

# EFFECT OF EMPLOYEE DIVERSITY ON PERFORMANCE OF SELECTED PRIVATE TERTIARY EDUCATIONAL INSTITUTIONS IN NORTH CENTRAL NIGERIA

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## Abstract

*This study examined the effect of employee diversity on organizational performance of private tertiary educational institutions in North Central Nigeria. The population comprises of 5, 424 permanent staff members of twenty private tertiary educational institutions in North Central Nigeria and sample size of 373 used. The data were analyzed using tables, frequencies and percentages while hypotheses were tested using ordinary least square regression model. The results show that educational diversity (ED) has a significant positive effect on organizational performance of private tertiary educational institutions in North Central Nigeria for the period under review. The study concludes that presence of employees from diverse educational backgrounds and levels enriches problem-solving processes and also enhances overall performance outcomes. The consensus among stakeholders indicates that well-educated and professionally trained employees bring accuracy and effectiveness to task execution and solution development, thereby positively impacting institutional success resolved among others, that the private tertiary educational institutions in North Central Nigeria should review existing policies and procedures to ensure they are inclusive and supportive of individuals with of diverse background. This includes recruitment and hiring practices, accommodation processes, and performance evaluation criteria. The study also recommends that the private tertiary educational institutions in North Central Nigeria should develop strategic programs that allow employees to learn from one another. This can help broaden perspectives and enhance problem-solving abilities by incorporating insights from different educational backgrounds.*

**Key words:** *employee diversity, organizational performance, Educational Institutions*

## INTRODUCTION

Employee diversity has become a critical factor for organizational success globally. In the context of private tertiary educational institutions in North Central Nigeria, where diversity is inherent, effectively managing of diversity is essential for organizational performance. Employee diversity refers to the deliberate and systematic practices and policies designed to foster an inclusive work environment that values and respects individual differences. In private tertiary institutions, diversity includes various factors such as religion, abilities/disabilities, and educational qualifications. A diverse workforce unites individuals with unique perspectives, experiences, and knowledge, fostering creativity and innovation within tertiary educational institutions. Employee diversity also enables tertiary educational institutions to tap into a broader talent pool. Recruiting employees from diverse backgrounds ensures a wide range of skills, competencies, and expertise.

Abilities/disabilities diversity, specifically, refers to the inclusion of individuals with different physical, sensory, or cognitive abilities and disabilities in the workforce. While studies have examined the impact of diversity on organizational outcomes, the relationship between abilities/disabilities diversity and organizational performance in private tertiary educational institutions in North Central Nigeria remains relatively unexplored. Shore et al. (2011) asserted that organizations that prioritize inclusivity tend to have high employee satisfaction, engagement, and retention rates.

Religious diversity refers to the coexistence of various religious beliefs and practices within a specific geographical area or organization. North Central Nigeria is known for its diverse religious landscape, with a significant presence of Christianity, Islam, and traditional African religions. Thomas and Ramachandran (2018) asserted that organizations that effectively manage religious diversity through inclusive policies and practices reported higher employee satisfaction, commitment, and performance levels.

Educational diversity refers to the presence of individuals from various educational backgrounds within a specific institution or organization. Tertiary educational institutions, such as universities and colleges education, often attract a diverse range of employees with different educational qualifications, expertise, and experiences. Employees with different educational backgrounds possess unique expertise in their respective fields. Cohen and Bailey (2015) highlighted that diversity of knowledge allows for interdisciplinary collaboration and the integration of various perspectives, those variations in workers' educational backgrounds can have a significant impact on group performance, much like their diverse abilities, as it fosters a wide range of talents thereby can enhance organizational performance.

Organizational performance is a key concept in management, frequently used to gauge an organization's success in meeting its goals and objectives. According to Smith and Johnson (2020), organizational performance includes a broad array of factors that indicate how well an organization is operating and its capacity to deliver value to its stakeholders. The study of effect of employee diversity on organizational performance in private tertiary educational institutions in North Central Nigeria is driven by the need to understand the impact of diversity on organizational performance and to develop effective management strategies. By embracing diversity and fostering inclusive environments, these educational institutions can unlock the full potential of their employees, thereby contributing to their overall organizational success.

