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DIVERSITY MANAGEMENT'S EFFICACY ON ORGANIZATION PERFORMANCE AT THE NATIONAL ASSEMBLY SERVICE COMMISION ABUJA NIGERIA

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Abstract

There has been increasing global interest in research on organizational performance due to its critical role in sustaining institutions' competitiveness, growth and survival. This study investigates the efficacy of diversity management on organizational performance at the National Assembly Service Commission Abuja, Nigeria. The study focused on evaluating the management of skill diversity and educational diversity. A survey design targeting the different departments in the National Assembly Commission Abuja was employed, with a sample size of 361. The questionnaires were distributed across all departments in the commission, and 345 valid responses were received, representing a 96% response rate. Data were analyzed using both descriptive statistics and multiple regression. Structural Equation Modeling (SEM) was performed using SEM in STATA 17, STRATA 17 made SEM same user friendly to evaluate the hypothesized relationship. The results revealed that both skill diversity and education diversity management have a statistically significant influence on National Assembly Service commission NASSC's

Keywords: Organizational Performance, Skill Diversity, Educational Diversity, National Assembly Service Commission. (SEM) Structural Equation Model in STRATA 17

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organizational performance, with skill diversity management emerging as the most influential determinant. The study concludes that diversity management has a statistically significant effect on Organizational performance in NASSC. The study recommends strengthening inclusion mechanisms, developing strategic skills, and improving knowledge-sharing platforms.

Introduction

In today`s globalized and knowledge- driven economy, workforce diversity has become both a demographic reality and a strategic imperative for organizations. Diversity management is a systematic and planned approach to recognizing, valuing, and leveraging workforce differences, such as gender, religion, ethnicity, education, and skills, for organizational success, it refers to organizational policies and practices that aim to recognize, respect and leverage differences and cognitive styles to improve organizational performance and inclusion (Yand,S.,Dun,K.,& Santoro,M, A 2025). Organizations can reduce conflicts, build inclusiveness, and enhance employee commitment by managing diversity. Conversely, poor diversity management fosters discrimination, workplace hostility, and inefficiency, thereby reducing organizational performance. Effective management of these dimensions enhances employee satisfaction, innovation, creativity, and overall performance. For example, organizations that successfully integrate gender diversity tend to benefit from broader perspectives in decision-making, whereas those that manage ethnic and cultural diversity reduce workplace conflict and improve collaboration. When diversity management is efficient and effective, organizations enjoy equitable distribution of opportunities, higher workforce motivation, lower turnover rates, and improved reputation. Conversely, failure to manage diversity leads to conflict, low morale, and inefficiency, all of which negatively affect organizational performance. Several theories explain the link between diversity management and organizational performance from different perspectives. The RBV emphasizes that diversity, when properly managed, is a unique resource that can provide organizations with sustained competitive advantage Norman, K, 2024). Social identity theory argues that individuals identify with social groups such as ethnicity, religion, or gender, which may create in-group favoritism and out-group bias, affecting workplace cohesion and performance (Tajfel & Turner, 1986). Human Capital Theory highlights that a diverse workforce contributes varied knowledge, skills, and experiences that foster innovation, efficiency, and productivity (Becker, 1964). Similarly, contingency theory posits that the effectiveness of diversity management depends on how well organizational strategies fit with workforce characteristics and the operating environment (Donaldson, 2001). Collectively, these theories sates that diversity can serve

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as either an asset or a liability: when well-managed, it strengthens innovation and competitiveness, but when poorly handled, it undermines collaboration and performance. Although theories such as the resource-based view, social identity theory, human capital theory, and contingency theory explain why diversity influences organizational performance, they fail to capture the context-specific realities of highly diverse societies, such as Nigeria. They overlook the interplay of skill, education, cultural, and demographic diversity and are largely grounded in private-sector settings. Therefore, this study investigates how diversity management practices affect organizational performance within Nigeria's public sector, focusing on the National Assembly Service Commission in Abuja.

