strength and direction of the relationship between the dependent and independent variables. Pearson correlation is a statistical technique used to assess the degree of linear association between two

continuous variables. The correlation coefficient ranges from -1 to +1, where -1 indicates a perfect negative correlation, 0 indicates no correlation, and +1 indicates a perfect positive correlation.

Table 12: Guidelines of Correlation coefficient interpretation

Value Of Correlation Coefficient	Relationship Interpretation
0.000-0.199	Very Weak
0.200-0.399	Weak
0.400-0.599	Moderate
0.600-0.799	Strong
0.800-1.000	Very Strong

Source: Frey, B(2018)

4.3.2 Correlation of Variables

Table 13: Correlations

		Gender Diversity	Age Diversity	Education al Background	Language Diversity	Employee Performance
Gender Diversity	Pearson Correlation	1	.464**	.370**	.300**	.266**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	326	326	326	326	326
Age Diversity	Pearson Correlation	.464**	1	.711**	.348**	.339**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	326	326	326	326	326

Educational Background	Pearson Correlation	.370**	.711**	1	.578**	.349**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	326	326	326	326	326
Language Diversity	Pearson Correlation	.300**	.348**	.578**	1	.456**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	326	326	326	326	326
Employee Performance	Pearson Correlation	.266**	.339**	.349**	.456**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	326	326	326	326	326
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: SPSS 26, 2025

The correlation matrix reveals positive relationships among various dimensions of diversity (gender, age, education, language) and their associations with employee performance in a sample of 326 individuals. All correlations are statistically significant ($p < 0.01$), with various relationship. Notably, age diversity shows a robust correlation with educational background diversity ($r = 0.711$), suggesting that workplaces with varied age groups also tend to have employees with diverse educational experiences. Relatively, language diversity demonstrates the strongest link to employee performance ($r = 0.456$), implying that multilingual or culturally inclusive environments may enhance productivity or innovation.

While all diversity dimensions positively correlate with performance, the weaker association

for gender diversity ($r = 0.266$) compared to other factors highlights potential nuances in how different diversity types of influence outcomes. The interconnections among diversity metrics (e.g., age and education diversity) indicate that organizations may experience compounded benefits when fostering inclusive environments across multiple domains.

4.3.3 ANOVA^a

Table 14: ANOVA^a

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	745.478	4	186.370	26.776	.000 ^b
	Residual	2234.227	321	6.960		
	Total	297.9	325			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Language Diversity, Gender Diversity, Age Diversity, Educational Background						

Source: SPSS 26, 2025

The ANOVA results indicate that the regression model, which includes Language Diversity, Gender Diversity, Age Diversity, and Educational Background as predictors, significantly explains variance in Employee Performance ($F = 26.776$, $*p* < .001$). The model accounts for 745.478 units of variance (Regression Sum of Squares), while the unexplained residual variance is 2234.227, with a total variance of 2979.706.

The large F -statistic and negligible significance value ($*p* = .000$) confirm the model's overall validity, suggesting that the combination of these diversity factors collectively predicts Employee Performance. The mean square values (Regression = 186.370, Residual = 6.960) highlight a substantial ratio of explained to unexplained variance. This underscores the relevance of diversity dimensions in workplace outcomes but signals the need for further investigation into individual predictor contributions and potential omitted variables.

The Sum of Squares Regression value (745.478) describes all variations in Employee Performance which result from the multiple predictors in the regression model. The predictor variables have a Role of Four Degrees of Freedom ($df = 4$). The Mean Square amount reaches 186.370 due to dividing Sum of Squares Regression (745.478) by df Regression (4).

The F-value of 26.776 was obtained by dividing the Mean Square Regression (186.370) by the Mean Square Residual (6.960). This F-statistic is used to evaluate the overall significance of the regression model. The associated p-value (.000) indicates the probability of observing such an F-value under the null hypothesis. Since the p-value is well below the conventional threshold of 0.05, the regression model is considered highly statistically significant, suggesting that the independent variables collectively have a meaningful impact on the dependent variable.

The unexplained variations in Employee Performance amount to 2234.227 units (measured in Sum of Squares). These variations exist outside the scope of the predictors. The Degrees of Freedom equals 321 since it equals the number of observations (326) minus the number of predictors (4) minus one. The calculated Mean Square equals 6.945 by dividing Sum of Squares Residual by df Residual.

4.3.4 Model Summary

Table 15: Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.500 ^a	.250	.241	2.63822	.250	26.776	4	321	.000
a. Predictors: (Constant), Language Diversity, Gender Diversity, Age Diversity, Educational Background									

Source: SPSS 26,2025

The regression model, incorporating Language Diversity, Gender Diversity, Age Diversity,

and Educational Background as predictors, explains 25% of the variance in Employee Performance ($R^2 = 0.250$), as indicated by the R Square (Coefficient of Determination) value. The outcome variable variance that the predictors explain amounts to R Square. The adjusted R square value indicates a moderate explanation rate since the model leaves 75% of data unexplained by its predictors.