### **Objectives of the Study**

The specific objectives of this study are intended to:

- (i) Evaluate the effect of educational diversity on organizational performance of private tertiary educational institutions in North Central Nigeria; and

Based on the specific objectives of this study, the following hypotheses are formulated thus:

HO<sub>1</sub> Educational diversity has no significant effect on organizational performance of private Tertiary educational institutions in North Central Nigeria

## **LITERATURE REVIEW**

### **Diversity Management**

Diversity can be defined as the presence of a wide range or multiple demographic characteristics within a company's workforce. These characteristics encompass aspects such as ethnic, sex, culture, national origin, disability, age, and religion, as described by Dessler (2011). On the other hand, (Black, 2001), Gupta (2013) asserts that a diverse workforce contributes to better decision-making, increased creativity, innovation, and a competitive advantage.

### **Educational Diversity**

Educational diversity refers to the presence of a wide range of diverse individuals, perspectives, experiences, and backgrounds within the educational setting. Educational diversity recognizes and values the uniqueness of each student, fostering an environment where all students can thrive and learn from one another. According to the American Association of Colleges for Teacher Education (AACTE), educational diversity can be defined as "the inclusion and integration of diverse individuals, experiences, perspectives, and backgrounds in all aspects of the education system, including students, educators, curriculum, and learning environments" (AACTE, n.d.).

### **Organizational Performance**

Organizational performance refers to the overall effectiveness and efficiency of an organization in achieving its goals and objectives. It encompasses various dimensions such as financial performance, operational efficiency, customer satisfaction, employee productivity, and innovation. Bettis (2019) defines organizational performance as the degree to which an organization achieves its stated objectives, typically measured in terms of financial success, customer satisfaction, and market share. Daft (2018), describes it as "the accumulated end result of all the organization's work processes and activities. Performance can be defined as the successful completion of tasks or the achievement of goals.

## **Empirical Review**

### **Education Diversity and Organizational Performance**

Karwal and Tandon (2022) conducted a study to investigate the influence of workforce diversity on employee performance within the IT industry, specifically examining factors such as gender, age, education, and ethnic diversity. The research focused on the rapidly growing IT sector in India to provide context. The study analyzed the data gathered through a well-structured questionnaire distributed to 200 participants. The researchers utilized correlation analysis and ANOVA to assess the impact of age, gender, and education diversity on employee performance in IT companies. The findings of the study indicated that effectively managing workforce diversity can benefit organizations by improving employee productivity and performance. Jakaria and Nusrat (2021) conducted a study in the banking sector of Bangladesh to examine the influence of workforce diversity on employees' perceived performance. The researchers collected primary data using a questionnaire from a sample of 322 employees. The study employed One-Sample T-test and Chi-Square tests to analyze the data. The findings of the study indicated that gender and educational level diversity had a significant positive impact on employees' perceived performance.

### **Gaps in Literature**

Based on the foregoing empirical review, the following gaps have been identified. Most of the empirical works for example Funke *et al.* (2023), Jakaria and Nusrat (2021), Karwal and Tandon (2022) and Maznorbalia *et al.* (2021) reviewed in these current periods were carried out in other countries of the world with very few works for example Odogwu and Nnonyelu (2021) conducted in Nigeria. It was again discovered that some studies used weak sample size determination methods which were unscientific. It was further identified that some studies only used descriptive statistics to arrive at their findings instead of a combination of both descriptive and inferential statistics to arrive at valid findings. This inspired the need to undertake this current study to fill in the existing gaps by examining employee diversity and organizational performance of private higher institutions in North Central Nigeria.

