

**‘Unpacking the polemic’ Diversity management and the dialectics of service delivery in  
Nnamdi Azikiwe University Awka Anambra State Nigeria**

**Augustine Ejiofor Onyishi PhD**

Political Science Department  
Nnamdi Azikiwe University Awka  
Augustineonyishi@gmail.com

**Cyriacus Chijioke Oji PhD**

Department of Archaeology and Heritage studies  
University of Nigeria Nsukka  
cyriacus.oji@unn.edu.ng

**Onyeabor James Onyekachi**

Department of Tourism studies  
University of Nigeria Nsukka.  
James.onyeabor@unn.edu.ng

## **Abstract**

This study investigates diversity management and service delivery outcome in Nnamdi Azikiwe University Awka, to empirically respond to the prevailing polemic on the relationships between the two variables. Drawing on qualitative and quantitative method of data collection amid Social Identity theory as the framework for interpretation and analysis as well as the Karl Pearson's Product moment correlation coefficient (the raw score) formula, with the modified student  $t$  test to investigate the significant of the correlation. The study reveals that diversity management in NAU Awka has positively shaped service delivery system between 2012 and 2024 ( $6.57 > 3.82$ ), with gender diversity among employees in the university contributing positively to the service delivery outcome of the university within the same period ( $8.90 > 3.182$ ). The findings uncover challenges in diversity management and provide evidence-based strategies for enhancing service delivery outcomes. The study mapped into the existing discourses on the diversity management and service delivery, offering actionable insights for improving diversity management practices and fostering inclusive educational environments in public universities.

*Keywords: Diversity management; Service delivery; Polemic, Institutions, Performance*

## **Introduction**

Today's multicultural and globalized societies consider diversity management (DM) to be an essential component of organizational design. As a result, DM's significance is being acknowledged by institutions in the modern days (Cole & Salimath 2013). In a broad sense, diversity encompasses a range of identification dimensions, including gender, ethnicity,

religion, age, sexual orientation, and disability, which can be utilized to differentiate individuals or groups from one another (Beyer & Lori, 2019). DM is here defined as an amalgamation of organizational policies and procedures intended to attract, retain, and oversee personnel with varying backgrounds and identities (Maddy & Patrizia, 2014), in addition to fostering a work environment where all individuals are equally empowered to accomplish organizational goals and advance their own personal growth. Stated differently, the fundamental tenet of DM acknowledges that the workforce is composed of a heterogeneous population with both obvious and subtle characteristics, including sex, age, ethnicity, race, handicap, personality, and work style (Cole & Salimath 2013). Consequently, is predicated on the idea that leveraging these distinctions would result in a fruitful atmosphere where all individuals feel appreciated, where all abilities are completely realized, and where corporate objectives are fulfilled (Padilha, et. al. 2024). Still, there's a lot of disagreement on how diversity management relates to better service delivery. While, advocates contend that diversity management improves stakeholder participation, customer happiness, and service quality (Junaidi, et al., 2024). Critics point to possible difficulties and competing priorities while casting doubt on its efficacy (Muldoon, Skorodziyevskiy, Gould, & Joullié, 2024).

It is imperative that firms comprehend this debate as they endeavor to enhance service delivery while managing the intricacies of diversity management. Nigerian institutions offer a distinctive setting for doing empirical research on the connection because of the country's diverse population and rich cultural tapestry (Okeyide, 2023; Abdullahi, 2024). Nnamdi Azikiwe University Awka is a notable example of a higher education establishment that reflects the diverse nature of Nigerian culture. The institution hopes to foster an environment that not only reflects the varied student body and faculty but also improves the standard of instruction and service provision by welcoming a wide range of backgrounds. However, there are obstacles involved in integrating diversity management programs, and consequently, results may vary from successful to failure. Managing diversity in a company can undoubtedly be a challenging task (Marilyn & Chaunda, 2024), and poor diversity management strategies can make it more difficult to realize the potential benefits of diversity (Cormier, Gutierrez, & Magnan, 2024).

Global diversity management takes into account variations in cultural, legislative, economic, industrial, and other macro-level factors (Lee & Hwang, 2024) and formulates its approach to understanding and treating diverse populations accordingly, in contrast to the ethnocentric approach to diversity that is common in Nigeria and most other African countries. "Planning, coordination, and implementation, a set of management strategies, policies, initiatives, training and development activities, that seek to accommodate diverse sets of social

and individual backgrounds" is what global diversity management refers to (Riccò, & Guerci, 2014). Other aspects such as hobbies, convictions, ethics, and methods of operation in companies with global, transnational, international, and multinational workforces and operations are also considered (see to Riccò, & Guerci, 2014; Othman, & Fouda 2022). The important aspects of organizational service delivery are one crucial area where these differences might have significant effects.

Any institution's efficacy and reputation are greatly influenced by its service delivery, especially in the field of education (cf. Junaidi et al., 2024; Aleyna, Gul, Mirac & Ertugrul, 2024). It includes giving students, teachers, staff, and other stakeholders a range of instructional, administrative, and support services. The total educational experience, satisfaction, and results of individuals within the school can be greatly impacted by the caliber and inclusion of these services (Cole & Salimath 2013). Nnamdi Azikiwe University in Awka is an interesting case study in this regard for analyzing the consequences of such a clash of views in relation to the potential results of diversity management in public institutions and elsewhere. This investigation explores the many facets of this problem, taking into account elements like stakeholder participation, company culture, and strategy alignment. It aims to identify the obstacles the institution faces and provide light on the possible outcomes of these obstacles by looking at the nuances of diversity management methods and their effect on service delivery outcomes.

Comprehending the implications of diversity management on service delivery is vital in devising tactics and remedies that foster a more comprehensive and efficient learning milieu (Muldoon, et al., 2024). And by properly understanding these ramifications, Nnamdi Azikiwe University will be able to handle the conflicts and debates around diversity management and service delivery, eventually creating an atmosphere where inclusivity flourishes and service excellence is attained. With a focus on Nigerian universities, this research aims to broaden awareness of diversity management's importance and add to the body of knowledge already available on the subject. The study's next sections will cover the theoretical underpinnings, pertinent literature review, research methods, findings, discussion, and suggestions based on the research. In the end, we hope to improve diversity management and service delivery outcomes by offering insights from this thorough investigation that can guide policy, practice, and decision-making processes at Nnamdi Azikiwe University Awka and other similar institutions in Nigeria and beyond.