STATEMENT OF THE PROBLEM

Diversity management has become a central pillar of contemporary HR and organizational strategy, shaping innovation, decision-making quality, and overall institutional performance. It influences employee motivation, team collaboration, and organizational reputation while also serving as a benchmark for inclusiveness and good governance. However, unmanaged diversity, whether in gender, skills, religion, ethnicity, or education, often leads to workplace conflicts, reduced cohesion, and inefficiencies that undermine organizational effectiveness. Empirical evidence indicates that when appropriately managed, diversity enhances firm performance through improved creativity, broader perspectives, and stronger stakeholder engagement. However, without effective diversity management frameworks, the same diversity can generate tensions, discrimination, or marginalization, limiting the realization of its benefits.

This study primarily seeks to assess diversity management and organizational performance in the National Assembly Service Commission. Abuja Nigeria. However, the study seeks to:

i. Assess the effect of skill diversity management on NASC organizational performance.
ii. Appraise the effect of educational diversity management on NASC organizational performance.

HYPOTHESIS

The following hypotheses have been developed for testing in this study:

HO1: Skill diversity management has no significant effect on NASC's organizational performance.

HO2: Educational diversity management has no significant effect on NASC's organizational performance.

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Employee productivity and efficiency

Efficiency Employee productivity and efficiency refer to how staff perform tasks, meet deadlines, and convert inputs (labor, time, and materials) into outputs. In the context of diversity management, productive output depends not only on individual skills but also on how well diversity is harnessed—differences in culture, gender, age, and education can lead to synergy. For example, a study of workforce diversity and organizational productivity in UBA Nigeria found that employee inclusion had a statistically significant positive effect on productivity (Tongo, Awomailo, Ajose & Aderemi, 2023), indicating that inclusion (a dimension of diversity management) can strengthen efficiency. Similarly, studies in Nigerian public institutions show that mismanagement of diversity, such as failure to include or fairly treat different groups, can erode productivity (Usulor, Afuecheta & Igbokwe, 2023).

Service delivery effectiveness

The effectiveness of service delivery in public institutions refers to the ability to provide accurate, timely, and high-quality services to stakeholders—legislators, citizens, or other governmental bodies. Diversity management affects this by influencing how inclusive, responsive, and culturally aware service provision is. Studies in Nigeria suggest that service interactions improve when staff have diverse communication styles or cultural backgrounds if linguistic, ethnic, or religious differences are respected (Okoye, 2024). In Bayelsa State, for example, a study found that employees' thinking styles and communication skills—elements of cognitive diversity—significantly enhance service delivery among commercial banks (Okoye, 2025), which offer insights for public service in the private sector. Moreover, it has been shown that Nigerian public ministries and departments benefit from diversity in skill sets and ethnicity in improving innovative capability and responsiveness, which are components of service delivery effectiveness (Onyeizugbe, Ogele & Adedire, 2023). In Federal Ministries, studies have demonstrated that mismanagement of ethnic and skill diversity results in underutilization of staff, delays, and bias in service outcomes. Thus, management must ensure that diversity is integrated into service delivery planning, such as ensuring team staff diversity, inclusive communication, and cultural competence.

Employee Satisfaction and Commitment

Employee satisfaction refers to how contented staff are with their job roles, conditions, recognition, and how valued they feel. Commitment often refers to affective, normative, or continuance commitment—how attached they are to the organization or willing to stay, contribute extra work. Empirical studies have linked job-related diversity (differences in roles, skills, and demographics) with employee satisfaction in Nigeria. For

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instance, a study of job-related diversity in the Ministry of Communications & Digital Economy found a positive and significant impact on employee satisfaction (Yusuf, Bakare, Ekanem, Iyaji & Tanko, 2025). Additionally, the public healthcare sector in Lagos showed that workforce diversity 18 positively relates to job satisfaction and, in turn, commitment using SEM (public health workers, 2018 study) (public healthcare diversity study, 2018).