The Adjusted R Square value of 0.241 is close to the unadjusted R Square, indicating that the model maintains its explanatory power without being overfitted, even with the inclusion of four predictors. The correlation coefficient (R) of 0.500 suggests a moderate and meaningful relationship between the diversity-related variables and performance outcomes. This multiple correlation coefficient reflects both the strength and direction of the association between the predictors and the dependent variable. While the predictors collectively explain a portion of the variance in the outcome, the correlation value indicates that a substantial part of the variation remains unexplained, pointing to a partial but not exhaustive predictive capability.

The standard error of the estimate (2.638) implies that, on average, predicted employee performance deviates from actual values by approximately 2.64 units. The statistically significant F-change ($F = 26.776$, $p < 0.001$) confirms that the collective contribution of these predictors significantly improves the model over a null model with no predictors. However, the explained variance (25%) highlights that additional factors beyond these diversity metrics likely influence employee performance, warranting further investigation into other variables or nuanced interactions. Overall, the model demonstrates that diversity dimensions have a measurable, albeit partial, association with performance outcomes.

The addition of predictors in the model leads to a 0.25 increase in R Square value. Adding four predictor variables to a model without any improves the variance explanation of the outcome by 25% which is shown by 0.25.

The F-statistic tests the overall significance of the model. The model significance indicates the four predictors jointly produce significant effects on the outcome since $F = 26.873$. The analysis includes two degrees of freedom that represent the predictor numbers ($df1 = 4$) and residual degrees ($df2 = 330$). The size of the selected sample increases the accuracy of the study results.

The p-value from F-statistic examination equals Sig. F Change = 0.000. The statistical significance of the model reaches the 0.001 level according to $(p < 0.001)$. The possibility

that the relationships between predictive variables and outcome would occur by mere chance stands at less than 1%.

The model maintains statistical significance while it predicts 25% of the changes in the outcome measure. The multiple predictors of Language Diversity, Gender Diversity, Age Diversity and Educational Background demonstrate a moderate association with the outcome variable.

4.3.5 Chai-Square test

The Chi-square test is a statistical technique used to assess whether a meaningful association exists between categorical variables. It is widely applied in hypothesis testing. The test works by comparing the observed frequencies (actual data) with the expected frequencies (what would be expected if the variables were independent). In a Chi-square test of independence, the expected frequency for each cell in a contingency table represents the count that would occur if there were no relationship between the variables. The Chi-square statistic is calculated based on the differences between these observed and expected values. For the test results to be considered reliable, each expected frequency should be at least 5.

Table 16: Case processing summary

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender Diversity * Employee Performance	326	86.7%	50	13.3%	376	100.0%
Age Diversity * Employee Performance	326	86.7%	50	13.3%	376	100.0%
Educational Background * Employee Performance	326	86.7%	50	13.3%	376	100.0%

Language Diversity *	326	86.7%	50	13.3%	376	100.0%
Employee Performance						

Source: SPSS 26,2025

In the valid cases, 86.7% of the dataset (326 responses) contained complete data for both Gender Diversity and Employee Performance, making them suitable for inclusion in the Chi-square analysis. These cases represent the portion of the dataset where both variables were available. The remaining 13.3% (n = 50) had missing values and were therefore excluded from the analysis. Since the missing data appears to be random, the results derived from the valid cases are considered generalizable.

1. Gender diversity

Table 17: Chi-Square test for Gender diversity and employee performance

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	445.838 ^a	160	.000
Likelihood Ratio	321.742	160	.000
Linear-by-Linear Association	23.040	1	.000
N of Valid Cases	326		
a. 169 cells (90.4%) have expected count less than 5. The minimum expected count is .01.			

Source: SPSS 26,2025

The Pearson Chi-Square test indicates a statistically significant association between the variables ($\chi^2(160) = 445.838, p < .001$), providing strong evidence against the null hypothesis of independence. This finding is further supported by the Likelihood Ratio (321.742, $p < .001$) and the Linear-by-Linear Association (23.040, $p < .001$), both reinforcing the robustness of the observed relationship. However, a major concern arises regarding the validity of these results: 90.4% of the cells (169 out of 187) have expected counts below 5, with the lowest expected count being just 0.01. This violates a key assumption of the chi-square test, which stipulates

that no more than 20% of cells should have expected counts under 5. Consequently, the reliability of the *p*-values is questionable. Interpretation should be supplemented with effect size measures (e.g., Cramer’s V) or alternative methods (e.g., Fisher’s exact test for small samples).

2. Age diversity

Table 18: Chi-Square test for Age diversity and employee performance

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	676.755 ^a	110	.000
Likelihood Ratio	262.921	110	.000
Linear-by-Linear Association	37.380	1	.000
N of Valid Cases	326		
a. 115 cells (87.1%) have expected count less than 5. The minimum expected count is .01.			

