

## WORKFORCE DIVERSITY AND COMPETITIVENESS AMONG SECONDARY SCHOOL TEACHERS IN EBONYI STATE NIGERIA

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### Abstract

This study is on workforce diversity and employee competitiveness among secondary school teachers in Ebonyi state Nigeria. The study uses a quantitative approach to investigate how diversity in age, professional and gender influence employee's competitiveness among secondary school teachers in Ebonyi state. The survey research method was adopted, with the use of interview and set of questionnaire as instruments of data collection. The study has a target population of 212, and a sample size of 138 which was obtained using Taro Yamane formula. Analysis of variance (ANOVA), through the aid of statistical package for social science (SPSS), were used to analyze the data. The outcome of the analysis revealed that the dimensions of workforce diversity (gender diversity and age diversity) is significantly and positively correlated with employee's competitiveness (Effective Communication, skill development and coaching). It was thus concluded that workforce diversity is thus essential in enhancing the competitiveness of teachers which could thus help boost the teachers' position in the teaching industries. Therefore, the study recommended that the government, owners and principles of schools should ensure that teachers of diverse profession are employed in order to enhance the competitiveness of the employees.

**Keywords:** diversity, competitiveness, gender, secondary school teachers

### Introduction

Social service employees are a diverse group of people with unique personalities. Since every human is different from the next, this characteristic helps to distinguish them from one another and may even help them to be relevant in their community. When the other person is the same as the first, then one is useless to the organization and society. Diversity comes in many forms in any group that consists of two or more people. Because of this, diversity is a universal occurrence. The phrase "workforce diversity" describes the distinctions and

similarities between employees in terms of age, gender, ethnicity, culture, religion, nationality, and other characteristics, as well as the differences that exist between a company's departments, divisions, and subsidiaries that are based in different countries or regions Ajala (2023). According to Hornby (2005), the workforce consists of every person who works for a company. Workforce diversity has therefore become a key strategic value that many organizations feel they must pursue because it plays a significant role in advancing justice and

fairness in the workplace (Mor Barak, 2015; Ng & Sears, 2012).

To effectively manage the diversity of their workforce, managers need to find common ground among the group's differences as well as its similarities. Both of them require a thorough evaluation, identification, and establishment (Thomas, 2006:6). Companies are under pressure to become more competitive, flexible, and adaptable in the face of intense competition and a quickly changing environment, especially those in the teaching sector. Various industries are realizing that their people are their most valuable resources, according to David (2005). Individuals identify with the professions they work in, such as teaching, engineering, or medicine, and the demands of these fields shape how competitive these fields are, as well as the contributions these professionals make to the workplace. Understanding the phenomenon of employee competitiveness is crucial to comprehending the psychology of secondary school teachers. Without a doubt, teachers are vital to the effectiveness, efficiency, and sustainability of the labor force in the country.

Considering the indisputable value that educators bring to the growth of a nation, it is imperative to ensure that they are able to effectively compete with one another in order to thrive during difficult times. Instructors who could outperform competitors and elevate their students to leadership positions within their respective organizations. It is crucial to keep in mind that no business can succeed over the long term if it cannot compete in a market that is continuously changing. Anton (2015) argued that an employee's competitiveness enhances their standing internationally, which is consistent with the previously mentioned claim. Tambunan (2009) asserts that employee competitiveness is essential since it sustains millions of jobs in a variety of industries. Over time, it has been observed that most secondary school teachers face difficulties in gaining a competitive advantage over competitors in their global marketplace. Secondary school teachers in Nigeria, especially those in the state of Ebonyi, work in a demanding atmosphere and are up against competition from overseas schools that

can take advantage of their technological advantage. Furthermore, the inability of these teachers to become competitive has negatively impacted the institution's performance level over time.

Tambunan (2009) asserts that employee competitiveness is essential since it sustains millions of jobs in a variety of industries. As a result, it is imperative that the competitiveness of secondary school teachers be addressed. The lack of competition among the teachers has resulted in a decline in enrollment at some schools, which has ultimately led to the closure of some of them. Again, a large portion of the unemployed in the country find work thanks to schools.

However, this is causing an increase in unemployment that is bad for the country because workers lack the competitive ability to work effectively. This problem persists despite past attempts to resolve it. Thus, this study examined the connection between workforce diversity in terms of age, gender, and profession and employees' competitiveness in secondary education in Ebonyi State, Nigeria.