### **Strategic Choice Theory**

The Strategic Choice Theory was postulated by Charles Lindblom, an American political scientist and economist. He introduced the theory in his book titled "The Science of Muddling Through," which was published in 1959. The Strategic Choice Theory offers an alternative perspective to decision-making processes in public policy and organizational management, emphasizing instrumentalism and bounded rationality. The Strategic Choice Theory has a lot of assumptions, weaknesses and strengths. This theory is linked to educational diversity because it affects organizational performance by shaping the strategic choices made by the organization in response to its environment.

## **METHODOLOGY**

### **Research Design**

This study adopted a survey research design. The focus of this method is to gather quantitative data through the administration of a questionnaire instrument. The purpose of this survey is to examine employee diversity and organizational performance in private higher institutions located in north central Nigeria.

The population of this study consists of permanent staff members of twenty private higher institutions in North Central Nigeria (Salem University, Lokoja, Kogi State; Al-Hikmah University, Ilorin, Kwara State; University of Mkar, Mkar, Benue State; Bingham University, Nasarawa State; Anan University, Kwall, Plateau State; Edusoko University, Bida, Niger State; Veritas University, Abuja; Abuja Polytechnic, Abuja; Al-Hikma Polytechnic, Karu, Nasarawa State; Gboko Polytechnic, Benue State; United Polytechnic, Jos, Plateau State; Harvard Polytechnic, Oko-Erin, Kwara state; St. Mary Polytechnic, Kwamba, Suleja, Niger State; Prime Polytechnic Jida, Bassa, Kogi State; Assanusiyah College of Education, Gwagwalada, Abuja; Ecwa College of Education, Jos, Plateau state; Hilltop College of Education, Gwanje, Akwanga, Nasarawa State; Imam Hamzat College of Education, Ilorin Kwara State; Peace College of Education, Ankpa, Kogi State; and Unity College of Education, Aukpa Adoka, Otukpo,

Benue State) with the total staff strength of five thousand four hundred and twenty four (5, 424) as obtained from institutions staff payrolls. These private higher institutions were chosen one each from the six states of North Central Nigeria and FCT Abuja based on Private Universities, Private Polytechnics and Private Colleges of Education exception of Niger State without a private College of Education.

**Table 3.1:** Population of 20 selected tertiary Institutions in the States of North Central Nigeria and FCT Abuja.

States	Number of Inst.	Private Uni.	Private Poly.	Private Colleges of Education
Benue	3	1	1	1
Plateau	3	1	1	1
Nasarawa	3	1	1	1
Kogi	3	1	1	1
Kwara	3	1	1	1
Niger	2	1	1	
FCT	3	1	1	1
<b>Total</b>	<b>20</b>	<b>7</b>	<b>7</b>	<b>6</b>

### Sampling Technique

The sample size for this study is determined using Taro Yamane (1973) sampling technique. This technique is applied when the population for the study is known. The formula for Yaro Yamane is applied below:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample Size

N= Population Size

e = Degree of Tolerance Error.

With a significance level put at 95%, the degree error term will be 5% (i.e. 0.05)

Therefore:  $n = \frac{5,424}{1 + 5,424 (.05)^2}$

$$n = \frac{5,424}{1 + 5,424(.0025)}$$

$$n = \frac{5,424}{1 + 13.56}$$

$$n = \frac{5,424}{14.56}$$

$$n = 373$$

This study adopted a survey research design. Primary data were collected through a structured 5-point likert scale questionnaire administered on the respondents as adopted from (Agbaeze et al., 2019, Ali & Konrad, 2020) & (Odogwu & Nnonyelu, 2021). The population of this study consists of permanent staff members of twenty selected private tertiary educational institutions in North Central Nigeria with the total staff strength of five thousand four hundred and twenty-four (5, 424) as obtained from the institutions staff payrolls. These private tertiary educational institutions were chosen from the six states of North Central Nigeria and FCT Abuja based on Private Universities, Private Polytechnics and Private Colleges of Education with exception of Niger State that is without a private College of Education.

