Performance Implication Of Workplace Diversity On Selected Banks In Delta State

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Abstract: This study broadly examined the performance implication of workplace diversity on selected banks in Delta State but specifically determined the influence of educational background diversity on employee commitment in banks in Delta State. This study adopted a descriptive survey research design. The population of the study consisted of all the employees of Deposit Money banks in Asaba, Delta State. A non-probability-purposive sampling method was used to select sixteen banks that have their branches in Asaba, Delta State. A total number of 353 employees were obtained from the records of the sixteen banks under study and a complete enumeration method was adopted for the sample size. The instrument used for the data collection was a Likert Scale questionnaire validated using face and content validity and the reliability test was conducted using the Cronbach Alpha method. Data collected were analyzed using descriptive and inferential statistics and the hypothesis was tested at a 5% level of significance. Findings showed that educational background diversity has a statistically significance influence on employee commitment in banks in Delta State (R = 0.929; R^2 = 0.863; F-statistic = 331.601; t = 28.579; P-value = 0.000 < .05). The study recommended that managers should give a form of incentives to employees who improve on their educational qualification or those individuals who were able to align their personal values with the organizational values.

Keywords: Performance, Workplace Diversity, Educational Background, Employee Commitment, Banks, Delta State

INTRODUCTION

Workplace diversity has been described as the miscellany among the employees of an organization. The miscellany or differences in the composition of the employees vary in terms of gender, culture, educational background, race and ethnicity, religion, social, physical and psychological characteristics (Tamunomiebi & John-Eke, 2020). No two humans are the same. The distinctions in people manifest not only in gender, race, culture, and social and psychological characteristics but also in their perspectives and prejudices. Society has discriminated in these aspects for centuries.

In the current scenario, employing a diversified workforce is a necessity for every organization but managing such a diversified workforce is also a big challenge for management because of the contemporary demographic dynamism, progressively globalized markets, more noteworthy versatility, and laws for advancing inclusivity in enlistment, without a doubt is hastening diversity inside workgroups in today's association (Obuma & Worlu, 2017).

The growing challenges of employees' diversity in the workplace are affecting organizations including the banking sector which is the focus of this study. The concept of diversity, prior to the advent of globalization, was confined to demographic and racial factors. Since the turn of the century, however, it has broadened to every difference between individuals in an organization. The biggest diversity challenges that occur in a workplace are communication among employees, stereotypes, fair treatment, and respect for each individual. If an organization can solve these issues, it will gain a strong advantage in the global competition of businesses.

A diverse workforce helps to accelerate innovation and product development as a result of having people from a wide variety of demographics and backgrounds. When different mindsets work together to achieve something, the result can be commemorative. It has been reported that organizations that have training variety and incorporation of diversity practices in the work environment outflank other non-assorted organizations by 15 percent.

Proper diversity management in the workplace is linked to employee satisfaction. Managers' role is to drive diversity management at a level where employees are comfortable working, as well as sharing their backgrounds, which is crucial for employee development. There is a challenge for managers in the modern era on how to get success on this issue and there are many factors (age, education, race, gender) that can hamper a manager's decision.

In the banking industry globally, it has been difficult to achieve the commitment of employees in the entire workforce owing to the labour market competition (Temi, Oluseyi, Olalekan & Adekunle, 2019). It is asserted that employee affective commitment is critical to the success of every organization. However, the issues of unequal age distribution, gender discrimination, educational background,