### **Objectives of the Study**

The purpose of the study was to examine workforce diversity and employee competitiveness among secondary schools in Ebonyi state Nigeria. Specifically, the study sought to:

- i. Examine the influence of gender diversity and employee competitiveness of secondary school teachers in Ebonyi State.
- ii. Investigate the impact of age diversity and employee competitiveness of secondary school teachers in Ebonyi State.

### **Research Questions**

The following research questions would guide the study:

- i. What is the effect of gender diversity the on competitiveness of secondary school teachers in Ebonyi state?
- ii. What is the correlation between age diversity and employee's competitiveness among secondary school teachers in Ebonyi State?

## Hypotheses

The following hypotheses formulated would guide the study:

H<sub>1</sub>: Gender diversity have no significant influence on competitiveness of secondary school teachers in Ebonyi state.

H<sub>2</sub>: There is no significant relationship between age diversity and employee's competitiveness among secondary school teacher in Ebonyi state.

## Concept of Workforce Diversity

In today's business world, workforce diversity needs to be recognized and managed well. Understanding, acknowledging, and accepting individual differences regardless of one's class, age, race, gender, ethnicity, sexual orientation, physical ability, or spiritual practice is the general definition of diversity.

This point of view was reinforced by Gerzema & Lebar, E. (2009), who added that while each individual may share certain biological or environmental traits, they are all unique. Companies constantly strive to have a deliberate, methodical commitment to workforce diversity in order to hire, retain, inspire, and advance a diverse range of workers. Diversity in the workplace refers to the amalgamation of workers from various socio-cultural backgrounds.

Managing diversity is advantageous from a competitive standpoint. Diversity will continue to become more important as economies shift from production to service sectors. This was made possible by the significance of people's communication and interactions in the service economy, which are essential for any business to succeed (William, 2001). According to Armstrong (2006), diversity management is more effective when it ensures that each person's potential is realized and their contributions to the company are fully realized.

## Age Diversity

Age diversity refers to prejudice and discrimination against any age group, including bias against workers because they are too young or too old (Palmer, 1999; Isaa & Amah, 2021). Another variable at the organizational level is age discrimination, which is defined as how members generally view how various age groups

in an organization are treated when it comes to age-

Since "the belief of employees, even though they are actually consistent with reality or not, affect their behaviors," perceived discriminatory practices pose an equal threat to organizations as actual discriminatory practices (Ensher, Grant-Vallone, & Donaldson, 2001). Most corporations now accept that there will be a higher age diversity, even though it's unclear how this will affect age discrimination, commitment, and performance

According to some academia, as employees become more aware of workplace heterogeneity and come to believe that the company values diversity, this should result in a more positive diversity climate (Kossek & Zonia, 1993; Isaa & Amah, 2021).

## Employee Competitiveness

In order to better satisfy consumers (customers), competitiveness is defined as the pursuit of excellence that raises profits, improves services, or improves product quality Man et al. (2002). (Momaya, 2004). Today's organizations need to enter the market with global strategies because the competition is already global. This also applies to the teaching industries.

Continuous improvements are essential to success and competitiveness because, according to Porter (2008), businesses that do not prioritize skill development not only lose market share but also become less competitive. An organization needs to continuously promote its work, introduce and facilitate new success models, and introduce new skills in order to expand into new markets and remain competitive.

Employee competitiveness is defined as an organization's ongoing capacity to provide high-quality services and goods, outperform competitors, attract clients, expand its market share, and sign lucrative contracts for profitable operations that support the organization's strategic expansion and raise employee standards. For educators, it refers to their capacity to carry out their jobs well, pursue excellence in their work, improve student performance, and maintain a competitive edge.

## THEORETICAL REVIEW

The capability-base theory and social identity theory serve as the study's pillars:

### **The social identity theory**

The goal of social identity theory, a social psychological theory, is to use group processes to explain mental processes and behavior. It clarifies that people are drawn to the social group that shares their characteristics. Similar to how people define themselves in relation to their race, ethnicity, or religion.

As a component of social identity processes, they exhibit a variety of “group” behaviors, such as discrimination against out-groups and solidarity within their own groups, all in an effort to boost their own self-esteem (Reicher & Spears, 2008). A person's social identity is the aspect of their self-concept that comes from both their emotional significance and value as a member of a social group (or groups) and their knowledge of being a member of said group.