A sample size of 373 employees for this study was determined using Taro Yamane (1973) sample size formula technique. Because the population for the study is a finite one, the twenty tertiary educational

institutions were selected through stratified sampling technique that gave 7 Private Universities from the six north central states and Abuja; 7 Private Polytechnics from the six north central states and Abuja and 6 Private Colleges of Education from the five north central states and Abuja. The questionnaire was administered to only permanent employees. Therefore, they stand a good chance of providing the required information needed to carry out this study.

The validity of the research instrument is a process that helps the researcher to ensure the instrument measures all the necessary variables accordingly. The researcher, in a bid, to ensure the validity of the research instrument, ensured that the instrument measured the concept that it was meant to measure. Proper structuring of the questionnaire by the researcher and his supervisors was done. To ascertain the reliability of the instrument, a pre-test of all the questions contained in the questionnaire was carried out using Cronbach's Alpha reliability test. Data were presented using frequencies table and percentages to interpret the responses. Responses to the questionnaire were ranked across a five (5) point Likert scale of Strongly Agree (SA), Agree (A), undecided (UD), Disagree (D) and Strongly Disagree (SD). Statistical Package for Social Sciences (SPSS) version 21.0 was used to analyze the data while multiple regression analysis was used to estimate the model and test the null hypotheses formulated.

The dependent variable is organizational performance while the independent variable is employee diversity proxies by educational diversity (ED) To achieve all the hypotheses, multiple regression analysis was used to estimate the model. The model is presented thus:

$$OGP = f(ED)$$

$$OGP_i = \beta_0 + \beta_1 ED_i + e_i \text{-----} (1)$$

Where: OGP = an indicator representing Organizational Performance (Dependent Variable);

$\beta_0$  = a constant and  $\beta_1$  = coefficients of independent variables;

ED = a predictor representing (Educational Diversity);

$e$  = Stochastic error term;

$i$  = Cross-sectional; and

$f$  = Functional relationship.

A-priori Expectations:  $ED > 0$

## RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of data collected in response to the questionnaire administered. The questionnaire was divided into two sections with the first section focused purely on questions that generate demographic data of the respondents while the second section was geared towards getting data for addressing the objectives and testing of the formulated hypotheses. Three hundred and seventy-three (373) copies of questionnaire were administered to staff members of twenty private tertiary educational institutions in North Central Nigeria and three hundred and sixty-eight (368) copies were correctly completed and returned and conclusion drawn on the hypotheses based on the copies of the questionnaire that were returned. Tables were used to present the data generated through the questionnaire instrument.

Table 1.0 Reliability Statistics

Cronbach's Alpha	N of Items
.788	22

Source: Researcher's Computation Using SPSS 21.0 Version



Table 1.0: Responses on the inclusion of all employees of different educational level in problem solving by managers enhance performance in an organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	41	11.1	11.1	11.1
Disagree	23	6.3	6.3	17.4
Undecided	18	4.9	4.9	22.3
Agree	128	34.8	34.8	57.1
Strongly Agree	158	42.9	42.9	100.0
Total	368	100.0	100.0	

Source: Researcher's Computation Using SPSS 21.0 Version

Table 1.0 above indicates that 11.1% of respondents strongly disagree, 6.3% disagree, and 4.9% are undecided about whether the inclusion of all employees of different educational levels in problem-solving by managers enhances performance in an organization. On the supportive side, 34.8% of respondents agree, and 42.9% strongly agree with the statement. This shows a large majority (77.7%) of respondents supporting the idea that including employees of different educational levels in problem-solving does indeed enhance performance in an organization.

Table 1.1: Responses on the differences in educational background of employees enhance performance in an organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	6.8	6.8	6.8
Disagree	29	7.9	7.9	14.7
Undecided	11	3.0	3.0	17.7
Agree	154	41.8	41.8	59.5
Strongly Agree	149	40.5	40.5	100.0
Total	368	100.0	100.0	

Source: Researcher's Computation Using SPSS 21.0 Version

Table 1.1 above indicates that 6.8% of respondents strongly disagree, 7.9% disagree, and 3.0% are undecided about whether the differences in educational background of employees enhance performance in an organization. On the supportive side, 41.8% of respondents agree, and 40.5% strongly agree with the statement. This shows a strong majority (82.3%) of respondents supporting the idea that differences in educational background do indeed enhance performance in an organization.

