



Impact of Organizational Diversity Management on Administrative Effectiveness in Colleges of Education Kaduna State, Nigeria

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ABSTRACT

The study explored the Impact of organizational diversity management on administrative effectiveness in colleges of education Kaduna State, Nigeria. This objective was framed into a research question and hypothesis respectively. Survey research design was used in the study. The population of the study was made up of 3,181 respondents which comprised 1,658 lecturers, and 1,523 senior management staff in the two (2) government owned Colleges of Education in Kaduna State, Nigeria. A sample size of 346 participants, consisting of 180 and 166 senior management staff were used in the study. The instrument titled "Diversity Management and Administrative Effectiveness Questionnaire (DIMA EQ)" was used for data collection in the study. The validated instrument was pilot tested, the reliability co-efficient was determined using Cronbach Alpha statistic and a reliability coefficient of 0.82 was obtained. The data collected in the study was computerized into database using Statistical Package for Social Sciences (SPSS) version 23.0. The descriptive statistics of frequency counts, mean and standard deviation were used to answer the research questions, while chi-square was used to test the hypotheses at 0.05 level of significance. Findings revealed that significant difference does not in the opinions of senior management staff and lecturers on the impact of organizational diversity management on administrative effectiveness in Colleges of Education in Kaduna State, Nigeria. The study recommended among others that the management of the colleges of education should deliberately make diversity policy within the institutions to facilitate effective administration for better outcomes.

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INTRODUCTION

Diversity management has become an important subject of interest in organizational studies and administrative practice over the last few decades. With rapid globalization, migration, and technological advancements, institutions now comprise individuals from varied cultural, ethnic, gender, professional, and social backgrounds. This shift has reshaped how organizations operate, requiring leaders to adopt inclusive strategies that not only accommodate differences but also harness them for greater effectiveness.

Within the educational sector, and particularly in tertiary institutions, diversity management goes beyond a social or ethical responsibility. It is a strategic necessity that can directly influence administrative efficiency and institutional outcomes.

Colleges of Education exemplify the complexities of managing diversity because they bring together staff, administrators, and students with diverse perspectives and professional experiences. When managed effectively, this diversity can foster creativity, innovation, and

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problem-solving. Conversely, poor management often results in conflicts, inefficiency, and reduced productivity. This makes the relationship between organizational diversity management and administrative effectiveness a matter of critical importance. In Kaduna State, Nigeria, where cultural plurality is a defining feature, addressing this dynamic is vital for ensuring smooth institutional operations and quality educational service delivery.

Internationally, evidence suggests that diversity, when properly managed, enhances organizational growth, resilience, and employee satisfaction. Institutions that adopt inclusive policies are often better positioned to attract talent, improve morale, and sustain long-term effectiveness. On the other hand, the absence of deliberate diversity strategies may lead to marginalization, low staff motivation, and strained administrative processes. For educational organizations, where collaboration and inclusivity are fundamental, the ability to balance diversity with effective management practices is indispensable.

Nigeria presents a unique setting for exploring this subject. As a multi-ethnic and multi-religious nation, it reflects the opportunities and challenges of pluralism more vividly than many other contexts. Kaduna State is particularly diverse, with its population comprising multiple ethnic and religious groups. The government-owned Colleges of Education in the state mirror this diversity, engaging lecturers, administrators, and other stakeholders with differing backgrounds. While such diversity has the potential to enrich institutional life, it can also create tensions that undermine administrative harmony and efficiency when poorly managed.

Administrative effectiveness within Colleges of Education depends largely on the ability of leaders to coordinate both human and material resources in ways that promote fairness, collaboration, and productivity. Effective administration entails planning, organizing, coordinating, and evaluating institutional functions to achieve set goals. However, issues such as bias, discrimination, or exclusion disrupt these processes, leading to disengagement and

reduced efficiency among staff. Thus, examining how diversity management influences administrative effectiveness becomes both necessary and timely.

Historically, debates on diversity in higher education have focused on student populations, emphasizing access and equity. While this focus is critical, increasing attention is now being paid to staff and administrators, whose diverse backgrounds also shape institutional culture and performance. As training centers for future educators, Colleges of Education are expected to model best practices in inclusion. Nevertheless, institutional policies often lack deliberate frameworks for managing staff diversity, resulting in gaps that can weaken administrative outcomes.

The challenges faced by Colleges of Education in Kaduna State are compounded by systemic issues such as resource constraints, bureaucratic bottlenecks, and inconsistent leadership approaches. In this environment, effective diversity management can distinguish functional institutions from those struggling with inefficiency. Transparent promotion policies, equitable distribution of responsibilities, and participatory decision-making foster trust and enhance performance. By contrast, favoritism, lack of inclusivity, or absence of clear diversity policies encourage dissatisfaction, conflict, and reduced productivity.