### **The capability-base theory**

Positive comparisons between the in-group and an appropriate out-group serve as the theoretical foundation for this idea. Grant (1991) argued that in the capability-based view, resources are seen as the foundation of capabilities, whereas capabilities are seen as the source of competitive edge. The capabilities base view, according to Haas and Hansen (2005), gives a company an advantage over competitors because of its unique capacity to apply its capabilities to accomplish important firm goals. A firm's ability to use its diverse resources to their fullest potential makes it competitive. Additionally, it contributes to the development and integration of external and internal competencies, which raises competitiveness.

### **Empirical Review**

Okeke, and Mbah, (2023), investigated on Effect of Workforce Diversity on Organizational Performance, Using Federal Tertiary Health Institutions in the South-East, Nigeria. This study examined the effect of diversity management on organizational performance by using the Federal tertiary health institutions in the South-East, Nigeria as the study area. This study is being anchored on the Resource Based –

theory of the firm developed by Barney in 1991, which is regarded as one of the theories of strategic management that is widely referenced particularly because of its practical relevance to contemporary management practices both in the private as well as the public sector organizations. The design adopted for the study was descriptive survey design. From a population of 1,971 from the selected institutions in the study, a sample of 379 was determined through the application of Borg and Gall Statistical formula for determining sample size from a finite population. Major statistical tools of analysis in the study were Karl Pearson Correlation Coefficient and multiple regression analysis. Major findings from the study held that, functional expertise, experience and diversity had significant positive effect on organizational performance. However, gender, functional expertise and organizational experience predicted organizational performance more than other diversity dimensions. The study concluded that effective management of employees' diversity leads to enhanced organizational performance. It was recommended among others that organizations should deliberately make diversity policy to facilitate its effective management for better outcomes.

Shakeel and Fazal (2019) researched on Effect of Workplace Diversity on Employees' Performance in Allama Iqbal Open University. The purpose of this study was to assess the effects of workplace diversity on the performance of employees. The theories involved in this study are first, social categorization theory which explains the classification of people based on social traits as age, gender, and ethnicity generating stereotype on the basis of these variations. Secondly, similarity/attraction theory contemplated that resemblance on characteristic like age ethnicity race or beliefs enhances mutual enticement and charm (Bersheid & Walster, 1978). Third theory is information and decision making explain the influence of sharing of information on work team (Wittenbaum & Stasser, 1996). The sample of study comprised of 105 Head of departments and 545 regular (BPS-2 to15), contractual, daily wagers and laborers employees working in AIOU main campus as well as regional

campuses. Stratified random sampling scheme was applied to select the participants. Pearson correlation test and Regression Analysis test was applied to extract the results. The results revealed that age diversify; gender diversity and ethnicity diversity have negative relationship on the performance of the employees. Experience diversity has positive effect on employees' performance. The study recommend that there is opportunity to study the effect of workplace diversity on the performance of officer's/faculty members. Additional factors of diversity may also be explored apart from workplace diversity and its impact on organizational efficiency. This study was conducted at AIOU and its regional offices all over the country. Future research may be carried out at provincial level universities to understand the phenomena of diversity in the context of Pakistani culture and its possible effect on the performance of employees.

Brian and Jeremiah (2022), investigated on workforce diversity management and employee performance among non-governmental organizations in Nairobi, Kenya. This study had two objectives; to establish the workforce diversity management practices adopted by entre for Centre for Health Solutions in Nairobi, Kenya and to analyze the relationship between workforce diversity management and employee performance at the Centre for Health Solutions in Nairobi, Kenya. The Social Exchange theory and Social Categorization theory underpin the study. The proponents of the social exchange theory include Homans (1961), Blau (1968), Emerson (1976) and Chadwick-Jones (1976). The theory places emphasis on the implications that social behavior have on punishment and reward. The theory is premised on the fact that employees in an organization will place their own self-interest above everything when carrying out their duties. The social categorization theory was formulated by Turner (1987) and it provides a suggestion that employees in an organization undergo classification of themselves informed by their social identities. Groups have high level of responsiveness to actions and information that is linked to their social identities. The theory further argues that there is a high level of cooperation and unity between groups sharing