and religious and unethical practices during recruitment, promotion, training and compensation have adversely affected employee commitments (Temi, Oluseyi, Olalekan & Adekunle, 2019). Workplace diversity has, therefore, affected the employee's commitment and, consequently, the performance of the organizations, particularly the banking sector. Letasina (2016) points out that numerous organizations see workforce diversity as a venture towards segregation of employees based on ethics, religion, age, gender and educational qualification which has reduced employee productivity and commitment. Furthermore, failure to manage diversity in terms of race, gender, level of education, profession, ethics and religious affiliation often leads to differences in promotions, pay, training, turnover, mutual acceptance, job satisfaction and other forms of inequality (Merritt & Reskin, 2003) and consequently affect the commitment levels of these employees. According to Obuma and Worlu (2017), poor management of workforce diversity in terms of education, ethics, religion, gender and age in Nigeria's banking operations processes and decision-making have negatively affected employee commitment, employee job satisfaction and decline in financial performance. It is, therefore, against this backdrop that this study seeks to examine workplace diversity and the performance of selected banks in Delta State. Specifically, the study looks to determine the influence of educational background diversity on employee commitment in banks in Delta State.

REVIEW OF RELATED LITERATURE

Workforce Diversity

Workforce diversity has become a fundamental aspect used by organizations to channel or link workforce diversity initiatives towards business goals (Patrick & Kumar, 2012). Thomas (2013) asserts that workforce diversity is the variety of demographic characteristics that constitute a company's workforce, particularly in terms of age, colour, origin, race, culture, and disability. Corroborating this assertion, Dessler (2012) is of the view that workforce diversity comprises the reality, invisible, in which people differ. Nwinami (2014) describes it as a reflection of an individual's distinctiveness which includes characteristics such as gender, age, religion, ethnicity/race, marital status, income, work experience and other traits that can sustain an organization's core values. It also represents those considerable distinctions and parallels found among an organization's employees (Griffin & Moorhead, 2014). Carrell (2006) defines workforce diversity as the various ways that people differ which can affect a task or relationship within the banking industry such as age, gender, race, education, religion and culture.

Education Diversity

It is a common perception that people who are educated can perform certain tasks more easily, effectively and efficiently than those who are not (McCullough and Willoughby, 2009). This means that a knowledgeable individual can perform better at tasks that require those skills and knowledge. The educational background could be seen as the type of formal training or education or even career that a person has acquired over the years. Education diversity according to Assefa (2014) is the physical dimension of diversity which is indicated by the number of people having different demographics in the company, which ultimately will affect employees in the banking industry towards achieving organisational performance. In addition, heterogeneous education diversity tends to increase the level of discomfort and conflict and may lead to decreased social integration and performance in teams (Jindal, Bagade & Sharma, 2013).

Employee Affective Commitment

Employee affective commitment refers to the emotional attachment that an employee has to an organization (Price, 2014). It is the extent to which employees appreciate being members of an organization. According to Rhoades, Eisenberger and Armeli (2015), effectively committed employees are seen to have a sense of identification and belonging and this motivates them to increase their participation in the activities of an organization. Additionally, affective commitment makes employees have a willingness to meet the goals of an organization as well as the desire to stay in the organization. Beck and Wilson (2014) note that organizational members who have an affective level of commitment have a longing to remain in the organization because they view their values and goals to be congruent with those of the organization. Coetzee, (2015) points out that employee affective commitment is related to work attitude and positive feelings about their organization. The work attitude is related to how employees view the organization, and this attaches them to the institution. According to Eliyana (2012), employees with strong affective commitment would be motivated to high levels of performance and make more meaningful contributions than employees who expressed continuance and normative commitment.

Empirical Studies

Khan (2021) studied the impact of workforce diversity on employee performance in the Banking Sector of Bangladesh focusing on age, gender and educational level diversity. The questionnaire instrument was used for data collection from a sample of 322 employees. Data was gathered through structured questionnaires administered to a sample size of 322 employees of selected Banks.

Data was analyzed using One-Sample T-test and Chi-Square tests. Findings indicated that gender and educational level diversity have a significant positive effect on employee performance, whereas age diversity does not affect employee's perceived performance in the banking sector of Bangladesh. Furthermore, the variables of age, gender and educational level were used in determining the perception of these impacts by employees.