Innovation and problem-solving capacity

Innovation refers to the introduction of new ideas, processes, or improvements; problem-solving capacity is the ability to efficiently address unexpected challenges. A diverse workforce brings multiple perspectives, which often underpin creativity and adaptive problem-solving. For example, the Bayelsa State commercial banks study found that diverse thinking styles and communication skills enhance innovation/creativity, which positively influences service delivery (Okoye, 2025). Similarly, diversity training, recruitment, and corporate culture were found to affect organizational effectiveness in studies of diversity management strategies in breweries in South East Nigeria, often through improved goal attainment and innovation (Okoro, Okocha, Anyanwu, Paschal & Chikwe, 2024).

Diversity Management

Diversity management refers to organizational policies, practices, and systems designed to recognize, value, and leverage the differences among employees in dimensions such as gender, ethnicity, age, religion, culture, and educational background for the benefit of both individuals and the organization (Springer, 2023; Encyclopedia entry, 2023). It is more than mere representation: it involves inclusion, equity, and creating environments where diverse views are not only tolerated but integrated into decision-making, communication, and innovation (Yadav & Lenka, 2020; Rehman, Imran, & Bokhari, 2021). Effective diversity management blends formal structures (e.g., recruitment, promotions, and policies) with informal dynamics such as culture, values, and behaviors to ensure that differences contribute positively rather than becoming sources of conflict (Gross-Gołacka et al., 2022). Studies in Nigeria have illustrated how DM positively influences organizational performance through improved employee satisfaction, productivity, motivation, and innovation. For example, research in MTN Nigeria found that religion and ethnicity dimensions significantly correlate with employee productivity and motivation. (Unukpo et al., 2025). Similarly, in government ministries, gender and age diversity management has been shown to have a positive and significant relationship with employee performance (Hamisu, Zakari, Ahmad & Olaniyi, 2021). In the food and beverage sector, the communication and talent availability elements of diversity management were linked to organizational effectiveness and retention (Olusegun et al., 2024). These studies

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highlight that diversity management is not merely an HR function but a strategic performance lever.

Skill Diversity Management

Skill diversity captures the spectrum of knowledge, capabilities, and experiences that individuals bring to their roles, transcending traditional notions of demographic variety to focus on the practical assets that employees deploy in solving complex problems. Unlike demographic diversity, which emphasizes visible attributes such as gender, ethnicity, or age, skill diversity focuses on what employees can do and how they think, blending technical proficiencies, cognitive approaches, interpersonal talents, and cultural fluencies into a dynamic tapestry of organizational competence (Slater, 2025; World Economic Forum, 2025). Firms contend with nonroutine challenges in volatile, uncertain, complex, and ambiguous (VUCA) environments, whether integrating generative AI, navigating shifting regulatory regimes, or responding to sudden supply-chain shocks that demand cross-cutting expertise. By deliberately cultivating a heterogeneous array of skills across data analytics, design thinking, strategic foresight, and emotional intelligence, organizations build resilient capability reservoirs that outperform homogeneous teams in innovation and agility. This reconceptualization of diversity signals a shift toward treating people's know-how as living assets: continually recombined, redeployed, and refreshed to meet emerging business imperatives.

Education Diversity Management

Education diversity encapsulates the myriad ways in which learners' backgrounds, identities, experiences, and learning needs intersect to shape educational environments and outcomes. At its most expansive, this concept moves beyond demographic markers such as race, gender, socioeconomic status, and disability to encompass cognitive styles, linguistic repertoires, cultural traditions, spiritual beliefs, and digital literacies, thereby recognizing each student as a bearer of unique assets and challenges (Banks, 2016; Yosso, 2005). For instance, first-generation college students often navigate higher education through the dual lenses of family obligations and academic novice status, calling for mentorship models that validate their lived experiences rather than remedial programs (Nieto & Bode, 2018). Neurodivergent learners diagnosed with ADHD, autism spectrum disorders, or dyslexia benefit from multisensory instructional strategies that leverage Universal Design for Learning principles rather than pathologizing their differences (Meyer, Rose, & Gordon, 2016). Similarly, multilingual students who code-switch between home languages and the language of instruction bring translanguaging practices that can enrich peer learning when embraced rather than suppressed (Banks, 2016). Contemporary scholarship and policy advocate for asset-based pedagogies, inclusive