### **Divergence views on diversity management and service delivery**

A study published in 20015, by Lockhart and Taitoko investigated the reasons behind the demise and subpar performance of certain companies, attributing their problems to inadequate management and other elements serving the organization's objectives. Some contend that diversity management promotes effective governance by fostering citizen involvement with government across social groups and increasing trust in it, notwithstanding the argument that it serves wider social purposes in public institutions (Junaidi, et al., 2024). According to Brown (2018), in particular, a diverse public sector could promote or enhance diversity in the private sector while also benefiting public institutions' reputations and demonstrating their commitment to equality and inclusion. However, the institutions still confront numerous challenges, particularly those connected to workplace diversity, despite the Nigeria Federal Government's revolutionary policies and plans to build a robust workforce (Egwu, 2024).

Considering that the public sector serves as a vehicle for the creation and implementation of government policies and initiatives, diversity management within public institutions has become a critical strategic initiative. For example, a focus on diversity management in public institutions is commonly regarded as one important strategy when it comes to eradicating social exclusion and limiting the consolidation of power in the hands of one or more dominant groups in order to create or maintain social cohesion (Long, & Spracklen, 2018). In public administration, diversity management helps keep the elite influences out of State institutions, especially before and after conflicts (UN 2018). Companies in the top quartile with gender-diverse executive teams were found to be 21% more likely to outperform their industry rivals in terms of profitability (Long & Spracklen, 2018). This study examined the impact of diversity management in South African public institutions. This may give an advantage over competing private sector enterprises.

Schiller (2017) examines the consequences of instituting diversity programs inside local governments, but from a different angle. She discusses the modifications that have taken place in three European cities: Belgium, the Netherlands, and Britain. In these cities, the municipal administrations have created diversity departments to implement reoriented local policies. Her primary question is about the extent to which officers working for the new diversity departments formed an identity as urban diversity managers. Her research reveals a noteworthy degree of continuity with multicultural policies, since individuals entrusted with implementing them appropriated and repackaged new approaches. Thomas (1990) asserts that nonhierarchical, flexible, collaborative management necessitates a greater tolerance for individuality and that corporate competence is more crucial than ever. Therefore, the question

is not whether or not to accept that people are different from one another, but rather how to promote inclusivity and make a commitment to appreciating variety. If designed and managed well, effective diversity management can help achieve significant organizational growth goals (Agocs and Burr 2016; Liff and Wajcman, 2016; Storey 2019). However, it has also been argued that integrating a diverse workforce through good diversity management practices adds personality to an organization's culture and impedes its growth (Laurence, 2016). Diversity, though, is simply one piece of the puzzle.

The composition of public administrations and the hiring procedures and policies that will have a significant impact on the diversity of the public sector are covered in MacGillivray and Golden (2017) article. They start with the concept of a "representative bureaucracy," whose purpose is to "improve the possibility that the interests and viewpoints of all social groups would be articulated and taken into account in policy creation, policy implementation, and the provision of public services." In addition, members of minority groups see such a government as a potential source of identity and as a way to encourage societal variety among the broader populace. It's clear that the public organization is assigned responsibilities that differentiate it from many private organizations. Another ethnographic study investigate the reasons why administrations might not meet this need. They intend to draw attention to the connections between perceptions of candidates' qualifications and their ability to blend in with the municipal structure and "ascriptive identities" by focusing on "gate-keeping procedures." Wilson and Iles (2019) deconstruct the obstacles encountered by candidates of immigrant origin, pinpoint the mechanisms that underlie their relative exclusion, and offer recommendations for enhancements. These include enhancing transparency in the hiring procedures, questioning prevailing beliefs about the ideal public servant, and training gatekeepers on the subtle mechanisms of exclusion.

Organizations with policies and practices that support diversity management increased innovation revenue by as much as 12.9%, according to a second Thompson study on the Boston Consulting Group (Thompson, 2020). This study focused on the impact of diversity management. According to the report, public sector companies frequently have to abide by government laws, and becoming bogged down in red tape can hinder innovation and creativity within the company. Therefore, it argues that diversity management in government agencies can aid in overcoming that. Nieswand (2017) focuses on the administrative practices of youth departments in metropolitan areas. Youth departments set themselves apart mostly from other governmental agencies based on the duties that fall under their purview. In this instance, the question of whether or not minors and children need help or protection is referred to as their

welfare. If not, every customer ought to be treated equally and provided with the same degree of service. His ethno-methodological research explains what and how differences show up in the departments' daily operations. His main point is that there are many personal differences that public leaders have to deal with. Medical, legal, and societal concerns may all be relevant in a given situation. Nieswand contends that the multiplicity and interplay of differentiations should serve as the cornerstone of any concept of diversity. Furthermore, Parsons (2017) argues that it's critical to select CEOs from diverse backgrounds as opposed to simply hiring entry-level staff because an organization's leadership frequently demonstrates a commitment to inclusivity. He asserts that leaders from diverse backgrounds can contribute to the development of an inclusive culture. Increasing participation from people of all ages, genders, and general public is the aim of modern leaders. Participation is a critical area of focus in an attempt to achieve affirmative action's goals and optimize the benefits of diversity for improved organizational performance (Heilmann & Welle, 2006).

The public sector provides services to a diverse population, most of whom have unfavorable views of governmental organizations. Some believe them to be incompetent, apathetic, and disconnected from local issues (Carapinha, & Pitt-Catsoupes, 2022). Organizations may engage and connect with the community more successfully and more comfortably when diversity management is done well. Resulting in the formation of an informed viewpoint based on the widespread understanding of the crucial role that public institutions play in any community. Finally, Tandé (2017) presents an example of how the government might encourage corporate diversity initiatives. As a result, he shifts his focus to how public organizations interact with their surroundings and shows how the former's goals may influence developments outside of that organization. The literature on diversity management's effects that was previously evaluated showed that different forms of organizational diversity can occasionally lead to lower employee turnover, less social cohesiveness, and increased conflict. Stated differently, an individual's demographic, behavioral, and attitude characteristics may influence their participation in diversity programs and significantly diminish the effectiveness of diversity initiatives. On the other hand, monitoring diversity performance in public institutions can yield useful information on how diversity management influences employees' behavior (Van der Zee, 2008).

## **Theoretical Framework**

Upon a review of a number of theories, this study chooses the Tajfel and Turner's 'social identity theory', published in 1986, as its framework for examination. It seems to be the best suitable for a cohesive understanding of how diversity management and service delivery are related. Social identity theory holds that an individual's sense of self-worth is influenced by the importance and significance they place on belonging to particular groups (Turner and Oakes, 1986). According to the theory, people's social comparisons within the organization are influenced by their desire for a positive feeling of self and worth (Tajfel & Turner, 1979).