Jekelle (2021) did an Empirical analysis of key antecedents of workforce diversity on job performance in Nigeria. The variables in consideration were age, gender, and education diversity. A quantitative research design was employed. Using the Raosoft sampling size calculator, a sample size of 208 participants was selected from a study population of 452 employees of government Ministries, Departments and Agencies in Abuja, Nigeria. A structured questionnaire was used for data collection. The research adopted multiple regression for data analysis. Research outcomes showed a significant correlation between key diversity variables (age, gender, and education) and employee work performance. The study further observed that age, gender and education elements of diversity contributed the most aggregate score in terms of employee performance.

Bhebhe (2020) conducted "An Assessment of Workforce Diversity on Employee Performance in Rural District Councils". The study examined the impact of workforce diversity on employee performance by using a combination of qualitative and quantitative research methodologies. A sample size of 169 respondents was selected from the local authorities in Mashonaland West Province of Zimbabwe. Both questionnaires and interviews were used for data collection. Data was analysed using SPSS version 16.0 and thematic analysis. Study outcomes showed that local authorities practised diversity, hence, the workforce was diversified along key variables of age, gender, educational level, and work experience. Homogeneity amongst the workforce only existed in their nationality.

Omotayo, Anthonia, Hezekiah, Odunayo, Opeyemi and Odion (2020) examined "Diversity management and organisational performance in deposit money banks in Nigeria", using descriptive statistics like mean and standard deviation. The findings showed a significant relationship between the variables of diversity management and organisational performance. In particular, the model results show the level of relationships between diversities in age, gender, work experience, educational qualification and marital status on employee commitment, sales growth, service quality and employee intention to leave. All the variables tested under the independent variable have positive path coefficients as factors that affect employee commitment, sales growth, service quality, and employee intention to leave.

Anyango and Oluoch (2019) conducted a study on "Workforce Diversity and Performance of Kisumu Law Courts, Kenya". The research sought to examine the extent to which religion, gender, ethnicity and educational level influence performance at Kisumu Law Courts. A longitudinal research design was adopted. Data was analyzed using multiple regression. Findings revealed that gender diversity was positively related to organizational Performance. The variables of Religion, ethnicity and educational level were, however, found to not have any significant association with employee performance.

Khan, et al (2019) examined the "Effect of Workforce Diversity on Employee Performance in the Higher Education Sector". The study investigated the linkage between demographic variables such as Age, gender and education background diversity and dependent variable Employee performance among the employees of the Higher education sector in Swabi district, KP Pakistan. Data was gathered using questionnaires and a simple random sampling technique was used to select a sample size of four hundred and forty (440) employees of Higher Education Sector Districts, Swabi KP. SPSS software was used in data analysis. Findings revealed a positive (Age, gender, educational background and ethnic diversity) and Employee performance.

Jayawardana and Priyashantha (2019) assessed the "Impact of Workforce Diversity on Employee Performance". The research investigated the impact of workforce diversity on employee performance in the apparel industry in Sri Lanka. Effects of such diversity variables as Age, Gender, religion, educational level and work experience on employee's job performance were considered. Simple random sampling was adopted and a population size of 120 employees in the garment factories in Sri Lanka was chosen, among whom questionnaires were administered. Data analysis was done using Regression analysis. Research findings indicated a significant and positive impact of age, educational background, religion, and work experience diversity on employees' work performance.

Gupta, Bhatta and Bhatt (2019) evaluated the influence of workforce diversity on employee performance with a focus on Nepali Civil Service. A descriptive research design was adopted. A structured questionnaire was administered to 120 employees of Nepali Civil Service which represented the sample size. Data were analyzed using descriptive and inferential statistics. Findings showed that employees perceived the civil service as being more respectful of gender diversity and ethnicity diversity than age diversity. Perceptions of individual employee's performance varied by their personal/ demographic attributes. It further revealed that an

association existed between perceived diversity and employee performance. Employees with a positive perception of the civil service practices of respecting diversity had more likelihood of improved performance than those who did not.