social identities (Van-Knippenberg, De-Dreu & Homan, 2004). Based on this theory, employees will only work well in teams if members have similar social identities. The study adopted descriptive survey research design targeting 95 staff from Centre for Health Solutions in Nairobi. Stratified random sampling method was used to select 77 respondents as the sample size. Primary data was gathered through questionnaire and analyzed through means and standard deviations as well as regression analysis and presented through tables. From the findings of the model summary, it emerged that a significant proportional variation in employee performance at CHS is explained by variation in workforce diversity management. More specifically, it emerged from the results that education diversity had the greatest positive and significant relationship with employee performance of CHS followed by age diversity, culture diversity and gender diversity. Based on the findings, it is evident that the Non-Governmental Organizations in Nairobi, Kenya have realized the value of practicing workforce diversity management. Based on the results, the study recommends that the human resource managers working in NGOs in Nairobi should review the existing workforce diversity practices to ensure they are well aligned with the strategic goals. The human resource managers of these organizations should continue to leverage education, age, culture and gender diversity aspects among employees so as to enhance their performance at the place of work. The policy makers working in NGOs in Nairobi should formulate relevant policies to guide the workforce diversity management that are in place. Akpoviroro, and Sariat (2018), researched on the Effects of Workforce Diversity on Employees' Performance in Stallion Group of Company. This study therefore seeks to find out the effect of workforce diversity towards employee performance in Stallion Group of Companies. It draws heavily on theories of social identity and self-categorization. This theory suggests that individuals tend to classify themselves and others into certain groups on the basis of dimensions that are personally relevant for them. The Study adopted a descriptive and explanatory research design that describes

characteristics of objects, people, groups, organizations, or environments. The study population consisted of all staff of Stallion group Ltd. sample size of 80 respondents was selected and data collection method was applied by use of questionnaire, where by analysis of descriptive and inferential statistics of SPSS version 20.0 was adopted. The study recommends that management in the Stallion Group Nigeria should conduct regular reviews on their staff establishments in relation to the existing workforce diversities in an effort to establish cultural diversity levels that create synergy for optimum organizational performance. The study also recommends that organizations should develop and inculcate diversity mainstreaming.

### Methodology

The purpose of the study is to look into how employees' competitiveness is affected by a diverse workforce. Gender and age diversity are two aspects of the workforce's diversity. Survey research design will be used in this study. In order to address your research questions, a research design is a blueprint or plan for the gathering, measuring, and analysis of data (Sekaran & Bougie, 2016). The researcher can gather data and guide the analysis that seeks, by using research design, which gives him a psychological picture of the research structure (Asika 2005).

Selected secondary schools in Ebonyi City, both public and private, make up the study's population. It includes every member of the faculty and support staff at the public and private secondary schools in the city of Abakaliki. Using a sample size determination and the entire population of 212 teaching and non-teaching staff, 138 staff members were identified. A structured questionnaire will be the tool used to collect the data. This study will consider both primary and secondary sources of data, and a questionnaire was used to collect pertinent data. Open-ended questions about whether workforce diversity or a component of it affects employees' competitiveness will be part of the oral interview schedule. The research instrument's dependability was confirmed by having respondents from the studied area take it again and again. The final tool was then subjected to an internal consistency reliability test using the Cronbach Alpha statistic. The reliability of this research project is being assessed using the Cronbach's alpha reliability method. The research instrument was standardized by implementing the face and content validity. The data were analyzed using regression analysis with the use of the statistical package for social science (SPSS). The demographic distribution of the chosen public and private schools in Abakaliki Metropolis is shown below.

**Table 1: Population of the Study**

SCHOOLS	NUMBER OF STAFF
Urban Model Secondary School	53
Presco Secondary school	43
Convent Girls Secondary school	36
Hope High British School	41
CSMT Secondary School	39
Total	212

*Source: Field Survey, (2023)*

### Sample Size Determination

The sample size or estimate is generally a compromise between what is attractive and what is practical. The formula created by Taro Yamane (1967) which has 5% significant error was Where;

$n$  = sample size  $e= 0.05$

$N$ = population of the study

utilized in this examination for assurance of the sample size and it is as follows:

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

$e$  = level of error  $n=??$

Therefore;

$$\begin{aligned}
 N &= \frac{212}{1 + 212} \\
 (0.05)^2 & \\
 &= \frac{212}{1+0.53} \\
 &= \frac{212}{1.53} \\
 &= 138
 \end{aligned}$$

One hundred and thirty-eight (138) questionnaires are designed and administered to the staff

### DATA ANALYSIS AND PRESENTATION

The analysis was done on the basis of the study objectives. The results are presented in descriptive forms using frequency and

of the selected public and private secondary schools in Abakaliki Metropolis. Out of the 138 questionnaires distributed, not all were returned by the respondents. Therefore, the analysis is based on the retrieved questionnaires which are hundred and twenty-eight (128) in number.