Table 1.2: Responses on having employees of the same educational levels and background leads to high effectiveness of performance in an organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	57	15.5	15.5	15.5
Disagree	38	10.3	10.3	25.8
Undecided	11	3.0	3.0	28.8
Agree	109	29.6	29.6	58.4
Strongly Agree	153	41.6	41.6	100.0
Total	368	100.0	100.0	

Source: Researcher's Computation Using SPSS 21.0 Version

Table 1.2 above indicates that 15.5% of respondents strongly disagree, 10.3% disagree, and 3.0% are undecided about whether having employees of the same educational levels and background leads to high effectiveness of performance in an organization. On the supportive side, 29.6% of respondents agree,

and 41.6% strongly agree with the statement. This shows a majority (71.2%) of respondents supporting the idea that having employees of the same educational levels and background indeed leads to high effectiveness of performance in an organization.

Table 1.3: Responses on the different educational background of employees brings diverse experience and enhances performance in an organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	23	6.3	6.3	6.3
Disagree	61	16.6	16.6	22.8
Undecided	5	1.4	1.4	24.2
Agree	138	37.5	37.5	61.7
Strongly Agree	141	38.3	38.3	100.0
Total	368	100.0	100.0	

Source: Researcher's Computation Using SPSS 21.0 Version

Table 1.3 above indicates that 6.3% of respondents strongly disagree, 16.6% disagree, and 1.4% is undecided about whether different educational backgrounds of employees bring diverse experience and enhance performance in an organization. On the supportive side, 37.5% of respondents agree, and 38.3% strongly agree with the statement. This shows a strong majority (75.8%) of respondents supporting the idea that different educational backgrounds do indeed bring diverse experience and enhance performance in an organization.

Table 1.4: Responses on the well-educated employees are accurate in performing their tasks in an organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	1.1	1.1	1.1
Disagree	27	7.3	7.3	8.4
Undecided	6	1.6	1.6	10.1
Agree	156	42.4	42.4	52.4
Strongly Agree	175	47.6	47.6	100.0
Total	368	100.0	100.0	

Source: Researcher's Computation Using SPSS 21.0 Version

Table 1.4 above indicates that 1.1% of respondents strongly disagree, 7.3% disagree, and 1.6% is undecided about whether well-educated employees are accurate in performing their tasks in an organization. On the supportive side, 42.4% of respondents agree, and 47.6% strongly agree with the statement. This shows a large majority (90%) of respondents supporting the idea that well-educated employees are indeed accurate in performing their tasks in an organization.

Table 1.5: Response on the professionally trained employees is more accurate in developing solutions to problems and enhances performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	26	7.1	7.1	7.1
Disagree	54	14.7	14.7	21.7
Undecided	15	4.1	4.1	25.8
Agree	133	36.1	36.1	62.0
Strongly Agree	140	38.0	38.0	100.0
Total	368	100.0	100.0	

Source: Researcher's Computation Using SPSS 21.0 Version

Table 1.4 above indicates that 7.1% of respondents strongly disagree, 14.7% disagree, and 4.1% are undecided about whether professionally trained employees are more accurate in developing solutions to problems and enhance performance. On the supportive side, 36.1% of respondents agree, and 38.0% strongly agree with the statement. This shows a large majority (74.1%) of respondents supporting the idea that professionally trained employees are indeed more accurate in developing solutions to problems and enhancing performance.

### 1.1.0 Results of Regression

**Table 1.5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 <sup>a</sup>	.687	.681	2.68787

a. Predictors: (Constant) educational Diversity

**Source:** Researcher's Computation Using SPSS 21.0 Version

The R-square value of .687 in table 1.5 indicated that the components of independent variable have a combined effect of 69% on the dependent variable while the adjusted R square value of .681 also indicated the accurate influence of the combined effect of abilities/disabilities diversity, age diversity, and gender diversity of 68% on organizational performance.