Equally significant is the role of diversity management in fostering innovation within educational institutions. A workforce that brings together varied perspectives is more likely to generate novel solutions and strategies. However, without effective management, these differences may degenerate into misunderstanding and organizational dysfunction. For Colleges of Education, tasked with preparing teachers for multicultural classrooms, practicing diversity management is not only an administrative function but also a pedagogical imperative.

This study is therefore timely, as it investigates how diversity management shapes administrative effectiveness in Colleges of Education in Kaduna State. It examines existing practices, staff perceptions, and the extent to



which inclusivity influences institutional performance. The findings are expected to inform policy decisions, institutional reforms, and leadership strategies in the Nigerian educational sector.

Practically, the study is relevant for administrators, policymakers, and educators. For administrators, it highlights the importance of deliberate and actionable diversity strategies. For policymakers, it emphasizes the need to institutionalize inclusive frameworks across Colleges of Education. For educators, it underscores the importance of fostering environments that demonstrate fairness and respect, thereby modeling inclusivity for future generations of teachers.

Ultimately, the strength of any educational institution lies not only in its curriculum or infrastructure but also in how it manages its human resources. Diversity management, when pursued as a strategic priority, can serve as a catalyst for administrative excellence. By analyzing the relationship between diversity management and administrative effectiveness in Kaduna State's Colleges of Education, this study contributes to broader debates on how institutions can harness diversity to achieve sustainable growth and improved outcomes.

Diversity is a consent that reveals the heterogeneity in an individual's gender, race, religion, status, ethnicity, age, beliefs, orientation, and social-economic status. And in view of this, Nigeria has been identified to be the most diverse population in the continent of Africa. Nigeria is known to have a diverse population with various religions coupled with diverse tribal, ethnic social-economic conflicts. In addition, Nigeria is densely populated with organizations such as national and multinational corporations like Mobil Oil, Guinness, Coca-Cola, Nestle, MTN, and Cadbury Plc with a diverse workforce. The multinational companies are corporations consisting of a human force that provides a work environment for every individual regardless of gender, tribe, and religion (Omoyele & Olabisi, 2020).

Furthermore, diversity in the workplace is inescapable in trade liberalization, economic integration, and globalization. Globalization has

triggered a massive shift in business practices that recognize and promote the uniqueness of different groups of a diverse workforce, especially multinationals (Ajiri & Odor, 2018). Diversity is now considered as a vital aspect of business strategy and hence is now being incorporated in most organisations and institutions, as it helps in increasing productivity and improving the quality of management (Mukherjee, Gambhir & Yaswi, 2015). Similarly, Nigerian government equally recognized and decided to give attention to the diversity within the country and in her various institutions and parastatals such as ministries, departments and agencies by coming up with appropriate policies.

However, Ekejiuba, Abubakar and Ogedengbe (2024) posited that in the Nigeria public sector, not following diversity policies like the quota system, catchment area, and federal character principles correctly has put the country's future in danger. Specifically, Okeke and Mbah (2023) pointed out that experience has shown that many organizations, especially those in the public sector, do not have workplace diversity policy as employment depends heavily on favouritism and nepotism tendencies. Even the Federal Character policy that is meant to guide employment and appointments in Federal Ministries, Departments and Agencies (MDAs) is hardly adhered to while considering people to be employed or appointed into positions of authority. This of course is an act that has deprived many parastatals or agencies of government to promote diversity.

Garca-Rodriguez et al. cited in Ekejiuba, Abubakar and Ogedengbe (2024) viewed diversity management as making sure everyone in a company is treated the same without regard to who they are, or any differences they may have, leading to a more inclusive environment. Diversity management is a way of improving the performance of the employees by making sure everyone in the workplace is included and accepted in all activities, regardless of gender, age, color, etc. while diversity on the other hand, is simply the differing traits in individuals such as gender, race, religion, skills, knowledge, qualification, etc. that are present in employees of the same organization (Ekejiuba et al., 2024).



Thus, diversity management is also a negotiating process with different parties involved who have different perspectives and interests. These parties include the state, employers, trade unions and nongovernmental organizations. Workplace diversity management is also viewed as handling differences among employees in the workplace (Ekejiuba, Abubakar & Ogedengbe, 2024). Diversity management focuses on the planning and implementation of business systems and practices to administer the workforce to the fullest to obtain maximum potential advantages of diversity. An area that provides focus on the dealings of measurement and control by the organization is a specialized field for diversity managers and diversity task force.