Nkiru, Adeleke, Akintimehin, Nwamaka and Olamide (2019) examined the "Imperative of education diversity on the innovativeness of manufacturing entities in Nigeria". The research appraised the impact of educational diversity on employees' innovativeness of manufacturing entities in Nigeria. The study adopted a descriptive survey design and administered questionnaires to a sample size of 522 employees of twelve selected manufacturing firms from the study population in Southwest, Nigeria. Findings indicated that education diversity had a positive and significant impact on the innovativeness of the manufacturing firms studied. The study made a case for the adoption of a practice of regular and continuous training to improve employees' skills and knowledge to catalyse innovation and enhance productivity.

Ohunakin, Adeniji, Ogunnaike, Igbadume and Akintayo (2019) explored "the effects of diversity management and inclusion on organisational outcomes: a case of multinational corporation". This research work undertook an empirical study of on effects of diversity management and inclusion on organizational outcomes (job satisfaction and job performance) among employees of Shell Corporation. A cross-sectional survey research design was used. A sample size of 384 employees of Shell Corporation was selected from its Lagos office. Structured questionnaires were administered to the participants for data collection. Data was analysed using Confirmatory Factor Analysis (CFA), Convergent and Divergent Validity, Correlational analysis and Structural Equation model. Research outcomes revealed a positive and significant effect of diversity management and inclusion on employees' job performance.

Ehimare and Ogaga-Oghene (2017) investigated the "Impact of Workforce Diversity on Organizational Effectiveness: A Study of a Nigerian Bank". The study sought to evaluate the effect of workforce diversity on organizational effectiveness in the Nigerian banking sector. The researcher used Blau's1977 index of heterogeneity to measure the diversity index. The hierarchical regression analysis was adopted to establish an association between group diversity and performance outcomes. The study found a significant relationship between some key diversity variables and organizational efficiency.

Zhuwao (2017) investigated "Workforce Diversity and its Effects on Employee Performance in Higher Education Institutions in South Africa: A Case Study of University of Venda". The study examined the effects of workforce diversity on employee performance in a selected Higher Educational Institution in South Africa. The research adopted a cross-sectional research design. A sample size of 267 employees of the University of Venda was selected, comprising both academic and non-academic. Structured questionnaires were administered to the sample size for data collection. Findings indicated the existence of a positive and significant association between independent variables (education diversity, gender diversity and ethnic diversity) and the dependent variable (employee performance). The relationship between age diversity and employee performance was, however, found to be insignificant.

Qasim (2017) examined the "Effect of Workforce Diversity on Employee's Job Performance: The Empirical Assessment of Education Sector, Jalalabad, Afghanistan" A Survey Research Design was adopted. The questionnaire was administered to two hundred and sixty (260) employees as well as students of select higher institutions. Data analysis was done using SPSS and Microsoft Excel tools. Equally, linear regression, correlation and reliability tests were used. Research results showed that there is a significant impact of workforce diversity on employee's job performance.

Oguegbulam, Onuoha and Nwede (2017) studied the "Relationship between workforce diversity and employee retention in deposit money banks in Port Harcourt, Rivers State". Questionnaires were administered to a sample size of 167 employees drawn from select Deposit Money Banks in Rivers State. The Spearman's Rank Order Correlation Coefficient was used to analyze the data. Findings showed that there is a significant positive association between workforce diversity and employee retention in deposit money banks in Port Harcourt, Rivers State. Furthermore, organizational culture was revealed to regulate the relationship between workforce diversity and employee retention in deposit money banks, in Port Harcourt Rivers State.

Amla (2016) conducted a study on "Workforce Diversity and Its Impact on Employee Performance: A Study on Textile Industry. This study examined the correlation between workforce diversity and employee performance in the textile industry of India. A sample size of 120 employees of Noida and Greater Noida was selected using convenience sampling. A structured questionnaire was used for data collection, while Pearson's Correlation and Multiple Linear Regression analysis was employed for data analysis. Research findings revealed that educational background has a considerable influence on employee performance of selected textile companies in India.