curriculum design, and equity-centered frameworks that honor the whole learner by foregrounding diversity as an educational asset instead of a deficit. Such paradigms challenge the one-size-fits-all model and demand that educators move from standardization to personalization, co-creation of knowledge, and reflexive practices that respond to the fluid interplay of identity and learning (Freire, 2018; Nieto & Bode, 2018; Yosso, 2005).

EMIPIRICAL STUDIES

Scaling skill diversity across enterprises hinges on robust measurement and enabling infrastructure. Leading organizations deploy AI-driven human resources (HR) platforms that automatically map employee competencies by ingesting performance data, learning activity logs, and project histories, surfacing latent skill clusters, and guiding cross-functional talent deployment (Deloitte, 2025). Skill taxonomies, such as the World Economic Forum's Global Skills Taxonomy, provide standardized vocabularies for categorizing emerging and declining capabilities, enabling real-time alignment of learning investments with anticipated market demands (World Economic Forum, 2025). Quantitative metrics adapted from ecological research, including the Shannon and Simpson indices, quantify the variety and evenness of skills within teams or units, directing targeted upskilling where capability portfolios skew too narrowly (Wheeler & Carpenter, 2023). This data-driven visibility transforms static headcount reports into dynamic capability dashboards, empowering leaders to recalibrate talent architectures in sync with strategic objectives.

Skill diversity unfolds along three principal dimensions: functional diversity, cognitive diversity, and experiential diversity, each contributing to a distinct value. Functional diversity refers to differences in professional domains, ensuring that teams collectively possess core technical capabilities, such as software engineering, financial analysis, or clinical expertise. Cognitive diversity encompasses variations in mental models, problem-solving heuristics, and creative temperaments, fueling innovation when analytical thinkers collaborate with intuitive visionaries. Experiential diversity captures the richness of varied career pathways, sectoral exposures, and global backgrounds, injecting fresh contexts that challenge prevailing assumptions (Conti & Spohrer, 2025). Imagine a data scientist with marketing acumen and cross-cultural fluency working alongside a service design expert when these dimensions intersect. The result is cognitive friction that sparks novel value creation. Complementarity theory asserts that the payoff of one skill is amplified when paired with complementary talents in others, yielding exponential synergies rather than additive contributions (Milgrom & Roberts, 2023).

Kadomura (2025) assessed the effects of skill diversity (alongside perceived and demographic diversity) on employee attitudes and organizational outcomes at Panasonic

Connect Co., Ltd. The study used a cross-sectional online survey design in a single large firm (Panasonic Connect), collecting responses from approximately 3,000 full-time employees (reported sample size and date in the published article summary). To estimate direct and moderating effects, data were analyzed using confirmatory factor analysis and structural equation modeling (SEM). The main finding was that skill diversity, particularly when combined with demographic and perceived diversity and supported by inclusive management, was positively related to organizational identification and meaningfulness of work, but interactions of demographic×skill diversity were also associated with elevated burnout risk in some specifications. The limitations include the single-firm sample (which limits external validity), cross-sectional survey design (no causal inference), and some constructs measured with short scales that may limit reliability for certain subscales.

Van Knippenberg et al. (2024) examined the mechanisms by which team-level skill diversity and other types of diversity influence team performance across industries. This work is an integrative review that synthesized empirical team studies (no single primary sample) using systematic literature mapping and narrative synthesis. The authors summarized experimental, field, and survey evidence and mapped moderating conditions and mechanisms. The review found that skill diversity often enhances creativity and innovation when teams have high integrative leadership and psychological safety, but it can impede coordination, speed, and short-run efficiency when the context and management matter. The limitations of the review include the heterogeneity of primary studies (different operationalisations of skill diversity), uneven industry coverage and limited capacity for formal meta-analysis in some subsections due to inconsistent reporting in primary studies.