The variables used are workforce diversity and employee competitiveness. The independent variable is Organizational structure while the dependent variable is Employee Performance.

$Y = f(x)$  where:

Y = dependent variables (Workforce Diversity)

X = Independent variables (Employee Competitiveness)

percentages. In the inferential analysis, regression analysis was used to check the effect between dependent and independent variables.

**Table 2** Percentage distribution of Questionnaires Administered, Returned and Unreturned

Schools	Questionnaire Administered	Questionnaire returned
Urban Model Secondary School	33	32
Presco Secondary school	25	25
Convent Girls Secondary school	30	28
Hope High British School	35	30
CSMT Secondary School	15	13
<b>Total</b>	<b>138</b>	<b>128</b>

Source: Field work, 2023.

**Table 3: Respondents' distribution by sex**

	Frequency	Percentage
Male	52	42.2
Female	74	57.8
<b>Total</b>	<b>128</b>	<b>100</b>

Source: Fieldwork, 2023.

Sex shows that 57.8 percent of the respondents are female while only 42.2 percent are male.

**Table: 4 Respondents Distribution according to age group**

	Frequency	Percent
25-35 years	31	24.2
36-45 years	42	32.8
46 years and above	55	43
Total	128	100

*Source: Fieldwork, 2023*

Age-Group reveals that 24.2 percent of the respondents were 25-35 years, 32.8 percent were 36-45 years, while 43 percent were 46 years and above years.

**Table 5: Respondents distribution according to academic qualification**

	Frequency	Percent
TC2/Secondary education	8	6.25
NCE/Diploma	42	32.81
Bachelor's degree	58	45.31
Master degree	17	13.28
PhD	3	2.34
Total	128	100

*Source: Fieldwork, 2023*

Academic qualification shows that 6.25 percent of the respondents have TC2/Secondary education, 32.21 percent have NCE/Diploma

degree, 45.31 percent have Bachelor's Degree, and 13.28 percent have masters while only 2.34 percent of the respondents have PhD.

**Table 6: Percentage distribution of structural hierarchical clarity on employee work specialization**

S/N	Gender diversity item statements	SA	A	D	SD
1	Do you think that a diverse range of genders fosters a culture that is inclusive, equitable, and devoid of discrimination?	48 37.5%	62 48.4%	18 14.1%	
2	fostering a calm school climate while honoring, valuing, and supporting the gender diversity of teachers and other staff members	61 47.7%	55 43.0%	12 9.3%	
3	To how far do you think that having a diverse student body and range of experiences is a benefit at your school?	31 24.2%	64 50%	33 25.8%	
4	Do you also think that your school approaches the development of new policies and programs for the school in an inclusive manner?	13 10.2%	80 62.5%	35 27.3%	

*Source: Fieldwork, 2023*

The table above shows 37.5 percent of the respondents agreed that gender diversity creates an atmosphere of unity, fair, equal opportunity and not discriminating in the school while only 14.1 percent of the respondents disagree. 47.7 percent of the respondents strongly agree that

creating a peaceful school environment with respect, support and appreciating gender diversity of staff while 9.3 percent of the respondents disagree. 50 percent of the respondents agree that to a large extent that diverse backgrounds and experience are



considered an asset in the school while 24.2 percent of the respondents strongly agree. 62.5 percent of the respondents agreed that the organization have an inclusive approach when it

comes to creating new policies and programs in the school, while only 10.2 percent of the respondents strongly agree.

**Table 7: Percentage distribution of age diversity and employee competitiveness of secondary school teachers**

S/N	Item Statements	SA	A	D	SD
1	Effectiveness and efficiency in applying promotion guidelines regardless of age?	31 24.2%	65 50.8%	27 21.1%	5 3.9%
2	Does effective organizational communication result from a well-designed multigenerational workforce structure?	29 22.7%	83 64.8%	15 11.7%	1 0.8%
3	The organization observes that employees of varying age groups exhibit cohesiveness within the group and equitable opportunities for growth.	44 34.4%	66 51.6%	12 9.4%	6 4.7%
4	Do you also think that all members of the organization are treated fairly, regardless of their age?	32 25%	50 39.1%	26 20.3%	20 15.6%

Source: *Fieldwork, 2023*

The table above shows that 50.8 percent of the respondents agreed that there is efficiency and effectiveness in implementation of promotion guideline without regards to age in the workplace. While 3.9 percent of the respondents strongly disagree. 64.8 percent of the respondents agree that a good multigenerational workforce structure lead to organizational communication effectiveness, while 4.7 percent strongly disagree. 34.4 percent and 51.6 percent

of the respondents strongly agreed and agreed that the organization witnesses group cohesiveness and equal growth opportunity amongst employees of different age group while only 9.4 percent and 4.7 percent disagreed and strongly disagreed. 39.1 percent of the respondents agree that there is fair treatment of all organizational members irrespective of age

### Table 8: REGRESSION ANALYSIS

H<sup>0</sup>: Gender diversity have no significant influence on competitiveness of secondary school teachers in Ebonyi state.