Kyalo (2015) studied the "Effect of Diversity in the Workplace on Employee Performance in the Banking Industry in Kenya. The study explored the impact of age, gender, educational level and ethnic diversity on employee performance in Kenya's banking sector. A sample size of 221 employees was drawn from 13 of the 43 commercial banks in Kenya, using a stratified random sampling

technique. The research adopted a descriptive research design and a semi-structured questionnaire for data collection. SPSS, descriptive statistics, correlation and regression analysis were employed for data analysis. Findings revealed that education, gender and ethnic diversity had a significantly positive association with employee performance. It, however, noted that such was not the same with age diversity which was discovered to be insignificant.

Odita and Egbule (2015) appraised "Workforce Diversity and Organizational Effectiveness in Nigerian Brewery Industry". The research evaluated the effects of workforce diversity on organizational effectiveness in the Brewery industry using selected Breweries. A survey research design was employed. Simple random sampling was used to select the sample size, while a structured questionnaire was adopted for data gathering. Data analysis was done using linear regression and Correlation Coefficient analysis. Findings showed that there is a significant positive association between workforce diversity variables and organizational effectiveness.

Rab et al. (2013) explored the "Effect of workforce diversity on the performance of the students". The study examined the relationship between workforce diversity and student performance in Pakistan's educational sector. A sample size of 150 students was drawn from various colleges and universities in Punjab province. A questionnaire instrument was used for data collection while data analysis was done using Pearson Correlation coefficient and Regression Data analysis tools. Findings revealed a positive and significant association between workforce diversity and the performance of the students.

Munjuri (2012) explored "Workforce Diversity Management and Employee Performance in The Banking Sector in Kenya", using descriptive survey research design. The study revealed the existence of strategies for support to minority groups, and equal employment opportunities in the Bank. A considerable degree of association was found, from various tests of hypotheses, between employee performance and the mean productivity levels of the bank employees when characterized by age, gender and level of education.

Elsaid (2012) conducted a study on the "Effects of Cross-Cultural Work Force Diversity on Employee Performance in Egyptian Pharmaceutical Organizations". The effect of age, gender and education diversity was examined using a sample size of 300 employees to whom questionnaires were administered. Findings showed that gender and education diversity significantly influenced employee performance in the organization. Age diversity, however, was found to not have any impact on employee output.

METHODOLOGY

This study adopts a descriptive survey research design. The population or unit of analysis of the study consists of all the employees of Deposit Money banks in Asaba, Delta State. A non-probability-purposive sampling method was used to select sixteen banks that have branches in Asaba, Delta State. A total number of 353 employees were obtained from the records of the sixteen banks under reference. The sample size for the study was determined using Convenience Sampling, due to the manageable size of the population, to select the 353 employees that were obtained from the records of the sixteen banks that have their branches in Asaba, Delta State. The instrument used for the data collection was a Likert Scale questionnaire which was designed and administered to 353 employees that were obtained from the records of the sixteen banks that have their branches in Asaba Delta State. In order to validate the instrument, the objectives of the study, the research questions, the hypotheses of the study and the questionnaire were given to two experts in the Department of Business Administration, Nnamdi Azikiwe University, Awka, Nigeria for face and content validation. The instrument was subjected to a reliability test using Cronbach's Alpha which returned a coefficient of 0.876 from the 20 copies of the questionnaire used for the pilot study, which is considered sufficiently high and above the cutoff point of 0.6 suggested by Hair, Bush, and Ortinua (2006). Data collected were analyzed using descriptive statistics (frequencies, percentages, mean, and standard deviation) and inferential statistics such as Factor Analysis, T-test Statistics and the Linear Regression model. Linear regression model of the Ordinary Least Square (OLS) approach was used to analyse the objective in order to ascertain the influence and, also, determine the relationship between the independent variables and dependent variables in the conceptualized model of the study. All the analyses were done using SPSS version 23.