Source: SPSS 26,2025

The Pearson Chi-Square test yielded a highly significant result ($\chi^2 = 676.755$, $df = 110$, $p < .001$), indicating a strong statistical association between the variables. This finding is further supported by the Likelihood Ratio ($\chi^2 = 262.921$, $p < .001$) and the Linear-by-Linear Association ($\chi^2 = 37.380$, $p < .001$), reinforcing the robustness of the observed relationship. However, a major concern undermines the validity of these results: 87.1% of the cells (115 in total) have expected counts below 5, with the lowest expected count being just 0.01. This severely breaches the chi-square test’s assumption that no more than 20% of cells should fall below this threshold, casting doubt on the reliability of the *p*-values.

3. Educational background diversity

Table 19: Chi-Square test for Educational background diversity and employee performance

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	661.844 ^a	120	.000
Likelihood Ratio	274.712	120	.000
Linear-by-Linear Association	39.475	1	.000
N of Valid Cases	326		
a. 125 cells (87.4%) have expected count less than 5. The minimum expected count is .01.			

Source: SPSS 26,2025

The Pearson Chi-Square test produced a highly significant result ($\chi^2 = 661.844$, $df = 120$, $p < .001$), indicating a strong statistical association between the categorical variables under investigation. This finding is further supported by the Likelihood Ratio test ($\chi^2 = 274.712$, $p < .001$) and the Linear-by-Linear Association ($\chi^2 = 39.475$, $p < .001$), both of which reinforce the presence of a meaningful relationship beyond random chance. However, a serious limitation affects the validity of these results: 87.4% of the cells (125 in total) have expected counts below 5, with the lowest expected count being just 0.01. This substantial violation of the chi-square test's assumptions—specifically, that no more than 20% of cells should have expected frequencies under 5—raises concerns about the reliability of the statistical conclusions.

4. Language diversity

Table 20: Chi-Square test for Language diversity and employee performance

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1052.27 3 ^a	160	.000
Likelihood Ratio	386.334	160	.000
Linear-by-Linear Association	67.632	1	.000
N of Valid Cases	326		
a. 171 cells (91.4%) have expected count less than 5. The minimum expected count is .01.			

Source: SPSS 26,2025

The Pearson Chi-Square statistic of 1052.273 with 160 degrees of freedom is highly significant ($p < .001$), suggesting a strong association between the categorical variables examined. However, the reliability of this result is critically undermined by the data structure: 91.4% of the cells (171 out of 187) have expected counts below 5, with the lowest expected count being just 0.01. This represents a severe violation of the chi-square test's assumptions, which require that no more than 20% of cells have expected frequencies under 5. As a result, the statistical significance indicated by the p -values is likely invalid. Although the Likelihood Ratio ($\chi^2 = 386.334, p < .001$) and the Linear-by-Linear Association ($\chi^2 = 67.632, p < .001$) also point to apparent associations, they are subject to the same limitations.

As it can be seen on the above interpretation, p -values suggest a significant association, the sparsity of the data undermines the test's validity. For all of the variables, the expected count is less than 5. This is a serious violation of the Chi-square test assumptions, and the test results may be unreliable. Violation of this assumption results in inflated Chi-square statistic, false positives, biased results and limited generalizability.

Therefore, to improve reliability, alternative analytical approaches such as Fisher's exact test, category consolidation to reduce number of cells, should be considered to obtain more reliable insights.

4.3.6 Coefficients^a

Table 21: Coefficients^a

Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	7.338	1.135		6.462	.000	5.104	9.572		
	Gender Diversity	.050	.039	.072	1.300	.194	-.026	.127	.762	1.312
	Age Diversity	.204	.072	.206	2.814	.005	.061	.347	.437	2.290
	Educational Background	-.053	.081	-.051	-.647	.518	-.213	.108	.370	2.706
	Language Diversity	.271	.042	.393	6.510	.000	.189	.353	.642	1.558
a. Dependent Variable: Employee Performance										

Sources: SPSS 26,2025

The regression analysis examining predictors of Employee Performance reveals that Age Diversity ($B = 0.204$, $p = 0.005$) and Language Diversity ($B = 0.271$, $p < 0.001$) are statistically significant positive predictors, with Language Diversity exhibiting the strongest standardized effect ($Beta = 0.393$). The results indicate that a single unit rise in Language Diversity results in a corresponding increase of 0.271 units in Employee Performance. Employee Performance

increases by 0.204 units when Age Diversity rises by one unit.

Gender Diversity ($B = 0.050, p = 0.194$) and Educational Background ($B = -0.053, p = 0.518$) were not statistically significant, suggesting no meaningful relationship with performance in this model. The results from the analysis indicate Educational Background fails to produce any meaningful statistical results affecting Employee Performance. The constant term ($7.338, p < 0.001$) indicates the baseline performance level when all predictors are zero. Collinearity statistics ($VIFs < 3, Tolerance > 0.3$) show no severe multicollinearity issues. These results emphasize that fostering age and language diversity may enhance team performance, while gender diversity and educational background differences, as measured here, do not appear impactful. The model explains meaningful variance in performance, primarily driven by linguistic diversity.