H<sup>1</sup>: Gender diversity have significant influence on competitiveness of secondary school teachers in Ebonyi state.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753 <sup>a</sup>	.532	.411	.498

a. Predictors: (Constant), Gender diversity

### ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	72.432	1	72.432	171.640	.000 <sup>b</sup>
Residual	53.112	126	.422		
Total	125.544	127			

a. Dependent Variable: Employee competitiveness

b. Predictors: (Constant), Gender diversity

$R = 0.753^a$

$R^2 = 0.532$

Degree of freedom = 1

Level of Significance = 0.000

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.726	11.183		2.164	.000
	Gender Diversity	.464	.064	.543	5.568	.000

a. Dependent Variable: Gender Diversity

From the analysis above,  $R^2$  is 38% and the level of significance (sig.) = 0.000. It was noted that gender diversity can be explained by 53% of employee competitiveness of secondary school staff. Since the significance level is more than 0.005, we reject the null hypothesis and

accept the the alternative hypothesis. Based on the above table, we conclude that gender diversity has a significant influence on the competitiveness of secondary school teachers in Ebonyi state.

**H<sub>0</sub>** There is no significant relationship between age diversity and employee competitiveness of secondary school teachers in Ebonyi state

**H<sub>1</sub>**: There is a significant relationship between age diversity and employee competitiveness of secondary school teachers in Ebonyi state

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629 <sup>a</sup>	.395	.390	1.5132

a. Predictors: (Constant), Age diversity

#### ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	84.428	1	84.428	74.649	.001 <sup>b</sup>
Residual	142.561	126	1.131		
Total	226.989	127			

a. Dependent Variable: Employee competitiveness

b. Predictors: (Constant), Age Diversity

$$R = 0.629^a$$

$$R^2 = 0.395$$

Degree of freedom = 1

Level of Significance = 0.001

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-3.263	1.590		-3.081	.000
Age Diversity	1.146	.398	.192	3.649	.000

a. Dependent Variable: Age Diversity

From the analysis above,  $R^2$  is 39% and the level of significance (sig.) = 0.000. It was noted that there is a significant relationship between age diversity and employee competitiveness of secondary school teachers in Ebonyi state. Since the level of significance is more than 0.005, then we reject null hypothesis and accept the alternative hypothesis. Based on the above table, we conclude that there is a significant relationship between age diversity and employee competitiveness of secondary school teachers in Ebonyi state

#### Findings

After the analysis, results showed that:

- i. Gender diversity has a significant influence on the competitiveness of secondary school teachers in Ebonyi state. The works of Marking Partners (2012) and Algahtani (2013) supported this result as well, positing that in order for an organization to function effectively in diversity, it must develop a successful diversity management program that would identify and make use of the crucial elements needed to handle diversity within the organization.
- ii. There is a significant relationship between age diversity and employee's competitiveness among secondary school teacher in Ebonyi state. This is in line with the work of Kelli, Mayra, Allen, and Karl (2015).

#### Conclusion

In brief, the findings have effectively provided school administrators with critical guidance on how to effectively manage the four different age

groups by illuminating the specifics of the workforce diversity management scenario with regard to the traits of employees in various age groups that impact the workforce. It would also be beneficial to perform a case study on workforce diversity management in schools with different staffing levels, with results that could be applied in a variety of contexts. Lastly, to close the existing research gap, a comparison of the effectiveness of schools with personnel that is age diverse versus that of schools with personnel that is similar in age is suggested to be conducted.

#### Recommendations

Based on the findings, these recommendations were made:

- i. For organizations to effectively manage diversity, they must include in their policy, a diversity plan.
- ii. Organizations should form a workable strategy that will outline how to help every employee develop a respect for diversity in the workplace.
- iii. Organizations should enforce effective organizational communication by forming a well-designed multigenerational workforce structure. This will help foster a sense of unity within the group and provide employees of varying ages with equal opportunities for advancement.

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