RESULT AND DISCUSSIONS

Demographic Profile of the Respondents
Table 1: Distribution of Respondents According to Gender

Variable	Frequency	Percent (%)	Cumulative (%)
Male	199	57.2	57.2
Female	149	42.8	100

Total	**348**	**100**

Source: Field Survey, 2024

Table 1 shows that one hundred and ninety-nine of the respondents representing 57.2% respondents are males while one hundred and forty-nine of the respondents representing 42.8% of the respondents are females. The sample size shows male dominance, however, this could also be about the disposition of the female employees towards participation in the survey.

Table 2: Distribution of Respondents According to Age

Variable	Frequency	Percent (%)	Cumulative (%)
18-30	152	43.7	43.7
31-40	104	29.9	73.6
41-50	88	25.3	98.9
51-60	4	1.1	100
Total	348	100.0	

Source: Field Survey, 2024

As shown in Table 2, One hundred and fifty-two respondents, representing 43.7% of the respondents, are between the ages of 18-30. One hundred and four respondents, representing 29.9% of the respondents, are between the ages of 31-40. eighty-eight respondents, representing 25.3% of the respondents are between the ages 41-50 while four respondents which account for 1.1% of the respondents are between the ages of 51-60.

Table 3: Distribution of Respondents According to Educational Qualification

Variable	Frequency	Percent (%)	Cumulative (%)
ND	48	13.8	13.8
HHD/BSc	289	83.0	96.8
M.Sc/PhD	11	3.2	100.0
Total	348	100.0	

Source: Field Survey, 2024

From Table 3, all the respondents had formal education. Forty-eight respondents representing 13.8% had a National Diploma. Two hundred and eighty-nine respondents representing 83.0% had HND/BSc while eleven respondents representing 3.2% of the respondents had MSc/PhD.

Table 4: Distribution of Respondents According to Bank of Employment.

Variable	Frequency	Percent (%)	Cumulative (%)
FBN	24	6.91	6.91
ZIB	23	6.61	13.52
GTB	22	6.32	19.84
UBN	21	6.03	25.87
ECO BANK	22	6.32	32.19
ACCESS	23	6.61	38.8
FIDELITY	22	6.32	45.12
UBA	23	6.61	51.73
KEYSTONE	21	6.03	57.76
FCMB	22	6.32	64.08

UNITY	20	5.75	69.83
STANBIC	22	6.32	76.15
STERLING	21	6.03	82.18
POLARIS	20	5.75	87.93
WEMA	21	6.03	93.96
HERITAGE	21	6.03	99.99
Total	348	99.99	

Source: Field Survey, 2024

With respect to the Bank of Employment, table 4 reveals that three hundred and forty-eight respondents who completed and returned their questionnaires were spread across the sixteen selected banks for the study. Percentage of responses, however, varied slightly and averaged 6.25% per bank.

Table 5: Distribution of Respondents According to Years of working Experience in the bank.

Variable	Frequency	Percent (%)	Cumulative (%)
1-5	185	53.2	53.2
6-10	81	23.3	76.5
11-15	78	22.4	98.9
15-30	4	1.1	100.0
Total	348	100.0	

Source: Field Survey, 2024

With respect to working experience in the bank, table 5 reveals that one hundred and eighty-five respondents representing 53.2% of the respondents had 1-5 years of working experience. Eighty-one respondents representing 23.3% of the respondents had 6-10 years. Seventy-eight respondents representing 22.4% of the respondents had 11-15 years of business experience while four respondents representing 1.1% of the respondents had 15-30 years of business experience.

Table 6: Distribution of Respondents According to Marital Status

Variable	Frequency	Percent (%)	Cumulative (%)
Married	296	85.1	85.1
Single	47	13.5	98.6
Widow/Widower	5	1.4	100.0
Total	348	100.0	

Source: Field Survey, 2024

From Table 6, Two hundred and ninety-six respondents representing 85.1% of the respondents are married. Forty-seven respondents representing 13.5% of the respondents are single, while five respondents representing 1.4% of the respondents are widows/widowers.