From the above table, the effects of the selected independent variables on employee performance can be calculated:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \mu_i$$

$$\bar{Y} = 7.338 + 0.072X_1 + 0.206X_2 + (-0.051)X_3 + 0.393X_4$$

From the result above: Employee performance = $7.338 + (0.072 \times \text{gender diversity}) + (0.206 \times \text{age diversity}) + (-0.051 \times \text{education diversity}) + (0.393 \times \text{language diversity})$

As it can be seen, language diversity contributed the most on employee performance followed by age diversity.

4.3.7 Hypothesis Test

This study addresses four hypotheses, each corresponding to one of the research objectives. The testing results for these hypotheses are presented below, using their standardized beta coefficients. Each hypothesis is clearly identified and discussed in relation to the specific research objective it aims to evaluate, guiding the reader through the analytical process and findings.

Hypothesis 1: Gender Diversity

Null Hypothesis (H_0): Gender diversity has no significant effect on employee performance

Alternative Hypothesis (H_1): Gender diversity has significant effect on employee performance

According to the data presented in Table 16, gender diversity shows a positive relationship with employee performance; however, this relationship is not statistically significant at the 5% level ($\beta = 0.072, p = 0.194$). This suggests that while an increase in gender diversity is associated with a slight increase in performance, the effect is not strong enough to be considered statistically meaningful. Therefore, the null hypothesis is retained, and the alternative hypothesis is rejected.

Hypothesis 2: Age Diversity

Null Hypothesis (H0): Age diversity has no significant effect on employee performance

Alternative Hypothesis (H1): Gender diversity has significant effect on employee performance

As shown in Table 16, age diversity is positively associated with employee performance and is statistically significant at the 5% level ($\beta = 0.206, p = 0.005$). This indicates that greater age diversity within the workforce corresponds with higher performance, suggesting a meaningful and direct positive relationship between the two variables. Consequently, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Hypothesis 3: Educational background

Null Hypothesis (H0): Educational background diversity has no significant effect on employees' performance

Alternative Hypothesis (H1): Educational background diversity has significant effect on employees' performance

As presented in Table 16, educational background diversity is negatively associated with employee performance, though the relationship is not statistically significant at the 5% level ($\beta = -0.051, p = 0.518$). This suggests that an increase in educational diversity may correspond with a slight decrease in performance; however, the effect is not statistically meaningful. Therefore, the null hypothesis is accepted, and the alternative hypothesis is rejected.

Hypothesis 4: Language Diversity

Null Hypothesis (H0): Language diversity has no significant effect on employees' performance

Alternative Hypothesis (H1): Language diversity has significant effect on employees' performance

As shown in Table 16, language diversity has a positive and statistically significant relationship with employee performance at the 5% significance level ($\beta = 0.393, p < 0.001$). This indicates that as language diversity increases, employee performance also improves, suggesting a strong and direct positive association between the two variables. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

4.4 Discussion of the Findings

In this section, the researcher triangulates and discusses the findings in relation to gaps identified in previous studies. Ali (2015) defines gender equality in the workplace as the principle that all employees, regardless of gender, should have equal opportunities, responsibilities, and compensation when performing the same roles with equivalent capabilities. While gender diversity does not imply that men and women must be identical in every aspect, it does call for fairness and equity across all dimensions of employment—from recruitment and hiring to promotion and professional development. The researcher concurs with Ali's perspective, emphasizing that organizations should ensure equal access to opportunities and uphold fairness in all employment practices to foster a truly inclusive work environment.

According to the study of Assefa Admasu Wondimu (2014) stated findings of the four diversity as a statistically significant, although small to moderate, positive relationship between several demographic factors (gender, age, ethnicity, and educational background) and employee performance. While the correlation coefficients range from 0.298 to 0.397, indicating varying degrees of association, all p-values are below 0.01, confirming statistical significance. This implies that variations in these demographic categories are associated with differences in employee performance. The research mentions that although women hold a smaller percentage (36.25%) of salaried positions compared to men (63.75%), their representation is still relatively high. However, according to the findings that elaborated and interpreted the relationships between different diversity dimensions and employee performance. While Gender Diversity: Coefficient (B) = 0.053, $p = 0.170$ (not significant). The study shows Age Diversity as a significant factor with a coefficient value of $B = 0.212$ and a p value at 0.003. Employee

Performance receives an enhancement through Age Diversity which establishes a statistically significant and meaningful relationship. Employee Performance increases by 0.212 units when Age Diversity raises by one unit. Educational Background: Coefficient (B) = -0.045, $p = 0.572$ (not significant). Language Diversity: Coefficient (B) = 0.260, $p = 0.000$ (significant).