In light of the foregoing background, it is evident that diversity management has a vital role to play in today's organization life, with an increase in the globalization for greater workforce diversity. Also, management of diversity of employees within organization or institution is critical to administrative effectiveness. Okeke and Mbah (2023) opined that diversity management has important implications for the organizations that want to achieve their set objectives. It means then that to have a diverse workforce is one thing while its effective management is a different thing all together. Thus, towards achieving administrative effectiveness within an organization, which is the ability of administrator to achieve the goals and objectives of the organization, the crucial role of diversity management with respect to demographic, cultural, communication, interpersonal and organizational diversity cannot be undermined. Therefore, this study examined the impact of diversity management on administrative effectiveness in colleges of education in Kaduna State, Nigeria.

STATEMENT OF THE PROBLEM

Organizations are increasingly becoming multifaceted and vague, with great pressure of work, due to stiff rivalry, which has dictated the need for a global culture suitable for enticing and motivating diverse employees from different parts of the world. However, it is pertinent

to note that several issues act as barriers to diversity at work which includes discrimination, structural and procedural. More so, in many workplaces, prejudice and bias, either conscious or unconscious exist, which is linked to discrimination and has negative outcomes on organization profitability, employees' innovativeness, and productivity as well as administrative effectiveness (Omoyele & Olabisi, 2020). Issues are contributing to inequality, ranging from lack of women in leadership positions to perceptions of disabled job applicants, which adversely affects organizational performance. This implies that biases and discrimination due to improper management of diversity is a chief challenge that hinders organization performance in terms of profitability enhancement, employees' innovativeness, and productivity.

Amidst diversity, most Nigerians working in multinational companies are discriminated against based on diversity to an extent that most senior employees in multinationals are white, and that promotion and salaries reveal the white supremacies over the black (Ohunakin et al., 2019). In Western Europe and other developed parts of the world, workplace diversity management has received appropriate attention while it is not so in developing countries especially in Nigeria. The significance of diversity among the workforce has not been identified in many educational institutions in Nigeria where there is a multi-diverse workforce. Therefore, this study is necessitated by the need to investigate the impact of diversity management (with particular reference to demographic, cultural, communication, interpersonal, and organizational diversity management) on administrative effectiveness in colleges of education in Kaduna State, Nigeria.

Purpose of the Study

The purpose of the study was to examine the impact of organizational diversity management on administrative effectiveness in Colleges of Education Kaduna State, Nigeria.

Research Question

This research question was answered in the study:

What impact does organizational diversity management have on administrative effectiveness in Colleges of Education Kaduna State, Nigeria?

Hypothesis

This hypothesis guided the study:

H₀₁: There is no significant impact of organizational diversity management on administrative effectiveness in Colleges of Education Kaduna State, Nigeria.

METHODOLOGY

This study adopted survey research design. Survey research design was selected because it was suitable with its inherent advantage of cost benefit and speed for gathering relevant information on the topic of the study. The population of the study is made up of 3,181 (three thousand one hundred and eighty-one) respondents which comprised 1,658 (one thousand six hundred and fifty-eight) lecturers, and 1,523 (one thousand five hundred and twenty-three) senior management staff in the two (2) government owned Colleges of Education in Kaduna State, Nigeria. A sample size of three hundred and forty-six (346) participants, consisting of one hundred and eighty (180) lecturers and one hundred and sixty-six (166) senior management staff were used in the study.

The samples were randomly sampled using the recommendation of Research Advisors

(2006) sample size table (see Appendix B). According to Research Advisors (2006) sample size table, for a population of 2,500 – 3,500, a sample size of 346 should be used. The instrument titled “Diversity Management and Administrative Effectiveness Questionnaire (DIMA EQ)” was used for data collection in the study. The questionnaire was administered once and reliability coefficient of 0.82 was obtained using Cronbach Alpha formula. The demographic data collected in the study was presented in tabular form and responses were calculated in percentages followed by detailed interpretation. The descriptive statistics of frequency, mean and standard deviation was used to answer the research questions, while chi-square was used to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question:

What impact does organizational diversity management have on administrative effectiveness in Colleges of Education Kaduna State, Nigeria?

The data collected through the administered questionnaire on lecturers and senior management staff in respect to research question was analysed using frequency, mean and standard deviation. The summary of analysis made on this research question is presented in table 1.