When comparing groups, comparisons that highlight group distinctiveness and prioritize belonging to one's own group over relevant out-groups are prioritized when analyzing the essential elements and divisions of social identity theory. Group contact and comparison in an individual's perspective of the self and others, in the context of individual differences based on their ethnic background, gender, education/profession, religion, and job experience, draws their argument on type of work and duty locations among others. As a result, when a particular group arises, the traits linked to that group impact an individual's attitudes and behaviors, which, when skillfully managed, typically boost organizational effectiveness. As a result, differences between groups are highlighted while disparities within categories are trivialized as people grow acclimated to one another at work. There is a claim that social categorization processes have divided the universe into "them" and "us" (Verkuyten & Brug, 2004), and the potential of the social identity theory to predict intergroup behavior in the workplace and in society at large is widely recognized (Tajfel & Turner, 1979). The social identity theory is recognized as a useful tool for better understanding how members of social groups interact. It postulates that members of social groups act out their varied roles depending on past stereotypes, status inequalities, legitimacy, and stability of such divisions. As such, the concept contributes to shedding light on study and comprehension of the relationship between organizational effectiveness and diversity (Turner & Reynolds 2010).

The more strongly one identifies with an in-group (such as race or ethnicity), the more driven one will be to uphold its status and interests. This is not surprising, as the personal importance of a particular in-group to one's identity increases the desire to maintain positive in-group status (Hinkle & Brown, 1990; Tajfel & Wilkes, 1963; Verkuyten & Brug, 2004). Unsurprisingly, comparisons based on stereotypes are often the result of this type of social comparison process (Turner, 1981; Hogg & Adams, 1988). Ultimately, the process of categorizing places emphasis on the perceived differences between stimuli, or individuals, belonging to various groups, as well as the similarities between individuals within the same category. When people are separated into different groups, they are perceived as

"depersonalized," or as embodying an important group template (Hogg, Terry, & White, 1995). This strategy boosts trust in present cognitions while preserving self-concept and esteem by offering support through agreement (Hogg & Abrams, 1988, 1999).

As a result, even while people are driven to uphold borders between their in-group and the out-group, this does not preclude them from holding positive views about the latter. Research in the management sciences generally backs up this assertion, albeit it's not quite clear how exactly. However, it is hypothesized that in-group versus out-group differences typically result from pro-in-group prejudice as opposed to anti-out-group bias; as a result, even in cases when out-group members are treated and seen positively, in-group members receive even more favorable treatment Brewer (1979, 1999). The theory, however, has demonstrated that exposure to good organizational management can improve the attitudes of members of the majority group toward minority out-groups. This, in turn, will eventually affect the effectiveness of the organization as a whole along a variety of outcomes, from general support to favorable judgments (Schiappa, Gregg, & Hewes, 2005). The organizational framework of the social identity theory provides an insight into how various individuals understand one another's social identities. Predictions on the significance of individual identity within a group and its social structures are also made by the theory. Though not stated explicitly here, this assertion suggests that people often look for stimuli that increases their positive perception of members of their own group, positive representations of members of other groups can also contribute to a positive general attitude toward the group or organization. Put differently, the organizations' capacity to function well will definitely depend on how carefully these people handle their perceived differences.

## **Materials and method**

Importantly, Donald (2006) points out that a research method is the framework for a study; it is the "paste" that binds all the components of a research together. This study analyzed diversity management and service delivery at Nnamdi Azikiwe University Awka, using a descriptive survey research technique. A scientific method of analysis known as descriptive research design entails watching and characterizing the behavior of the subject being studied without exerting any kind of influence over it. The entire workforce of Nnamdi Azikiwe University in Awka, or roughly 7,809 employees, is the study's population. Of these, 324 are junior employees and 7575 are senior employees. Records from the university's personnel unit show that 4048 are female employees and 3761 are male employees. This implies that the university is more populated by female staffs. Nevertheless, considering that 7,809 of the



university employees are anticipated to be among the group to be examined. This study used the Taro Yamane (1967) approach to sample selection which is described below, to determine the study sample size from the population.

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

Where  $n$  = the estimated sample size.

$N$  = the population size (Staff strength of NnamdiAzikiwe University Awka) and

$e$  = the error margin

$$n = \frac{7809}{(1+7809)(0.05)^2} \qquad n = \frac{7809}{(7810)(0.0025)}$$

$$\frac{7809}{1,952.5}$$

$n = 399.9$  staffs of Nnamdi Azikiwe University Awka.

The number was rounded up to 400 questionnaires, as would be expected in a study of size, and they were distributed to both senior and junior staff members at Nnamdi Azikiwe University in Awka. Techniques for stratified random sampling were used in the data collecting phase. Because the population is separated into several strata, the stratified sampling approach was also used for the study. After the population was sorted into homogeneous groups, simple random sampling was performed. Both methods were derived from the random (probability) sampling approach. But only 355 of the 400 questionnaires that were sent out were returned, and of those, we eliminated five because were not properly done. In other wards a total of 350 questionnaires were used for this study.

The self-report methodology was used to collect data for this investigation. The utilization of primary sources of data is typically required for this type of study, and as such, the researcher must distribute questionnaires to the chosen sample that was taken from the study population. Using this method, the researcher will pose questions to the respondents (subjects) in an effort to elicit answers on the study question (Legee & Francis, 1974). The staff of Nnamdi Azikiwe University in Awka provided the data for this investigation as already emphasized. For every option that occurred in the study instrument, a distinct weight was assigned using the Likert style questionnaire scale; these weights ranged from strongly agree SA to strongly disagree SD which is presented thus;

- Strongly Agreed(SA) = 5,
- Agreed (A) = 4,
- Undecided (U) = 3,
- Disagreed (D) = 2,
- Strongly Disagreed (SD) = 1.

Each question in the data collection method contains five possibilities, which are separated above to provide respondents with the flexibility to select from the variety of answers offered in the structured questionnaire instruments.

To test the validity of the questionnaire instruments used, the "content validity" strategy was employed. Experts in the relevant field were consulted to determine whether the instrument accurately reflected the known subject area. Additionally, the sample size was chosen using the probability-based stratified sampling method. The primary data was collected using the same version of the instrument. This is anticipated to confer validity on the instrument's content. In order to determine the reliability of the measuring tools being used in the examination of the influence of diversity management on service delivery at Nnamdi Azikiwe University Awka, the researcher utilized the test-retest technique. Hence, during the study period, the researcher gave the same questionnaire to a chosen group of university staff members once. Two weeks later, the same group received another administration of the questionnaire. The activity produced two sets of scores. Then the correlation coefficient for Spearman's ranking, or  $r^1$ , was then employed by the researcher to ascertain the strength of the association. The Spearman's ranking formula is shown below as follows:

$$r^1 = \frac{1 - 6 \sum d^2}{n(n^2 - 1)}$$

Where:

- $r^1$  = Spearman's rank correlation coefficient  
 $d$  = difference between the two rank of each observation; and  
 $n$  = the number of observations