Education diversity unfolds across five interrelated dimensions: demographic, cognitive, pedagogical, curricular, and technological. Each dimension demands targeted strategies and systemic support. Demographic diversity refers to visible identities, including ethnicity, language background, gender identity, and ability status, and requires culturally responsive teaching that validates students' home cultures and navigates power dynamics in the classroom (Nieto & Bode, 2018). Cognitive diversity acknowledges variation in learning preferences, mental models, and executive functioning, prompting differentiated instruction, flexible pacing, and scaffolding through formative assessments (Tomlinson, 2016). Pedagogical diversity invites the integration of project-based learning, collaborative inquiry, service learning, and culturally sustaining practices that foster agency and relevance by drawing on students' funds of knowledge (Banks, 2016). Curricular diversity ensures that syllabi and learning materials feature multilingual texts, multiple historical perspectives, and inclusive representations across STEM, humanities, and arts, countering monolithic narratives (Banks & Banks, 2009). Technological diversity

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harnesses adaptive learning platforms, virtual reality simulations, and open educational resources to personalize pathways, modalities, and assessment formats. However, digital equity measures are required to prevent widening gaps (Meyer et al., 2016; Darling-Hammond, 2017). These dimensions interact dynamically: for instance, a culturally responsive science unit (pedagogical) might employ bilingual resources (curricular) within a mixed-ability lab group (demographic and cognitive) facilitated through an online simulation (technological), collectively illustrating how layered diversity strategies can coalesce to enrich learning.

Bello-Pintado and Bianchi (2018) examined horizontal educational diversity (field-of-study heterogeneity) and firm innovation performance using panel data from the 2006–2012 Uruguayan Innovation Survey (period 2006–2012). Their empirical design was a panel econometric analysis of manufacturing and service firms (panel sample drawn from the national innovation survey across several years). Fixed-effects models and robustness checks, including instrumental variables in some specifications, were used in the analyses. Horizontal educational diversity had weak direct associations with product and process innovation overall, but it positively interacted with advanced organizational structures to support more radical innovation. Limitations included country-specific sample (Uruguay), potential measurement imprecision in educational categories, and limited ability to observe within-firm skill development over time.

Bartolj (2023) investigated whether workforce educational diversity (level and field) influences firm growth and export performance across sectors and countries. The study used cross-country firm-level survey and registry data (multi-country panels described in the article) and applied robustness checks to regression models that separated field-of-study diversity from level diversity. The study found mixed results: FOS diversity tends to boost growth and export propensity in knowledge-intensive sectors, while simple level-diversity effects were heterogeneous and sometimes neutral or negative in lower-complexity industries. Limitations include sensitivity to measuring educational diversity, sectoral heterogeneity, and difficulties separating education from unobserved firm capabilities.

THEORETICAL FRAMEWORK

The theoretical framework provides a foundation for examining the relationship between diversity management and organizational performance within the context of the Abuja National Assembly Service Commission. The lens through which the study is conceptualized and analyzed is established, drawing on established theories that explain how organizational practices interact with contextual realities to influence outcomes. This section discusses relevant theories grounded in management and organizational behavior literature that illuminate the dynamics of diversity as both a challenge and a

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resource. The framework integrates perspectives such as the resource-based view, human capital theory, social identity theory, and contingency theory to underscore the multiple pathways through which diversity management can shape organizational performance in Nigeria's public sector.