Table 4.6: Impact of Organizational Diversity Management on Administrative Effectiveness in Colleges of Education Kaduna State, Nigeria

SN	Item Statements	Respondents	SA	A	U	D	SD	Mean	SD	Remark
1.	Organizational diversity management impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers	1	43	6	52	78	2.094	1.213	
		SMgt. Staff	5	61	17	29	54	2.620	1.499	Negative
2.	Recruitment management impacts administrative	Lecturers	18	40	14	58	50	2.544	1.363	
		SMgt. Staff	23	40	11	35	57	2.939	1.153	Negative

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SN	Item Statements	Respondents	SA	A	U	D	SD	Mean	SD	Remark
3.	effectiveness in Colleges of Education in Kaduna State. Management of promotion processes impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers SMgt. Staff	1 1	74 74	32 33	39 30	34 28	2.827 2.759	1.176 1.294	Negative
4.	Management of training programmes impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers SMgt. Staff	4 2	70 73	22 18	31 29	53 44	2.672 2.885	1.315 1.354	Negative
5.	Management of job function impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers SMgt. Staff	14 13	72 62	28 26	34 23	32 42	3.011 2.698	1.272 1.167	Negative
6.	Management of management or leadership status impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers SMgt. Staff	1 5	45 50	25 31	78 50	31 30	2.483 2.421	1.064 1.202	Negative
7.	Management of seniority affiliation impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers SMgt. Staff	6 -	45 45	29 34	62 33	38 54	2.550 2.783	1.173 1.231	Negative
8.	Management of departmental affiliation impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers SMgt. Staff	10 9	62 54	31 25	39 48	38 30	2.816 2.614	1.288 1.173	Negative
9.	Management of union affiliation impacts administrative effectiveness in Colleges of Education in Kaduna State.	Lecturers SMgt. Staff	4 1	55 56	32 22	59 52	30 35	2.688 2.241	1.139 1.353	Negative
10.		Lecturers	37	23	12	62	46	2.683	1.492	

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SN	Item Statements	Respondents	SA	A	U	D	SD	Mean	SD	Remark
	Management of targeted internships impacts administrative effectiveness in Colleges of Education in Kaduna State.	SMgt. Staff	19	16	14	54	63	3.030	1.172	Negative
Average Mean								2.66	1.13	

Table 1 showed that organizational diversity management does not have impact on administrative effectiveness in colleges of education in Kaduna State, Nigeria. The table presents the average response mean of 2.66 which is lower than the rating mean of 3.0. By implication, organizational diversity management negatively affect administrative effectiveness in colleges of education in Kaduna State, Nigeria. Most of the items stated on this research question recorded a response mean lower than the rating means of 3.0, which indicated disagreement on the part of the participants.

Hypothesis:

There is no significant impact of organizational diversity management on administrative effectiveness in Colleges of Education in Kaduna State, Nigeria.

The opinions of senior management staff and lecturers on the impact of interpersonal diversity management on administrative effectiveness in Colleges of Education in Kaduna State, Nigeria was analysed using chi-square (χ^2). The summary of the hypothesis tested is presented in table 2:

Table 2: Summary of Chi-square test on the Impact of Organizational Diversity Management on Administrative Effectiveness in Colleges of Education in Kaduna State, Nigeria

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
346	18.205	89.612	0.05	36	0.310	Retained

Table 2 revealed that the χ^2 cal. (18.205) is lesser than the χ^2 crit. (89.612) at 36 degrees of freedom and at 0.05 level of significance. This result therefore means that there is no significant difference in the opinions of senior management staff and lecturers on the impact of organizational diversity management on administrative effectiveness in Colleges of Education in Kaduna State, Nigeria. The implication of this result is to accept the hypothesis which says that there is no significant difference in the opinions of senior management staff and lecturers on the impact of organizational diversity management on administrative effectiveness in Colleges of Education in Kaduna State, Nigeria.

DISCUSSION OF FINDINGS

Finding revealed that organizational diversity management does not have impact on administrative effectiveness in Colleges of

Education in Kaduna State, Nigeria. Therefore, the hypothesis that there is no significant difference in the opinions of participants on the impact of organizational diversity management on administrative effectiveness in Colleges of Education in Kaduna State, Nigeria was accepted.

The finding is in line with the position of Ajani (2023) that management of organizations must endeavour to emphasize diversity in their operational planning across all strata levels, but should cautiously and carefully embark on promotion based on experience, team spirit and collectivism together with provisions of relevant training through seminars/workshops to reconcile and leverage on diversity among employees/work force, as against use of discriminating features centred on tribe, religion, nationality, gender, age or physical handicap.

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CONCLUSIONS

In view of the findings from this study, it was concluded that organizational diversity management does not have impact on administrative effectiveness in Colleges of Education in Kaduna State, Nigeria.

RECOMMENDATIONS

Recommendation was made in the study that the management of colleges of education should ensure proper management of diversity in the workplace and equally create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies, programmes and practices towards reducing conflicts among the employees and increase their effectiveness.

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