Keep in mind that the measuring instrument's reliability increases with the closer  $r^1$  is to 1 value and vice versa. Also remember that the same set of chosen employees was subjected to the same kind of test by the researcher twice. About 10% of the study sample size took part in the test, in other words, it was administered to 40 employees of the university being studied. The difference between the two experimental tests was 4. Therefore, by changing to the formula above, we obtain:

$$\begin{aligned} r^1 &= 1 - \frac{6(4)^2}{5(5^2 - 1)} \\ &= 0.67 \end{aligned}$$

Given that the two sets of tests that were administered to the selected staffs had a reasonable agreement as indicated by the correlation coefficient of 0.67, we draw the conclusion that the measuring instrument is trustworthy. However, the frequency tables below show the gathered data. In respect to the total number of respondents for this survey, the responses from the study sample were presented as percentage tables. Subsequently, the Karl Pearson's Product moment correlation coefficient, or raw score, formula presented thus;

$$\frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{n(\sum X^2) - (\sum X)^2} \sqrt{n(\sum Y^2) - (\sum Y)^2}} \quad \text{will be used to ascertain whether a relationship}$$

exists between the variables under investigation. Subsequently, the results will be converted from  $r$  value to  $t$  score to further study the significance of the relationship. Put another way, to test or analyze the significance of the correlation coefficient, we will use the modified student's  $t$  test with the formula  $t = r \sqrt{\frac{n-2}{1-r^2}}$ . All of the questionnaire items that were created for this study, taken as a whole, demonstrate a willingness to pursue the accomplishment of the research objectives as indicated in the study's initial phase.

### Data presentation and examination

**Table1: Distribution of the Study Population and Sample size (%)**

S/ N	Gender	Status	Population	Sample Size (%)
1	<b>Male</b>	Employees (staff)	<b>3761</b>	<b>183 (4.87%)</b>
2	<b>Female</b>	Employees (staff)	<b>4048</b>	<b>217 (5.36%)</b>
<b>Total</b>			<b>7809</b>	<b>400 (5.12%)</b>
3	<b>Junior</b>	Employees (staff)	<b>234</b>	<b>111 (47.44%)</b>
4	<b>Senior</b>	Employees (staff)	<b>7575</b>	<b>289 (3.82%)</b>
<b>Total</b>			<b>7809</b>	<b>400 (5.12 %)</b>

Source: field survey (2024)

From 1, above it is shown that the population of study is totaling approximately seven thousand eight hundred and nine (7809) people as at the time of this study, with the male population in the neighbourhood of three thousand seven hundred and sixty one (3761) staffs from which one hundred and eighty three (183) staffs were selected as sample for the study. The sample number therefore, represents 4.87% of the male population of staffs in Nnamdi Azikiwe University Awka. On the other hand, the table also indicates that from the seven thousand eight hundred and nine (7809) staffs of the university four thousand and forty eight (4048) are female which reveals that there are more female staffs than male staffs in the university. However, from that number two hundred and seventeen staff was selected to participate as our study sample. This number represents approximately 5.36% of the female employees of the university under study and 2.79% of the entire female population of the university. Furthermore, the junior staffs of the university under study stood at two hundred and thirty four (234) people as at the time of this study, from where a total of one hundred and eleven (111) staffs were selected for this study. The number selected from this stratum represents approximately 47.44% of the staffs under that cadre in the university. It must be stressed however, that the number of the junior staffs of the Nnamdi Azikiwe University Awka is relatively low when compared to the number of the senior staffs which stood at seven thousand five hundred seventy five and (7575) as at time of this study. Nevertheless, a total of two hundred and eighty nine (289) staffs were selected as sample for this study from the senior staffs population. The number, however represent about 3.82% of the senior staffs in the university which is not too bad for a study of this magnitude.

### Analysis of instrument of the study

**Table 2: Sex Distribution of the Respondents**

Gender	Respondents	% of Respondents By Sex
<b>Male</b>	130	62.86%
<b>Female</b>	220	37.14%
<b>Total</b>	<b>350</b>	<b>100%</b>

**Source:** Field Survey 2024.

To determine the distribution pattern of respondents by sex, the gender of the respondents from Nnamdi Azikiwe University in Awka was examined. Based on the examination of Table 4.2, 220 respondents, or 62.86% of the total respondents, were female and 130 respondents, or 37.14%, were male. This suggests that the sample of responders from the university under study consisted of more females than males.

**Table 3: Marital Status of Respondents**

Options	Respondents	% of Respondents by Marital Status
<b>Married</b>	131	<b>37.4%</b>
<b>Single</b>	187	53.4%
<b>Divorced</b>	13	3.7%
<b>Widowed</b>	18	5.1%
<b>Separated</b>	2	0.6%
<b>Total</b>	<b>350</b>	<b>100%</b>

**Source:** Field Survey 2024.

Table 3 shows that 131 respondents, or 37.4% of the 350 sample, were married; 187 respondents, or 53.4% of the sample, were single; 13 respondents, or 3.7% of the sample, were divorced; 18 respondents, or 5.1% of the sample, were widowed; and 2 respondents, or 0.57% of the study sample, were separated. This indicates that, when the divorced, widowed, and separated staff members are included, there are more single staff members at Nnamdi Azikiwe University in Awka than married staff members. Most likely as a result of the ongoing inflation that continuously devalues government employees' salaries and other related issues, which discourage people from getting married, or maybe because of the dread of committing to a family in such a setting.

**Table 4: The Distribution of Respondents by Age**

Options	Respondents	% of Respondents By Age
<b>Less than 20 year</b>	30	8.57%

<b>21-30 years</b>	142	40.57%
<b>31- 40 years</b>	71	20.29%
<b>41- 50 years</b>	60	17.14%
<b>50 – 60 years</b>	30	8.57%
<b>60 years and above</b>	17	4.86%
<b>Total</b>	<b>350</b>	<b>100%</b>

**Source:** Field Survey 2024

Table 4 above indicates that, of the 350 respondents, 40 (8.57%) were under 20, 142 (40.57%) were between the ages of 21 and 30, 71 (20.29%) were between the ages of 31 and 40, 60 (17.14%) were between the ages of 41 and 50, 80 (8.57%) were between the ages of 51 and 60, and 17 (4.86%) were over 60. This demonstrates that a greater proportion of the workers in Nnamdi Azikiwe University Awka are between the ages of 21 and 30.