Factor Analysis
The variables of the objectives were variously subjected to factor analysis using the Principal Component Analysis (PCA), with the aid of SPSS version 23. Prior to performing PCA, the suitability of the data for factor analysis was assessed using Kaiser-Meyer-Oklin measure of sampling adequacy and the rotation method is the varimax with Kaiser Normalization. The PCA was initially used to process the data because the researcher sought to reduce the large amount of data to uncover the underlying principal factors that explain the topic under investigation.

Table 7: Factor analysis results with varimax rotation on the effect of educational background diversity on employee commitment in banks in Delta State

Comp extracted	I experience a lack of confidence due to my educational background

EDU Diversity 1	My educational level and background affect my ability to perform my core task responsibility	0.904
EDU Diversity 2	The differences in educational background do not encourage conflict among employees.	0.912
EDU Diversity 3	I experience a lack of confidence due to my educational background	0.931
EDU Diversity 4	Working with colleagues with different educational backgrounds affects our problem-solving and decision-making ability.	0.865
EDU Diversity 5	I do my job perfectly when I am in a team of workmates with different educational level	0.919
EDU Diversity 6	Different educational background brings diverse experience, and it enhances performance	0.920
	Cum % variance	**82.6%**

Source: Field Survey 2024

Note that items eigen values of variables less than 0.4 were excluded.
Table 7 above shows the eigen values with respect to items regarding the effect of educational background diversity on employees' commitment to banks in Delta State. Although one principal component emerged, the output shows that the appropriate label for the item is "I experience lack of confidence due to my educational background". The import of this is that the main construct that influences the diversity on employee's commitment in banks in Delta State with respect to educational background diversity, is the experience of lack of confidence due to my educational background.

Table 8: Factor analysis results with varimax rotation on the extent to which affective Commitment is influenced by workplace diversity

Comp extracted	This company really inspires the best in me in the way of job performance	
Aff Commitment 1	I am willing to put a great deal of effort beyond that normally expected for this company to be successful.	0.920
Aff Commitment 2	talk up this company to my friends as a great organization to work for.	0.879
Aff Commitment 3	I would accept almost any type of job assignment in order to keep working for this company.	0.960
Aff Commitment 4	I _and that my values and this company's Values are very similar.	0.950
Aff Commitment 5	I am proud to tell others that I am part of this company.	0.921
Aff Commitment 6	This company really inspires the best in me in the way of job Performance.	0.961
	Cum % variance	**86.9%**

Source: Field Survey 2024

Note that items eigen values of variables less than 0.4 were excluded.
Table 8 above shows the eigen values with respect to items regarding the extent to which affective Commitment is influenced by workplace diversity. One principal component emerged; the output shows that the appropriate label for the item is This company

really inspires the best in me in the way of job Performance. The import of this is that the key component extracted is the main variable is that this company really inspires the best in me in the way of job Performance.

Descriptive Statistics Result

Table 9: Effect of Educational Background Diversity on employee's commitment in banks in Delta State

Variables	N	Mean	Std Dev	Remark
My educational level and background affect my ability to perform my core task responsibility	348	4.03	1.177	Accepted
The differences in educational background do not encourage conflict among employees.	348	4.30	0.716	Accepted
I experience a lack of confidence due to my educational background	348	4.13	0.911	Accepted
Working with colleagues with different educational backgrounds affects our problem-solving and decision-making ability.	348	4.51	0.551	Accepted
I do my job perfectly when I am in a team of workmates with different educational level	348	4.38	0.701	Accepted
Different educational background brings diverse experience, and it enhances performance	348	4.06	0.945	Accepted
Grand Mean		4.24	0.834	Accepted

Source: Field Survey 2024

All the variables met the theoretical mean threshold of 3.0 which is the established mean cut-off. Thus, the descriptive statistics suggest that Educational Background Diversity has influenced employee commitment in banks in Delta State with a grand mean of 4.24.