**Table 1.6: ANOVA Result**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3764.423	6	627.404	132.280	.000 <sup>b</sup>
	Residual	1712.243	361	4.743		
	Total	5476.667	367			

a. Dependent Variable: organizational performance

b. Predictors: (Constant), Educational Diversity

The F-Statistics value of 132.280 and the corresponding sig. level of 0.00 in Table 1.6 signified that the model is significant at 1% level. This means that the model is fit and admissible for decision making.

**Table 1.7: Coefficients**

Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.267	1.470		-4.943	0.000
	Educational Diversity	0.305	0.153	0.540	1.993	0.046

a. Dependent Variable: EP

### Test of Hypotheses

To examine the effect of employee diversity on organizational performance of private tertiary educational institutions in North Central Nigeria, the formulated hypotheses were tested using multiple regressions.

**H<sub>01</sub>:** Educational diversity has no significant effect on organizational performance of private tertiary educational institutions in North Central Nigeria

Table 1.7 shows that the result of t statistic of 1.993 and the corresponding sig. level of .046 which is significant at 5% level of significance, indicating that educational diversity has a significant effect on organizational performance of private tertiary educational institutions in North Central Nigeria. Based on this, the null hypothesis two, which says, educational diversity has no significant effect on



organizational performance of private tertiary educational institutions in North Central Nigeria, is rejected.

### Discussion

The study revealed that educational diversity has a significant positive effect on organizational performance of private tertiary educational institutions in North Central Nigeria. This means that employees from different educational levels in problem-solving and having varied educational backgrounds are believed to contribute positively. Moreover, there is overwhelming agreement that well-educated and professionally trained employees are accurate in task performance and solution development, leading to enhanced organizational performance. This finding is in line with the a-priori expectation of the researcher because educational diversity enhances organizational performance of private tertiary educational institutions in North Central Nigeria. The finding is also in line with the Strategic Choice Theory because the theory suggested that organizations face various strategic options and must select the most appropriate courses of action to achieve their objectives. This finding is supported by the findings of Agbaeze et al. (2019), Jekelle (2021) and Muthoni (2014). However, it is not in line with the findings of Ngalo et al. (2023) and Prakash and Dilip (2021).

## CONCLUSION AND RECOMMENDATIONS

Training employees on inclusivity, promoting an inclusive workplace culture, supporting individuals with disabilities in their job roles, recognizing their contributions to performance, and providing necessary accommodations; these practices contribute to overall employee satisfaction, morale, and retention, which are integral aspects of organizational success. The presence of employees from diverse educational backgrounds and levels not only enriches problem-solving processes but also enhances overall performance outcomes. The consensus among stakeholders indicates that well-educated and professionally trained employees bring accuracy to task execution and solution development, thereby positively impacting organizational success.

### Recommendations

Based on the above conclusions, the following recommendations are made:

- (i) The private tertiary educational institutions in North Central Nigeria should develop programs that allow employees to learn from one another by cross-training across departments or disciplines. This can help broaden perspectives and enhance problem-solving abilities by incorporating insights from different educational backgrounds.

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#### Appendix: Questionnaire Instrument

**Instructions:** For each of the questions below, circle the response that best characterized how you feel about the statement; where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (UD), 4 = Agree (A) and 5 = Strongly Agree (SA)

Statement	SA 5	A 4	UD 3	D 2	SD 1
<b>Organizational performance</b>					
(1) The overall organizational performance of your educational institution regarding research and creative projects is high.					
(2) The overall organizational performance of your institution regarding teaching quality is high.					
(3) Overall, the organization performance of your institution regarding library services is high.					
(4) The overall organizational performances of your institution regarding graduation rate is high.					
(5) The overall organizational performance of your institution regarding community service initiatives is high.					