Gender stereotypes are commonly understood as clusters of traits traditionally associated with specific gender categories (Hays-Thomas, 2017). For instance, men are often perceived as strong, decisive, and competent in leadership, while women are frequently viewed as emotional, indecisive, and less capable stereotypes that reinforce inequality. Similarly, aging is often linked with declines in physical energy and strength, contributing to biased perceptions in the workplace. However, the findings of this study reveal that respondents across all participating organizations acknowledged a shared understanding of the benefits of gender diversity and the value of broader organizational diversity initiatives. Despite this awareness, the study highlights a need for enhanced training programs to foster inclusion and effectively address challenges related to cross-team diversity.

While older individuals may face limitations in roles that require frequent movement, heavy lifting, or repetitive physical tasks, younger employees may lack the experience or background necessary to meet certain job responsibilities (Finn, 2015). Despite these differences, the ten organizations studied benefit from age diversity through collaborative relationships among employees of different age groups. By implementing structured mentoring programs and targeted training systems, organizations can strengthen this foundation, promoting cohesion and inclusion across generations within the workforce.

CHAPTER FIVE: SUMMARY of FINDINGS, CONCLUSION and RECOMMENDATION

5.1 Introduction

This section covers two essential concepts as conclusion and recommendations. As per the four specific objectives' findings are concluded and stated recommendations accordingly.

5.2 Summary of The Findings

5.2.1 To Examine The Role of Gender Diversity Effects On Employee Performance

The study involving 326 employees investigated how people feel about their company's gender diversity efforts. Overall, the response was moderately positive, with an average rating of 2.54 (grand mean=2.54 on a 1–5 scale). Many employees agreed in the theory that diversity brings value (e.g., innovation, hiring efforts; means up to 2.67) but they were less convinced about how well these ideas are put into practice. There was noticeable doubt about whether diversity efforts are truly fair when it comes to things like career advancement (rated 2.57), whether training adequacy (2.49), and whether these initiatives actually improve collaboration or job satisfaction (lowest rating: 2.46). Although respondents recognized the conceptual value of diversity, significant systemic shortcomings remain in converting these policies into fair opportunities and measurable results. This is reflected in their uncertainty about diversity's tangible influence on motivation (mean = 2.47) and persistent difficulties in managing diverse teams (mean = 2.46). The variation in responses ($SD \approx 0.51-0.57$) suggests that experiences differ depending on people's roles or departments. To close this gap, the organization needs to focus on inclusive leadership training, transparent career frameworks, and using data to track progress. That way, diversity initiatives can lead to real improvements in performance, fairness, and workplace culture.

5.2.2 To Examine the Role of Age Diversity Effects On Employee Performance

The data indicates a generally neutral to slightly negative perception of age diversity among the 326 employees surveyed, with a grand mean of 2.50 on a 5-point Likert scale and item-level means tightly clustered between 2.47 and 2.53, suggesting widespread ambivalence. Lower ratings for items such as the perceived benefit of younger employees' technological expertise supporting older colleagues (2.47) and the absence of age-related stress (2.48) point to skepticism regarding intergenerational knowledge exchange and lingering tensions. In

contrast, slightly higher scores for mentorship by older employees (2.51) and conflict resolution (2.52) reflect a cautious optimism about their potential to contribute to workplace stability. The consistency in responses reflected in low variance (0.305–0.330) and standard deviations around 0.55–0.57 suggests a broadly shared sense of indifference rather than polarized views, pointing to a deeper, systemic ambivalence that remains unaddressed. To overcome this stagnation, the findings recommend implementing structured mentorship programs to facilitate intentional knowledge transfer, fostering cross-generational collaboration to harness the innovative potential of younger employees, and introducing initiatives such as bias awareness training and open forums to address underlying stressors. These strategies aim to shift neutral perceptions toward a more unified, dynamic, and innovation-driven workplace culture.

5.2.3 To Examine the Role of Educational Background Diversity Effects on Employee Performance

Employee perceptions regarding how educational background influences organizational practices reflect a generally neutral to slightly positive stance, with a grand mean of 2.54 on a 1–5 Likert scale. The narrow range of item-level means (2.50–2.55) across six dimensions suggests a prevailing sense of ambivalence rather than strong approval or disapproval. Standard deviations ranging from 0.535 to 0.573 indicate moderate consensus among respondents. Notably, item 3 concerning opportunities for professional growth among less-educated staff recorded both the highest mean (2.55) and the greatest variance (0.328), pointing to divergent views on the inclusivity of advancement pathways. While responses to Items 4 and 6, which address equitable treatment, showed lower variability, suggesting broader agreement, subtle tensions remain. For instance, Item 5 (mean 2.55) hints at confidence issues linked to educational background, and Item 1 (recruitment based on education, mean 2.50) suggests mild skepticism about skill prioritization. The overall narrow distribution of responses underscores a lack of strong organizational alignment on these issues, highlighting opportunities for improvement in how educational diversity is addressed particularly in recruitment fairness and career development strategies.