**Table 5: Educational Qualifications of Respondents**

Options	Respondents	% of Respondents By Educational Qualification
<b>FSLC</b>	10	2.9 %
<b>SSCE/NECO</b>	61	17.4%
<b>OND/NCE</b>	68	19.4 %
<b>B.Sc/HND</b>	78	22.3%
<b>MBA/M.Sc</b>	40	11.4 %
<b>P.h D</b>	93	26.6 %
<b>Total</b>	<b>350</b>	<b>100 %</b>

**Source:** Field Survey 2024

The respondents' educational background was examined to determine their literacy level while taking their contribution to the university into account. Table 4.5 displays the results of the analysis. It indicates that 10 respondents, or 2.9% of the sample, had FSLC, 61 (17.4%) had SSCE/NECO, 68 (19.4%) had OND/NCE, 92 (26.3%) were university undergraduates, and 78 (22.3%) had a B.Sc. or HND. As mentioned above, 40 people (11.4%) with MBAs or M.Sc degrees and 26.56% with PhDs are employed at the university under investigation. The fact that around 34.0% of the sample held a B.Sc. or more indicates that the respondents had a respectable level of education, according to this study.

## Section B.

The assumption derived from the research questions pertaining to the independent and dependent variables of the study topic was examined in this part. Accepting any greater

percentage number as the direction of a given respondent is the criterion for decision-making. The five items scale of strongly agreed (SA), agreed (A), undecided (U), disagreed (D), and strongly disagreed (SD) are employed, with weight averages of 5, 4, 3, 2, and 1, respectively. As previously mentioned in the methodology

Table 6: Diversity management in Nnamdi Azikiwe University Awka has shaped service delivery system between 2014 and 2024

S/n	Variables	SA (5)	A (4)	U (3)	D (2)	SD (1)
1	Diversity is properly managed in Nnamdi Azikiwe University Awka	115 (33%)	95 (27%)	80 (23%)	40 (11%)	20 (6%)
2	A lot of policies and mechanisms are not put in place to manage diversity in NAU	27 (8%)	38 (11%)	76 (22%)	99 (28%)	110 (31%)
3	There is positive service delivery in Nnamdi Azikiwe University Awka	110 (31%)	75 (21%)	40 (11%)	100 (29%)	25 (7%)
4	Diversity management in many ways has not contributed positively to service delivery in NAU	20 (6%)	40 (11%)	76 (22%)	98 (28%)	116 (33%)
5	There is no limited attention to diversity management in NAU	120 (34%)	90 (26%)	75 (21%)	30 (9%)	35 (10%)

Responses to the first hypothesis, which indicates that diversity management at Nnamdi Azikiwe University Awka has shaped the service delivery system between 2014 and 2024, are displayed in Table 6 above. 115 respondents (33%) highly agreed, 95 respondents (27%) agreed, 80 respondents (23%) were unsure, 40 respondents (11%) disagreed, and 20 respondents (6%) severely disagreed with the statement that diversity is appropriately managed at Nnamdi Azikiwe University in Awka. With a 33% frequency, SA has the greatest percentage value, indicating that the diversity present at the university is appropriately handled to support the expansion of Nnamdi Azikiwe University Awka. Secondly, Regarding the inquiry concerning whether several policies and procedures are not implemented to manage diversity at NAU, the following responses were obtained: 27 (8%) highly agreed, 38 (11%) agreed, 76 (22%) were unsure, 99 (28%) disagreed, and 110 (31%) strongly disagreed. In other words, at Nnamdi Azikiwe University in Awka, numerous policies and procedures are in place to handle diversity because SD has the highest occurrence in this setting (31%). Furthermore, when asked if Nnamdi Azikiwe University in Awka provides great service delivery, 110 respondents (31%) highly agreed, 75 respondents (21%) agreed, and 40 respondents (11%) were unsure. 25 respondents, or 7%, strongly disagreed, out of 100 respondents (29%) who disagreed. It indicates that Nnamdi Azikiwe University Awka is providing positive service with a frequency of 31%. Additionally, when asked if diversity management hasn't improved service delivery at NAU in a number of ways, 20 respondents (6%) strongly agreed, 40 respondents (11%) agreed, 76 respondents (22%) weren't sure, 98 respondents (28%) disagreed, and 116 respondents (33%) strongly disagreed. The SD has the largest percentage frequency (33%), meaning that diversity management has improved NAU service delivery in a number of ways. In conclusion, on the question of whether diversity management receives limited attention at NAU, 120 respondents (34%) strongly agreed, 90 respondents (26%) agreed, 75 respondents (21%) were unsure, 30 respondents (9%) disagreed, and 35 respondents (10%) definitely disagreed. The highest percentage frequency was SA with 34% hence; there is no limited attention to diversity management in NAU

Table 7: Gender diversity among employees in Nnamdi Azikiwe University Awka has contributed in the service delivery outcome of the Institution

S/n	Variables	SA (5)	A (4)	U (3)	D (2)	SD (1)
6	Gender diversity is mainstreamed in diversity management in Nnamdi Azikiwe University Awka	100 (29%)	95 (27%)	73 (21%)	25 (7%)	47 (13%)
7	Gender diversity is not reflected in employee composition in Nnamdi Azikiwe University Awka	47 (13%)	25 (7%)	70 (20%)	95 (27%)	103 (29%)
8	Gender diversity reflected in the appointment of key management positions in Nnamdi Azikiwe University Awka	104 (30%)	94 (27%)	68 (19%)	26 (7%)	48 (13%)
9	Respect for gender diversity among employees does not reflects in service delivery outcome in Nnamdi Azikiwe University Awka	73 (21%)	25 (7%)	47 (13%)	100 (29%)	95 (27%)
10	There is political will for mainstreaming gender diversity in the management of Nnamdi Azikiwe University Awka	110 (31%)	90 (26%)	80 (23%)	30 (9%)	40 (11%)