#### Section C: Employee Diversity scale

This section of the questionnaire would address the six (3) dimensions of Employee Diversity scale (Educational Diversity). For each of the questions below, circle the response that best characterized how you feel about the statement; where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (UD), 4 = Agree (A) and 5 = Strongly Agree (SA)

Statement	SA 5	A 4	UD 3	D 2	SD 1
<b>Educational Diversity (Agbaeze et al., 2019)</b>					
1) The inclusion of all employees of different educational level in problem solving by managers enhance performance in an organization					
2) The differences in educational background of employees enhance performance in an organization.					
3) Having employees of the same educational levels and background leads to high effectiveness of performance in an organization.					
4) Different educational background of employees brings diverse experience and enhances performance in an organization.					
5) Well educated employees are accurate in performing their tasks in an organization.					
6) Professionally trained employees are more accurate in developing solutions to problems and enhance performance.					

# EFFECT OF TURNAROUND STRATEGY ON THE PERFORMANCE OF DANGOTE CEMENT COMPANY IN GBOKO, BENUE STATE, NIGERIA

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## Abstract

*This study examined the effect of turnaround strategy on the performance of Dangote Cement Company in Gboko, Benue state, Nigeria. Specifically, it investigated the effect of retrenchment strategy and restructuring strategy on the performance of Dangote Cement Company Plc. The study was anchored on strategic fit theory. Survey research design was adopted; the population of the study was one hundred and fifty-one (151) management staff of t Dangote Cement Company Plc, Gboko. Primary data was used and it was collected from the (151) management staff who were the respondents of the study through the use of five-point likert scale questionnaire. The hypotheses of the study were tested using Partial Least Squares Structural Equation Modelling (PLS-SEM). The result revealed that retrenchment strategy has significant negative effect on performance, while restructuring strategy has significant positive effect on performance of Dangote Cement Company in Gboko, Benue State. Based on the findings, the study recommended that Dangote Cement Company in Gboko should adopt a retrenchment approach by reassigning underutilized staff to more productive roles or departments. This will preserve institutional knowledge, maintain employee morale, and enhance operational efficiency, ultimately improving performance. They should also implement a decentralized decision-making structure tailored to local market needs as such the plant can respond faster to regional demand fluctuations and strengthen stakeholder relationships.*

**Keywords:** Dangote cement company, Performance, Restructuring strategy, Retrenchment strategy, Turnaround Strategy

## INTRODUCTION

In today's highly competitive global business environment, organizational performance has become a critical focus for companies across all sectors. Performance measures a firm's ability to achieve its strategic objectives and sustain competitiveness in the market. Also, the extent to which firms effectively and efficiently utilized their resources to achieve stated goals, which could be profit, growth, product quality or market share (Kaplan & Norton, 2020). Firms that implement strategic interventions such as cost-cutting, restructuring, and leadership change often experience improved operational outcomes (Masinde, 2022).

Organizations operate in dynamic environments characterized by economic fluctuations, technological advancements, and evolving consumer preferences. These challenges often lead to financial distress, operational inefficiencies, or declining market share, necessitating strategic interventions to restore performance and competitiveness. One such intervention is the implementation of turnaround strategies, which are deliberate actions taken to revitalize struggling organizations and improve their overall performance (Pearce & Robbins, 2018). In Nigeria, organizational performance is influenced by macroeconomic factors such as inflation, exchange rate volatility, and government policies. The cement industry which is a vital sector for infrastructure development has experienced both growth and downturns due to these economic fluctuations, thus they have to adopt strategic responses to maintain operational efficiency and market dominance (Ogunleye & Adebayo, 2023).

These issues have compelled firms like Dangote Cement Plc to adopt strategic measures to maintain competitiveness and improve performance. A notable case is the Dangote Cement Gboko Plant in Benue State, which was temporarily shut down in December 2017 due to a glut in the Nigerian cement market caused by imported cement, as reported by Proshare. The Gboko plant, which has a production capacity of 4 million metric tons per annum, accounts for approximately 20% of Dangote Cement's total domestic output. The shutdown marked a critical period of operational decline and financial strain for the company. However, the plant was reopened on November 31, 2018, operating at half of its installed capacity, signaling a phased recovery effort (Adotse et al., 2025). To address this downturn, Dangote