5.2.4 To Examine The Role of Language Diversity Effects On Employee Performance

Employees view language diversity as a moderate yet persistent challenge within the organization. With a grand mean of 2.52 across ten items on a 1–5 Likert-like scale, the data reflects recurring concerns related to communication barriers, feelings of exclusion, and perceived impacts on job performance and operational efficiency. Item-level means (ranging from 2.52 to 2.56 for Items 1–9) reinforce the consistency of these concerns. The narrow range of standard deviations (0.483–0.579) and low variance values (0.233–0.335) suggest a high degree of uniformity in employee experiences across different roles and departments. This homogeneity indicates that language-related challenges are systemic rather than isolated, underscoring the need for organization-wide strategies to enhance linguistic inclusion and communication effectiveness.

While employees recognize the inherent value of language diversity evidenced by Item 10's relatively lower mean (2.37) and the lowest variance among all items this appreciation is tempered by ongoing concerns about exclusion (Item 3: mean = 2.55) and perceived negative impacts on performance (Item 5: mean = 2.55). This contrast highlights a tension between the ideal of multicultural inclusivity and the practical difficulties it presents in daily workplace interactions. The findings point to a clear need for targeted organizational interventions. These may include language training programs, inclusive communication practices during meetings, and cross-cultural mentorship initiatives. Such efforts can help bridge the gap between the perceived value of diversity and employees' lived experiences, particularly by reducing feelings of exclusion and aligning organizational practices with inclusive, supportive goals.

5.3 Conclusion

The analysis presents a workforce with near gender parity (51.8% male, 48.2% female) and a predominantly young to middle-aged demographic, with 66% of employees aged between 26 and 41. A significant portion of the workforce is highly experienced (64% with over 11 years of service) and well-educated (51.6% holding undergraduate degrees). This profile suggests a strong foundation of institutional knowledge and adaptability. However, notable gaps remain in advanced academic representation particularly at the doctoral level and in sectoral diversity, with a concentration of respondents from firms such as Heineken, Moha, and Coca-Cola. Language diversity emerged as a key driver of employee performance ($r = 0.456$), alongside age diversity, which showed a strong correlation with education diversity ($r = 0.711$). In contrast, gender diversity demonstrated a weaker relationship with performance outcomes ($r = 0.266$). Regression analysis reinforced these findings, identifying language diversity ($B =$

0.271) and age diversity ($B = 0.204$) as significant predictors of employee performance, collectively explaining 25% of the variance.

Despite these promising diversity metrics such as a substantial mean difference in language diversity (20.23 vs. test value of 5) employee perceptions reveal a more complex picture. Gender diversity initiatives were viewed as underdeveloped (mean = 2.54), with concerns about fairness in advancement and the adequacy of training. Age diversity faced similar challenges, with neutral perceptions of mentorship opportunities (mean = 2.51) and unresolved intergenerational tensions (mean = 2.48 for stress reduction). Language-related barriers, while moderate in severity (grand mean = 2.52), were consistently cited as affecting job performance and inclusion. These findings highlight a disconnect between organizational diversity metrics and employees' lived experiences. To bridge this gap, the organization should prioritize practical inclusivity measures, including the formalization of mentorship programs, enhanced language support systems, and the integration of bias mitigation strategies into promotion and development pathways. Aligning policy with practice will be essential to translating diversity into meaningful, measurable outcomes.

Among the diversity dimensions assessed, gender diversity exhibited the highest mean difference (23.908) and t-value (99.809), indicating it is the most strongly perceived above the neutral benchmark. This suggests that organizational messaging and visibility around gender equity are resonating with employees. However, this perception does not translate into measurable performance outcomes, as evidenced by its non-significant regression result ($p = 0.194$). This discrepancy highlights a potential gap between policy awareness and practical impact. Language diversity closely follows, with a mean difference of 21.227 and a t-value of 87.389. Unlike gender diversity, language diversity demonstrated the strongest predictive effect on employee performance in regression analysis, underscoring its critical role in multicultural work environments where communication is central to collaboration and efficiency.

Age diversity and educational background showed comparatively lower mean differences (10.988 and 11.206, respectively) and t-values (64.953 and 68.451), aligning with their weaker or statistically non-significant regression effects. These findings suggest that their influence on performance may be more context-dependent or indirect, requiring tailored strategies to unlock their potential.

To leverage these insights, organizations should adopt a multifaceted approach. First, prioritize language diversity through translation tools and cross-cultural training to mitigate communication barriers, capitalizing on its strong performance link. Second, implement structured intergenerational mentorship to bridge age-related knowledge gaps and retain senior talent. Third, address gender policy gaps by auditing hiring practices and expanding ERGs, as HR initiatives remain underdeveloped despite affirmative action in leadership pipelines. Finally, integrate smaller firms and advanced-degree professionals into strategies to reduce sectoral bias and bolster innovation. While diversity dimensions collectively enhance performance, their impact is amplified through intentional, inclusive practices that translate demographic strengths into tangible cultural and operational outcomes.