The responses to hypothesis two, which claims that gender diversity among Nnamdi Azikiwe University Awka staff has influenced the organization's service delivery outcome, are displayed in Table 7 above. Based on the answers to the questions of whether gender diversity is taken into account while managing diversity at Nnamdi Azikiwe University in Awka, as previously presented There were 73 responses (21%) who were undecided, 25 respondents (7%) who disagreed, and 47 respondents (13%) who severely disagreed, but 100 respondents (29%) out of the sample strongly agreed. Thus, gender diversity is mainstreamed in diversity management at Nnamdi Azikiwe University Awka, with SA having the most incidences (29%). Furthermore, 47 respondents (13%) strongly agreed, 25 respondents (7%) agreed, 70 respondents (20%) were undecided, 95 respondents (27%) disagreed, and 103 respondents (29%) strongly disagreed to the question of whether gender diversity is not reflected in the employee composition at Nnamdi Azikiwe University Awka. Given that SD occurs 29% of the time, this indicates that gender diversity is reflected in the makeup of Nnamdi Azikiwe University Awka's workforce. Regarding whether Nnamdi Azikiwe University Awka's selection of senior managerial roles reflects gender diversity 48 respondents (13%) strongly disagreed, 104 respondents (30%) strongly agreed, 94 respondents (27%) agreed, 68 respondents (19%) were unsure, and 26 respondents (7%) disagreed. The response is that gender diversity is represented in the appointment of important executive posts at Nnamdi Azikiwe University Awka, with a 30% SA frequency. Regarding the inquiry concerning whether Nnamdi Azikiwe University Awka's service delivery outcomes attest to the respect for gender diversity among its workforce, 73 respondents (21%) strongly agreed, 25 respondents (7%) agreed, 47 respondents (13%) were unsure, 100 respondents (29%) disagreed, and 95 respondents (27%) strongly disagreed. The percentage response distribution shows that, at Nnamdi Azikiwe University Awka, respect for gender diversity among staff members is reflected in service delivery outcomes, with 29% D and 27% SD, respectively. In conclusion, regarding the political will to mainstream gender diversity in the management of Nnamdi Azikiwe University Awka, the following responses were obtained: 110 (31%) strongly agreed, 90 (26%) agreed, 80 (23%) were undecided, 30 (9%) disagreed, and 40 (11%) strongly disagreed. In other words, there is political will for mainstreaming gender diversity in the management of Nnamdi Azikiwe University Awka with the 31% SA affirmative response frequency

### Investigation of assumptions

We shall now test our two assumptions formulated from the research questions based on the responses from our population samples as previously presented.

#### Test of hypothesis One

H<sub>1</sub>: Diversity management in Nnamdi Azikiwe University Awkahas shaped service delivery system between 2014 and 2024

H<sub>0</sub>: Diversity management in Nnamdi Azikiwe University Awkahas did not shaped service delivery system between 2014 and 2024

The Karl Pearson's product moment correlation coefficient was employed to test the significant of the response from the questionnaires (respondents). However, in the Karl Pearson's product moment correlation two statistical strategies or methods are available for the computation of **r**, they are;

- The use of mean and
- The raw score formula

For easier understanding of the approaches employed, this study opted for the "raw score formula" which was use in the computation of the data obtained for this study.

	<b>X</b>	<b>Y</b>	<b>XY</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
<b>SA</b>	120	115	13800	14400	13225
<b>A</b>	90	95	8550	8100	9025
<b>U</b>	75	80	6000	5625	6400
<b>D</b>	30	40	1200	900	1600
<b>SD</b>	35	20	700	1225	400
<b>TOTAL</b>	<b>350</b>	<b>350</b>	<b>30250</b>	<b>30250</b>	<b>30650</b>

Using the Karl Pearson's product moment correlation formula (the Raw Score) which is given as:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{n(\sum X^2) - (\sum X)^2} \sqrt{n(\sum Y^2) - (\sum Y)^2}} \quad \text{we compute:}$$

$$r = \frac{5 \times 30250 - (350)(350)}{5 \times 30250 - (350)^2 \sqrt{5 \times 30650 - (350)^2}}$$

$$r = \frac{151250 - 122500}{\sqrt{151250 - 122500} \sqrt{153250 - 122500}}$$



$$r = \frac{28750}{\sqrt{2875}\sqrt{30750}} \quad r = \frac{2875}{169.56 \times 175.36}$$

$$r = \frac{2875}{29734.04} \quad r = 0.967$$

The above result indicates that, "diversity management in Nnamdi Azikiwe University Awka has shaped service delivery system between 2014 and 2024," demonstrating nearly perfect correlation between the two variables under investigation. Nevertheless, we will now investigate the strength of the correlation by converting the  $r$  value, which is 0.967, to  $t$  scores. The modified student's  $t$  test is the method used in this study to test the significance of the correlation coefficient. Using the formula below;

$$t = r \sqrt{\frac{n-2}{1-r^2}} \quad \text{we compute}$$

$$t = 0.967 \frac{\sqrt{5-2}}{1-(0.967)^2}$$

$$t = 0.967 \frac{\sqrt{3}}{1-0.935} \quad t = 0.967 \frac{\sqrt{3}}{0.065} \quad r = \sqrt{46.15}$$

$$t = 0.967 \times 6.79 \quad : t = 6.57$$

The correlation coefficient is denoted by  $r$ , the number of observations is  $n$ , the degree of freedom is  $n-2$ , and the value of  $t$  for 0.05 and three degrees of freedom is 3.182. Rule of decision: Since 3.182 is the above-mentioned tabulated value of 0.05 at three degrees of freedom, the computed value ( $6.57 > 3.82$ ) is bigger than the tabulated value. As a result, we reject hypothesis  $H_0$  and accept hypothesis  $H^1$ , which claims that "between 2014 and 2024, diversity management at Nnamdi Azikiwe University Awka has shaped the service delivery system."

### Test of Hypothesis Two

$H_1$ : Gender diversity among employees in Nnamdi Azikiwe University Awka has contributed in the service delivery outcome of the organization

$H_0$ : Gender diversity among employees in Nnamdi Azikiwe University Awka has not contributed in the service delivery outcome of the organization

The significance of the respondents' (questionnaire respondents') responses was further tested using the Karl Pearson's product moment correlation coefficient. Nonetheless, there are two statistical approaches or methods available for calculating the r value in the Karl Pearson's product moments correlation coefficient. These include;

- a. The use of mean and
- b. The raw score formula

In order to facilitate comprehension of the methodology utilized, this investigation chose to utilize the "raw score formula," which is employed in the calculation of the data acquired for this study

	<b>X</b>	<b>Y</b>	<b>XY</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
<b>SD</b>	110	102	11220	12100	10,404
<b>A</b>	90	97	8730	8100	9409
<b>U</b>	80	75	6000	6400	5625
<b>D</b>	30	27	810	900	729
<b>SD</b>	40	49	1960	1600	2401
<b>TOTAL</b>	350	350	28720	29100	28568

Using the Karl Pearson's product moment correlation formula (the Raw score) which is given as;

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{n(\sum X^2) - (\sum X)^2} \sqrt{n(\sum Y^2) - (\sum Y)^2}} \quad \text{we compute}$$

$$r = \frac{5 \times 28720 - (350)(350)}{\sqrt{5 \times 29100 - (350)^2} \sqrt{5 \times 28568 - (350)^2}}$$

$$r = \frac{143600 - 122500}{\sqrt{141500 - 122500} \sqrt{142840 - 122500}}$$

$$r = \frac{21100}{\sqrt{23000} \sqrt{20340}} \quad r = \frac{21100}{151.66 \times 142.62}$$

$$= \frac{21100}{21629.75} \quad r = 0.975$$

Again, the results above showed nearly perfect connection between the variables studied, suggesting that "Gender diversity among Nnamdi Azikiwe University Awka employees

has contributed in the organization's service delivery outcome." As previously, we will now convert the  $r$  value, which is 0.975, to a  $t$  test in order to assess the strength of the positive connection. The modified student  $t$ -test is the approach utilized in this study, as previously noted, to determine the significance of the correlation coefficient.