Resource-Based View

The RBV, initially articulated by Wernerfelt (1984) and expanded by Barney (1991), provides a foundational theory for understanding why organizations perform differently despite operating in similar environments. RBV emphasizes that organizational resources—if they are valuable, rare, inimitable, and non-substitutable (VRIN)—are the primary sources of sustainable competitive advantage. Unlike industrial organization theories that stress external industry forces, RBV draws attention inward, underscoring the role of internal capabilities in determining long-term performance outcomes (Barney, 1991). This internal orientation has been particularly influential in strategic management, where scholars increasingly argue that firms' ability to leverage intangible assets, such as knowledge, culture, and human capital, is more critical than merely responding to competitive pressures (Grant, 2016). Within the Nigerian public sector, where institutions such as the National Assembly Service Commission (NASC) operate in a politically sensitive and bureaucratic context, RBV provides a powerful analytical lens for assessing how internal workforce diversity—spanning gender, ethnicity, religion, and professional backgrounds—can be harnessed as a distinctive resource. This is because such diversity, if properly managed, can enrich institutional knowledge, enhance problem-solving capacity, and promote innovative governance approaches.

METHODOLOGY

The study adopted a survey research design. This design is considered suitable because it will enable the direct collection of primary data from respondents on their perceptions, experiences, and practices related to diversity management and organizational performance. A survey design was appropriate for the study as it will provide both quantitative and qualitative insights into how the NSC manages workforce diversity and how such management practices may influence organizational outcomes such as efficiency, cohesion, innovation, and service delivery. Structured questionnaires will serve as the main instrument for data collection due to their capacity to generate standardized responses, which in turn will facilitate systematic analysis and hypothesis testing (Creswell & Creswell, 2018).

Descriptive Statistics

This section presents the descriptive statistics of the study data. It shows the mean, standard deviation (SD), minimum (MIN), and maximum (MAX) of the data variables. The descriptive statistics results are presented in Table 1.

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Table 1

Variables	Obs.	Mean	S.D.	Min	Max
Skdm	345	26.6753	6.2769	12	**42**
Edum	345	30.9594	7.5601	14	**48**
Orgp	**345**	**-2.9188**	**6.1685**	**-17**	**11**

Source: STATA 17 output (2025)

The descriptive statistics provide important insights into the variables under investigation in the study on Assessment of Diversity Management and Organizational Performance: A Study of the National Assembly Service Commission, Abuja, Nigeria. Skill diversity management (skdm) has a mean of 26.68 with a standard deviation of 6.28, suggesting that employees recognize the presence of skill-based diversity initiatives. However, the application or effectiveness of these programs 164 varies moderately among different units, potentially due to differing training opportunities or professional development structures.

Edum has the highest mean among the diversity variables at 30.96 with a standard deviation of 7.56, signifying that employees perceive educational diversity to be well represented within the workforce in terms of formal qualifications and learning backgrounds. The high standard deviation indicates some variation, possibly due to departmental differences in qualification profiles or recruitment practices.

Finally, organizational performance (orgp) recorded a mean of -2.92 with a standard deviation of 6.17, indicating that overall perceptions suggest areas of underperformance or challenges in achieving optimal organizational outcomes while performance outcomes vary across respondents. The wide range from -17 to 11 indicates significant variability in how employees perceive the effectiveness of diversity management in enhancing performance, highlighting the need for consistent and structured diversity practices to positively influence organizational results within the National Assembly Service Commission.

Table 2

Edu. Qual.	Freq.	Percentage	Cum.
HND/B.Sc	224	64.93	**64.93**
M.Sc/MBA	54	15.65	**80.58**
OND/NCE.	53	15.36	**95.94**
PHD	14	4.06	**100.00**
Total	**345**	**100.00**	

Source: STATA 17 output (2025)

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The educational qualification distribution of the respondents in the study shows that 224 (64.93%) possessed HND/B.Sc. qualifications, 54 respondents (15.65%) held M.Sc./MBA degrees, 53 respondents (15.36%) had OND/NCE qualifications, and 14 respondents (4.06%) possessed Ph.D. D. degrees. This distribution indicates that the majority of the Commission's workforce comprises individuals with tertiary education, particularly at the bachelor's degree level, reflecting a highly educated workforce. The presence of employees with postgraduate qualifications further underscores the Commission's intellectual and professional capacity. Such educational diversity contributes positively to organizational performance as it brings together employees with varied academic backgrounds, knowledge and problem-solving perspectives, which are key elements in promoting effective diversity management and enhancing institutional efficiency.