5.4 Recommendations

Based on the findings presented, the following recommendations are offered to enhance the companies' diversity and inclusion efforts and improve employee performance:

Strengthen Gender Diversity Initiatives: To effectively translate the theoretical commitment to gender diversity into meaningful organizational outcomes, the following strategic actions are recommended:

1. **Establish Transparent Career Advancement Frameworks**
Develop and implement clear, standardized pathways for promotion and career development that ensure equitable access for all genders. These frameworks should be supported by regular audits of promotion rates, compensation structures, and performance evaluations to identify and address disparities.
2. **Invest in Inclusive Leadership Development**
Provide targeted training for managers and leaders to recognize and mitigate unconscious bias in decision-making. Incorporate accountability metrics into leadership evaluations to ensure that diversity and inclusion goals are actively pursued and measured.
3. **Strengthen Mentorship and Sponsorship Programs**
Expand mentorship and sponsorship opportunities for underrepresented groups, particularly women and gender-diverse individuals in leadership pipelines. These programs should align with broader affirmative action objectives and be designed to

foster long-term career growth.

4. **Implement Continuous Feedback Mechanisms**
Conduct annual employee surveys to assess perceptions of gender equity, collaboration, and job satisfaction. Use the findings to inform data-driven interventions and track progress over time, ensuring that diversity initiatives remain responsive and impactful.

Bridge Generational Divides in Age Diversity: To convert neutral or uncertain perceptions of age diversity into productive, intergenerational teamwork, organizations should implement the following strategies:

1. **Formalize Cross-Generational Mentorship Programs**
Establish structured mentorship initiatives that pair younger employees—who often bring technological fluency—with older colleagues who offer institutional knowledge and strategic insight. These programs should include clearly defined goals, regular check-ins, and feedback mechanisms to ensure mutual learning and sustained engagement.
2. **Create Intergenerational Project Teams**
Design collaborative teams that intentionally mix age groups to harness diverse perspectives on risk-taking, innovation, and problem-solving. Such configurations foster mutual respect, reduce generational silos, and promote a culture of shared learning and creativity.
3. **Address Age-Related Stressors Through Dialogue and Training**
Offer workshops focused on reducing age-related bias and host open forums where employees can safely express concerns about hierarchical or cultural tensions. These platforms can help dismantle stereotypes and build empathy across age groups.
4. **Invest in Succession Planning and Talent Integration**
Develop succession planning strategies that retain senior expertise while preparing younger employees for leadership roles. This can be achieved through rotational programs, leadership shadowing, and phased retirement options that support knowledge continuity and career development.

Optimize Educational and Language Diversity Practices: To fully harness the strengths of educational and linguistic diversity while addressing existing gaps, organizations should consider the following actions:

1. **Revise Recruitment Practices Toward Competency-Based Evaluation**
Shift hiring policies to emphasize practical skills and relevant experience over formal academic credentials. Implement competency-based assessments to ensure equitable access for candidates without traditional degrees, thereby broadening the talent pool and promoting merit-based advancement.
2. **Enhance Language Inclusivity Across the Organization**
Provide access to translation tools, multilingual training materials, and language proficiency development programs—particularly for employees who speak underrepresented languages. These resources can reduce communication barriers and foster a more inclusive and collaborative work environment.
3. **Promote Confidence and Collaboration in Educationally Diverse Teams**
Facilitate workshops focused on collaborative problem-solving, inclusive communication, and team-based innovation. Complement these efforts with recognition programs that celebrate diverse forms of expertise and learning, reinforcing the value of varied educational backgrounds.

Enhance Sectoral Representation and Systemic Support: To reduce sectoral imbalances and account for underrepresented variables influencing employee performance, organizations should adopt the following strategies:

1. **Broaden Sectoral Representation Through Strategic Engagement**
Strengthen partnerships with underrepresented firms by expanding supplier diversity programs and developing tailored inclusion strategies. This approach can help mitigate sectoral skew, foster innovation, and ensure that organizational insights reflect a broader range of industry perspectives.
2. **Develop Metrics for Underrecognized Diversity Dimensions**
Introduce mechanisms to capture "invisible" diversity factors—such as marital status, caregiving responsibilities, or socioeconomic background—that may significantly impact employee engagement and performance. These metrics can inform more

inclusive policy design.

3. Implement Family-Supportive Workplace Policies

Based on insights from newly developed metrics, design and implement supportive measures such as flexible work schedules, remote work options, and childcare subsidies. These initiatives can enhance the work-life balance, reduce attrition, and promote equity across diverse employee needs.