Regression Analysis Result

Table 10: Regression Result on workplace diversity and performance of selected banks in Delta State
Source: Field Survey 2024

Model	B	Std. error	T	Sig.
Constant(C)	0.075	0.091	28.579	0.000
Educational Diversity	0.399	0.064	11.098	0.273
R	0.929			
R^2	0.863			
Adj. R^2	0.860			
F-statistic	331.601			0.000

Dependent Variable: Employee Affective Commitment

To examine workplace diversity and performance of selected banks in Delta State, the weighted mean of the seven independent variables was regressed on the dependent variable to enable us to determine the nature of the relationship between the dependent and independent variables, the effect of the seven independent variables on the dependent variable, the overall fitness of the model using the F-statistics and probability value and the level of significance of the independent variables in influencing the dependent variables using the t-test and probability value. The table above shows the regression result. It also shows the precision of the model which was analyzed using economic a priori criteria and statistical criteria.

Discussion of Findings

Discussion based on economic a priori criteria

Discussion using this criterion enables us to determine the nature of the relationship between the dependent and independent variables. In this case, the sign and magnitude of each variable coefficient are evaluated against theoretical or economic apriori criteria/expectations. As shown in Table 10, it is observed that the regression line has a positive intercept as presented by the constant (c) = 0.075. This means that if all the variables are held constant or fixed (zero), employee affective commitment increases by 7.5%. The result also conforms to the a priori expectation. This states that the intercept could be positive or negative, so it conforms to the theoretical expectation (Gujarati, 2008). Educational diversity has a positive relationship with employee affective commitment. This implies that educational diversity and employee affective commitment increase in the same direction; that is to say educational diversity has a direct and positive relationship with employee affective commitment. In other words, a 1% increase in educational diversity will bring about 39.9% growth in employee affective commitment.

Discussion based on statistical criteria

In order to evaluate workplace diversity and performance of selected banks in Delta State, the analysis was also done based on statistical criteria by applying the coefficient of determination (R^2) and the F–test. In general, the joint effect of the explanatory variables-independent variables in the model accounts for 0.860 or 86.0% of the variations in employee affective commitment. This implies that 86.0% of the variations in employee affective commitment are being accounted for or explained by the variations in educational diversity while other independent variables not captured in the model explain just 14% of the variations in employee affective commitment.

Test of Hypotheses

The t-test is used to know the statistical significance of the individual parameters at a 5% significance level. The result is shown in Table 4.30 below.

Table 11: Summary of t-statistic

Variables	t-cal (t_{cal})	Sig.	Conclusion
Constant(C)	0.075	0.000	Statistically Significance
Educational Diversity	11.098	0.273	Statistically Significance
F-statistic	331.601	0.000	Statistically Significance

Source: Researchers computation

We begin by bringing our working hypothesis to focus on considering the individual hypothesis. From Table 11, the t-test result is interpreted below:

Hypothesis One

Ha₁: educational background diversity has a significant influence on employees' commitment to banks in Delta State

From Table 11, the t-test value of educational background diversity is not significant. We, therefore, fail to reject the null hypothesis and conclude that educational background diversity has a significant influence on employee commitment in banks in Delta State.

Summary of Findings

Educational background diversity and employee commitment in banks in Delta State

Results of the findings revealed that educational diversity and employee affective commitment increase in the same direction; that is to say educational diversity has a direct and positive relationship with employee affective commitment. In other words, a 1% increase in Educational Diversity will bring about 39.9% growth in employee affective commitment.

Conclusion

The analysis conducted in the study showed that educational background diversity has a statistically significance influence on employee commitment in banks in Delta State following the statistical figures obtained. Going by this, the study concludes that workplace diversity influences the commitment level of employees.

Recommendation

1. Managers should give a form of incentives to employees who improve on their educational qualifications or those individuals who are able to align their personal values with the organizational values as this will improve their commitment to the banks.

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