Table 3

Variables	Coefficients	Z	Sig.
Skdm	0.5079	13.93	**0.000**
Edum	**0.0252**	**0.48**	**0.630**

Source: STATA 17 output (2025)

Analysis of the effect of diversity management on organizational performance in the National Assembly Service Commission, Abuja, reveals that the various dimensions of diversity have differing levels of influence on organizational outcomes. Skill Diversity Management (skdm) exhibits the most substantial positive effect ($\beta = 0.5079$, $Z = 13.93$, $p = 0.000$), suggesting that employees with diverse professional competencies and experiences significantly improve the Commission's operational efficiency and performance outcomes through complementary skill sets and innovative problem-solving. Educational Diversity Management (EDM) also reveals a positive but statistically insignificant effect ($\beta = 0.0252$, $Z = 0.48$, $p = 0.630$), indicating that differences in educational backgrounds may not significantly impact performance unless structured collaboration and knowledge-sharing initiatives are effectively harnessed. Overall, the findings indicate that gender, skill, and religious diversity are major drivers of improved organizational performance within the Commission, while ethnic and educational diversity require more targeted management strategies to realize their potential contributions.

TEST OF HYPOTHESIS

H01: Skill diversity management has no significant effect on NASC's organizational performance. The results show that skim has the strongest and most significant positive effect on organizational performance, with a coefficient of 0.5079, a Z-score of 13.93 and

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a p-value of 0.000. The p-value is far below 0.05; thus, the null hypothesis (H_{01}) is rejected. This indicates that diversity in skills, experience, and professional background significantly enhances NASC performance. It statesthat when employees with varied competencies are integrated, the organization benefits from innovative problem-solving and improved efficiency.

H02: Educational diversity management has no significant effect on NASC organizational performance. The analysis reveals that educational diversity management (EDM) has a positive but statistically insignificant effect on organizational performance, with a coefficient of 0.0252, a Z-score of 0.48 and a p-value of 0.630. As the p-value is greater than 0.05, the null hypothesis (H_{02}) is not rejected. This sates that variations in employees' educational qualifications do not have a strong or direct impact on Commission performance outcomes. However, the results highlight the potential need for better integration of diverse educational backgrounds through knowledge-sharing platforms and continuous professional development programs.

CONCLUSION

Based on the findings of this study, which assessed the effect of diversity management on organizational performance within the NSC, Abuja, the following conclusions are drawn:

i. Skill diversity management is identified as the most influential factor influencing organizational performance. Its exceptionally strong positive effect states that integrating employees with varied skills, competencies, and professional backgrounds leads to better innovation, effective problem-solving, and operational efficiency. This highlights the value of a multi-skilled workforce in strengthening institutional capacity.
ii. Educational diversity management has a positive but insignificant effect on organizational performance. This implies that while the presence of varied educational qualifications offers potential benefits, these advantages are not fully realized under current management practices. Therefore, the Commission may need to strengthen knowledge-sharing platforms, staff training, and competency-based development initiatives to maximize the value of diverse educational backgrounds.

RECOMMENDATIONS

According to the study conclusions, the following recommendations are made:

Enhancing the Skill Diversity

utilization through Strategic Workforce Deployment: NASC should prioritize the strategic integration of employees with diverse competencies, professional backgrounds and technical expertise because skill diversity showed the strongest positive impact on

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organizational performance. This can be achieved through continuous capacity-building programs, competency-based job placement, cross-functional teamwork, and deliberate use of specialized skills for problem-solving. Such measures will optimize productivity and institutional efficiency.

optimizing the Value of Educational Diversity through Knowledge-Sharing and Development Platforms

Although educational diversity had a positive but insignificant effect on performance, NASC can improve its impact by creating systems that facilitate effective knowledge exchange. Initiatives, such as collaborative learning platforms, continuous professional development programs, mentoring schemes, and interdisciplinary taskforces, should be adopted. These mechanisms will ensure that staff with different educational backgrounds contribute meaningfully to organizational success.

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