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ANNEX



Consent Form

Dear respondent:

This questionnaire is prepared for a research study purpose entitled “the role of workplace diversity management in enhancing employees' performance in FMCG sector in Ethiopia. I am sure you will give attention to forward your correct and complete information to have a representative finding on the current status of the role workplace diversity management in enhancing employee's performance in FMCG sector. In doing so, I confirm you that the information that you share will be kept confidential and used for the academic purpose only. I would like to thank you in advance for your honest cooperation.

Please read each question carefully.

Encircle the option you think best suits you.

Sincerely,

Meskerem

Section One: Demographic Information

1. Gender:

- Male
- Female

2. Age:

- 18-25
- 26-33
- 34-41
- 42-49
- Above50

3. Working Experience:

- 1-5 Years
- 6-10 Years
- 11-15 Years
- Above 15 Years

4. Education status:

- Diploma
- Degree
- Masters
- PhD

5. Organization Name

- Coca Cola
- Unilever
- PepsiCo
- Heineken
- Holland diary
- Hilina Enriched Foods
- Samany FMCG
- Moha soft drinks industry
- Awash wine SC
- Ethio-Asian industries S.C

6. What is your role within the organization?

- Customer development
- Finance

- Human Resources
- Marketing
- Logistics/Supply Chain

Section Two: Questionnaires

The table that follows in the next section consist list of items, please put —√mark for every statement based on your level of agreement.

- 1.Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Gender Diversity

1=strongly disagree, 2=Disagree, 3= Neutral 4= Agree, 5=strongly agree

	Item	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree(5)
1	The company actively promotes gender diversity in its hiring practices.					
2	I believe that gender diversity positively impacts team performance.					
3	The presence of diverse gender perspectives contributes to more innovative solutions in our team.					
4	I feel that the company provides equal opportunities for career advancement regardless of gender.					
5	Gender diversity in the workplace enhances individual employee performance.					

6	Employees are more motivated when they work in a gender-diverse team.					
7	Gender diversity leads to a more inclusive work environment, which improves overall job satisfaction.					
8	I have noticed improvements in team collaboration and communication due to gender diversity.					
9	The company's efforts to increase gender diversity have positively impacted my own performance.					
10	There are challenges in managing a gender-diverse team that impact overall team performance.					
11	The company provides adequate training to manage and leverage gender diversity effectively.					

Age Diversity

1=strongly disagree, 2=Disagree, 3= Neutral 4= Agree, 5= Strongly Agree

	Item	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	The expertise of young employees with high tech tools helps older employees to improve their knowledge on the latest Technologies					
2	The risk taken by younger employee contributed to the success of the team					
3	The mentoring by older employees benefited young employees in acquiring job skills					

4	Older employees mitigated the friction among younger employees in the team and promoted team Cohesiveness					
5	No emotional conflicts and anxiety within the team due status difference between young and old Employees					
6	I did not experience stress in the last 12 months due to age diversity issues in my work place					

Educational Background Diversity

1=strongly disagree, 2=Disagree, 3= Neutral 4= Agree, 5=strongly agree

	Item	Strongly Disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	The recruitment plan of the organization is based on the educational background of applicants					
2	Organization provides paid study leave to employees who further their education					
3	At the organization, opportunities for growth and advancement exist for employees who have low					

	educational qualifications.					
4	At the organization differences in educational background do not bring conflict among Employee					
5	As an employee of organization, experience lack of confidence due to my educational background.					
6	Organization gives equal treatment when it comes to educational background.					

Language Diversity

1=strongly disagree, 2=Disagree, 3= Neutral 4= Agree, 5=strongly agree

	Item	Strongly Disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	How often do you experience communication difficulties due to language differences within your team/workplace?					
2	To what extent do language barriers affect your ability to collaborate effectively with colleagues?					

3	Do you feel excluded from discussions or meetings due to language differences?					
4	How is it to understand and be understood by your colleagues and supervisors, considering the language diversity in your workplace?					
5	Do you agree that language diversity has an impact on your overall job performance?					
6	To what extent do language differences affect your ability to complete tasks efficiently and accurately?					
7	Do you agree that language barriers hinder your professional development or advancement opportunities?					
8	Do you feel that your workplace actively promotes inclusivity and addresses language-related challenges?					
9	How comfortable are you using your native language(s) at work?					
10	Do you believe that language diversity is a valuable asset to your workplace?					

Effect of Diversity Management on Employee Performance

Item	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree(5)
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1	Our organization's age diversity fosters knowledge sharing and teamwork among employees.					
2	Our organization's gender diversity efforts support a respectful and inclusive work environment					
3	Having colleagues with varied educational experiences improves the quality of work output.					
4	Our organization values the contributions of employees with different marital statuses equally					
5	The organization's approach to managing diversity (age, gender, education, and marital status) positively impacts my job satisfaction.					
6	Our workplace diversity management practices enhance my commitment to the organization.					
7	Effective management of diversity within our organization has contributed to improved employee performance.					