Using the formula below;

$$t = r \sqrt{\frac{n-2}{1-r^2}} \quad \text{we compute:}$$

$$t = 0.975 \frac{\sqrt{5-3}}{1-(0.975)^2}$$

$$t = 0.975 \frac{\sqrt{3}}{1-0.975} \quad t = 0.975 \frac{\sqrt{3}}{0.036} \quad t = 0.975 \sqrt{83.33}$$

$$t = 0.975 \times 9.13$$

$$t = 8.90$$

Where  $n-2$  is the degree of freedom and  $n$  is the number of observations. The correlation coefficient is denoted by  $r$ , and 3.182 is the critical value of  $t$  when  $\alpha=0.05$  and three degrees of freedom are used.

**Decision Rules:** Since the computed value, e.g.,  $(8.90 > 3.182)$ , is greater than the tabulated value of 0.05 at three degrees of freedom, we reject the null hypothesis and accept the alternative hypothesis that "Gender diversity among employees at Nnamdi Azikiwe University Awka has contributed in the service delivery outcome of the organization."

## Conclusion

We have seen in the previous sections that diversity management at Nnamdi Azikiwe University Awka has shaped the service delivery system between 2014 and 2024. This was achieved via the use of a descriptive study design and the self-report approach. This same portion also disclosed how gender diversity among Nnamdi Azikiwe University Awka staff members has improved the organization's service delivery results. Furthermore, it has been discovered that an inclusive management style at Nnamdi Azikiwe University in Awka has improved the caliber of services provided by employees. The population of the survey research study comprised all senior and junior staff members of Nnamdi Azikiwe University in Awka.

350 employees of the university were chosen as the study's sample using the Taro Yamani formulas, drawn from the almost ten thousand members of the university's population as previously indicated. The researcher created the questionnaire and conducted the interviews for the current study while working under the guidance of his supervisor. The researcher successfully distributed the questionnaires to the chosen population sample size (350) with the help of five (5) trained research assistants.

Nonetheless, the results confirmed that diversity in the workforce presents both possibilities and difficulties for the organization. High productivity and low absenteeism were among the opportunities (competitive advantage), as were the acquisition of resources, particularly among women and minorities; creativity and innovation among staff members; an increase in the pool of information that facilitated problem solving; and the institutionalization of a flexible institutional system that was necessary for prompt reaction to environmental changes. Conflict can arise between groups or among staff members; it can also result from animosity and negative stereotyping; it can also arise from misunderstandings, misinterpretations, and inappropriate interactions between members of different groups; and it can arise from individual prejudice or fear of the minority groups. Additionally, individual and organizational solutions for managing or resolving workforce diversity in the institution were identified through the questionnaire responses. Individual strategies include empathy, tolerance, and a willingness to engage with the community as well as the staff and institutional authorities' understanding of the nature and meaning of diversity; organizational strategies include the organization's adoption of inclusive organizational policies and practices, diversity training, the creation of an institutional culture that values diversity, and the growth of a multicultural institution.

The study concludes by recommending that Nnamdi Azikiwe University's administrators recognize, seize, and capitalize on the workforce's diversity as a competitive advantage in order to make the university a major player among Nigerian universities and other tertiary institutions around the world. Second, the university's authority needs to figure out how to lessen the tensions that result from the diversity of its staff. Thirdly, on the basis of fairness, equity, and justice, individual and organizational strategies (like inclusivity) for managing workforce diversity should be used effectively and efficiently to manage the nature and dimension of staff diversity at Nnamdi Azikiwe University Awka while encouraging cooperation between and among diverse groups within the institution. Lastly, in order for university authorities to respect diversity and lessen the conflicts that arise from it, they should be aware of the significance, scope, and makeup of the workforce's diversity. The university's

authorities, as well as the staff members themselves, should effectively and efficiently deploy and utilize organizational techniques and staffs in managing workforce diversity.

## Reference

- Abdullahi, I. (2024). Globalization and cultural homogenization: A historical perspective in Nigeria. *International Journal of History Research*, 4 (1), 51 – 63. <https://doi.org/10.47604/ijhr.2485>
- Agocs, C., & Burr, C. (2023). Employment Equity, Affirmative Actions and Managing Diversity: Assessing the Differences, *International Journal of Manpower*, 17, (5), 30 – 45.
- Aleyna, S., Gul, I., Mirac M., & Ertugrul, A. (2024). A holistic decision-making approach to assessing service quality in higher education institutions, *Socio-Economic Planning Sciences*, (92), <https://doi.org/10.1016/j.seps.2024.101812>.
- Beyer, P & Lori G., B. (2019). Dimensions of diversity: Toward a more complex conceptualization" *Religions* 10 (10). 559. <https://doi.org/10.3390/rel10100559>
- Brewer, M. (1979). Ingroup Bias in the Minimal Intergroup Situation: A Cognitive-motivational Analysis. *Psychological Bulletin*, 86, 307–324.
- Brewer, M. (1999). The psychology of prejudice: In-group Love or Outgroup Hate? *Journal of Social Issues*, 55, 429–444
- Brown, L.M, (2018) Leading Leadership Development in Universities: A personal story, *Journal of Management*. 10 (4), 312-333
- Cole, B.M., & Salimath, M.S. (2013). Diversity identity management: An organizational perspective. *Journal of Bus Ethics* 116, 151–161, <https://doi.org/10.1007/s10551-012-1466-4>
- Cormier, D., Gutierrez, L. & Magnan, M. (2024). The link between CSR performance and CSR disclosure quality: Does board diversity matter?. *Journal of Manag Gov* 28, 237–263 <https://doi.org/10.1007/s10997-022-09661-6>
- Egwu, M.L. (2024) Workforce Diversity Initiatives of US Multinational Cooperation, *Non-Profit Management and Leadership*, 6 (2) 181-95
- Heilman, M. E. & Welle, B. (2006). Disadvantaged by Diversity? The Effects of Diversity Goals on Competence Perceptions. *Journal of Applied Social Psychology*, 36 (5), 1291-1319
- Hinkle, S., & Brown, R. J. (1990). Intergroup Comparisons and Social Identity: Some Links and Lacunae. In D. Abrams & M. A. Hogg (Eds.), *Social Identity Theory: Constructive and Critical Advances* (pp. 28–47). New York, NY: Springer-Verlag Publishing.
- Hogg, M. A., Terry, D. J., & White, K. M. (1995). A Tale of Two Theories: A critical Comparison of Identity Theory with Social Identity Theory. *Social Psychology Quarterly*, 58, (5), 255–269.
- Hogg, M., & Abrams, D. (1999). Social Identity and Social Cognition: Historical Background and Current Trends. In D. Abrams and M. Hogg (Eds.), *Social Identity and Social Cognition* (pp.1–25). Malden, MA: Blackwell Publishers
- Hogg, M., & Adams, D. (1988). *Social identifications: A Social Psychology of Intergroup Relations and Group Processes*. New York, NY: Routledge.
- Junaidi, A., Basrowi, B., Sabtohadhi, J., Wibowo, A., Wibowo, S., Asgar, A., Pramono, E & Yenti, E. (2024). The role of public administration and social media educational

- socialization in influencing public satisfaction on population services: The mediating role of population literacy awareness. *International Journal of Data and Network Science*, 8(1), 345-356.
- Lee, J., & Hwang, J. (2024). Antecedents of American hospitality students' intercultural communication apprehension: Effect of ethnocentrism, cultural intelligence and core self-evaluations, *Journal of Hospitality, Leisure, Sport & Tourism Education*, 34, <https://doi.org/10.1016/j.jhlste.2023.100464>.
- Long, J. & Spracklen, K. (2018). Promoting Racial Equality within Sports Organizations. *Journal of Sport & Social Issues*, 29 (1), 41-59.
- MacGillivray, E. D., & Golden, D. (2017). Global Diversity: Managing and Leveraging Diversity in a Global Workforce. *International HR Journal*, 38-46.
- Maddy J. & Patrizia Z. (2014). Alternative diversity management: Organizational practices fostering ethnic equality at work, *Scandinavian Journal of Management*, 30(3). 317-331, <https://doi.org/10.1016/j.scaman.2013.12.006>.
- Marilyn Y. B, Chaunda L. S. (2024). Diversity in the Workforce: Current Issues and Emerging Trends, New York: Rutledge
- Muldoon, J., Skorodzyevskiy, V., Gould, A. M., & Joullié, J.-E. (2024). Agency theory and social entrepreneurship: An axe that needs sharpening. *The International Journal of Entrepreneurship and Innovation*, 0(0). <https://doi.org/10.1177/14657503241242344>
- Okeyide, O.D. (2023). Does the presence of ethnic and gender diverse directorships impact firm performance? A multisector study of board diversity in Nigeria. In: C. Mordi, A. A., Ajonbadi, O. D., Adekoya, T.A., Adisa, (eds) Managing human resources in africa. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-031-33878-6\\_7](https://doi.org/10.1007/978-3-031-33878-6_7)
- Othman, A. A. E & Fouda I. N. (2022), A cultural diversity management framework for enhancing the performance of architectural design firms in Egypt", *Archmet-IJAR*, 16(2). 451-470. <https://doi.org/10.1108/ARCH-08-2021-0231>
- Padilha, J., C. et al. (2024) Land Cover Implications on Ecosystem Service Delivery: a Multi-Scenario Study of Trade-offs and Synergies in River Basins. *Environmental Management* 73, 753–768. <https://doi.org/10.1007/s00267-023-01916-8>
- Parsons, C.K. (2017). Effects of Gender Diversity Management on Perceptions of Organizational Attractiveness: The Role of Individual Differences in Attitude and Beliefs. *Journal of Applied Psychology*, 92 (3), 865-875
- Riccò, R. & Guerici, M. (2014). Diversity challenge: An integrated process to bridge the implementation gap, *Business Horizons*, 57(2). 235 – 245, <http://doi.org/10.1016/j.bushor.2013.11.007>
- Schiller, W. (2017). The Benefits of Co-location in Primary Care Practices: The perspectives of General Practitioners and Patients in 34 Countries *Springer Link*, 9 (8) 124-132.
- Schiappa, E., Gregg, P. B., & Hewes, D. E. (2005). The Para Social Contact Hypothesis. *Communication Monographs*, 72, 92–115.
- Storey, J. (2019), Equal Opportunities in Retrospect and Prospect, *Human Resource Management Journal*, (9), 5–8.
- Tajfel, H., & Turner, J. C. (1979). An Integrative Theory of Intergroup Conflict. In W. G. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations* (pp. 33–47). Monterey, CA: Brooks/Cole Publishers
- Tajfel, H., & Wilkes, A. (1963). Classification and quantitative judgments. *British Journal of Psychology*, 54, 101–114.
- Thomas, A. & Ely, N. (2017). Making Differences Matter: A New Paradigm for Managing Diversity. *Harvard Business Review*, 74(5), 79-90.
- Thomas, A. & Turpin, M. (2002). Management Values at the Southern Sun Group. *South African Journal of Business Management*, 33 (2), 21-29.

- Thomas, R. R., Russell, J. S., & Schumacher, K. T. (2022). Beyond Race and Gender: Unleashing the Power of Your Total Work Force by Managing Diversity. *Leadership and Management in Engineering*, 1(3),
- Thompson, A. M. (2020). Climbing the Corporate Ladder: Do Female and Male Executives Follow the Same Route? *Journal of Applied Psychology*, 85 (1), 86-101.
- Turner, J. C. (1981). The Experimental Social Psychology of Intergroup Behavior. In J. Turner & H. Giles (Eds.), *Intergroup Behavior* (pp. 66–101). Chicago: University of Chicago Press.
- Turner, J. C., & Oaks, P. J. (1986). The Significance of the Social Identity Concept for Social Psychology with Reference to Individualism, Interactionism, and Social Influence. *British Journal of Social Psychology*, (25) 237–252
- Turner, J. C., & Reynolds, K. J. (2010). The Social Identity Perspective in Intergroup Relations: Theories, Themes, and Controversies. In R. Brown & S. Gaertner (Eds.), *Blackwell Handbook of Social Psychology: Intergroup Processes* (pp. 133–152). Malden, MA: Blackwell
- UN, (2018). Realizing the SDGs in Post-Conflict Situations: Challenges for the State, *Working Together – Integration, Institutions and the Sustainable Development Goals*, World Public Sector Report, London: United Nations Publication
- Van der Zee, K. (2008). Moving away from Colour-Blindness: Determinants of Effective Diversity Management in Organizations. *The International Journal of Diversity in Organizations, Communities and Nations*, 7(6), 327-333.
- Verkuyten, M., & Brug, P. (2004). Multiculturalism and Group Status: The Role of Ethnic Identification, Group Essentialism and Protestant Ethic. *European Journal of Social-Psychology*, (34) 647–661.
- Wilson, E.M., & Iles, P.A. (2019), Managing diversity – An Employment and Service Delivery Challenge, *The International Journal of Public Sector Management*, 12, (1), 27 –49.