

Workplace Diversity on Teaching Staff Retention in Higher Education Sector

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The demographic makeup of modern workplaces is becoming more diversified. The workplace is the location where employees work for a company. Diversity in the workplace is the result of individuals from various backgrounds cooperating to achieve the organization's common objective. Diversity in the workplace is one significant element that is essential to the growth of the company. The paper examines how workplace diversity affects higher education teaching staff retention rates. It examines workplace diversity from several angles, including age, gender, and behavioral diversity. The study's main objective is to ascertain how workplace diversity with respect to age, gender, and socio-behavior creates impact on the teaching staff retention in the education sector. It is based on a survey conducted among 384 instructors working in the higher education field. The statistical tool SPSS was utilized to analyze the data. The research concludes that workplace diversity, including gender, age, and socio-behavioral variety, improves teaching staff retention.

Keywords: Workplace diversity, gender diversity, age diversity, Socio-behavioral diversity, staff retention.

1. Introduction

Diversity encompasses both respect and acceptance. It means accepting our unique differences and understanding that each of us is unique. These can have to do with someone's physical characteristics, political beliefs, religion, color, cultural background, sexual orientation, gender, age, or other concepts. They may also be related to their social conditions. It is the investigation of these variations in a supportive, encouraging, and safe environment. It's about getting to know one another, embracing and celebrating the many elements of variety that each individual possesses, and moving beyond tolerance.

Diversity plays a crucial role in fueling innovation, boosting creativity, and developing

problem-solving capabilities within organizations. When people with diverse backgrounds collaborate, they bring distinct perspectives, experiences, and knowledge that make them approach challenges and opportunities in unique ways (Ociti,2023).

Diversity can be characterized as the knowledge, acceptance, and celebration of individual differences, regardless of one's color, age, class, ethnicity, physical ability, or other characteristics. Strengthens this argument by saying that while every person has a unique attitude, level of knowledge, and method of approaching others depending on their history, they are all also unique in a variety of biological and environmental ways. An atmosphere where employees come from a variety of origins and identities, including different sexes, genders, races, ethnicities, and sexual orientations, is referred to as "workplace diversity."

Workplace diversity, in the opinion of organizational experts, is the wide variety of backdrops, presences and characteristics within an employee base. Workforce diversity is described as "the bringing together of a variety of people in one workplace" by workology (Hannah Weiss, 2015). This notion goes beyond the professional and focuses mostly on the personal, something that many other business-related concepts don't do.

The growing heterogeneity of businesses in the presence of diverse groups is what Robbins and Stephen identified as workplace diversity. This heterogeneity went on to clarify that "workforce diversity addresses individual differences within respective countries." It encompasses not only the more well-known groups---women, African Americans, Hispanic Americans, and Asian Americans---but also elderly, homosexual men and lesbians, and physically challenged people. Furthermore, it's not just a problem in the US but also in Europe, South Africa, Australia, Canada, and Japan. (Amaliyah, 2015; Robbins and Stephen, 2000).The variances in employee and environmental circumstances resulting from gender, age, marital status, handicap, and sexual orientation are what Mathis & Jackson described as the variations within the diversity that was mentioned. (Mathis & Jackson, 2006; Amaliyah, 2015). Conversely, workplace diversity was described by Vecchio & Appelbaum as "workforce diversity refers to a work force characterized by people with different human qualities who belong to different cultural groups. From the perspective of an individual, diversity means including people who are different from ourselves in age, ethnicity, gender, or race" (Appelbaum et al., 1995; Amaliyah, 2015).

Companies with a diverse workforce surpass industry standards by 35 percent, according to McKinsey's research (Hunt et al., 2015). According to a Glassdoor survey, 57% of workers think that their organizations ought to have a more diversified workforce. A diverse workforce is important, according to 67% of job searchers, when evaluating employment offers. (Diversity & Inclusion: Glassdoor for Employers, n.d.).

The organization's diverse workforce offers a range of abilities from varied backgrounds, genders, ages, ethnicities, and socioeconomic behaviors. Improved chances for creativity and problem-solving skills may arise when diverse abilities are appropriately aligned with the objectives of the business. An organization with a diversified workforce must have a smart decision-making feature. It leads to increased workforce productivity, which ultimately fetches increased profits for the organization. When workplace diversity is properly managed by the organization, the rate of employee attrition or turnover is reduced. Well-managed workforce diversity leads to an improved reputation for the organization. The organization must be fair,

and identify potential bias, and value all the employees equally.

As stated by Armstrong, “employee retention is the ability of an organization to retain its best employees and hence maintain a lower turnover. An organization can achieve this by adopting various employee retention programs.” (iedunote.com/employee-retention)

The aim of staff retention for the business is to retain skilled and productive personnel while lowering attrition rates through the creation of an engaging work environment (Gillis et al., 2024). This means showing them your appreciation, providing them offers attractive perks and remuneration, as well as promoting a positive work-life balance (Gillis and others, 2024).

2. OBJECTIVES:

- To investigate how diversity in the workplace affects higher education teaching staffs’ retention.
- To study how gender diversity affects higher education's workforce retention rate in the workplace.
- To investigate the impact of age diversity on higher education’s teaching staff’s retention.
- To study how socio-behavioral diversity affects higher education sector staff’s retention

3. REVIEW OF LITERATURE:

Theoretical Framework:

The theories of social identity and social categorization are two of the theories that guide the research. Various theories, such as equity theory and balance theory, have been employed in previous research on diversity. The ideologies and underlying ideas of the selected theories make them suitable.

Theory of Social Identity (SIT):

A social identity theory can be applied in organizations to achieve high performance. When it comes to realizing diversity and the function of group divides in organizations, social identity theory provides additional insight. Tajfel contends that a deeper comprehension of the effects of group interactions, activities, and attitudes within organizations is possible through the use of social identity theory (Tajfel, H.,1981).

Theory of Social Categorization:

Turner proposed the Social Categorization Theory in 1987. This theory contends that each person must be a participant in a certain social group and considers the idea that there are several social groupings. Individuals within the group identify and sort themselves according to the salient features that the group is associated with (Hogg et al., 1988).

This clarifies a lot about the social and cultural groupings that exist at work. The sociocultural

and ethnic factors that are entwined with social categorization theory are examined in this study. This theory offers enough details to comprehend the diversity of society and explains a great deal about the behavior of workplace groups and organizational cultures.

Workplace diversity

Renowned academics have undertaken a great deal of research, and over time, they have concluded that a variety of factors may be major contributors to conflict, which is made worse by workforce diversity. The writers Abasyn and Muhammad Qasim examined how diversity in the workforce affected Jalalabad's education sector employees' performance on the job. According to the findings, employee job performance is significantly impacted by workforce diversity (Qasim, M., 2017). The authors Harold Andrew Patrick and Vincent Raj Kumar look at possible obstacles to workplace diversity and offer ideas for improving inclusiveness and diversity in the workplace (Patrick, 2012).

Diversity management, according to author Priyanka (2020), may be a competitive advantage for a company since varied workplaces are more appealing, are taken into consideration when hiring decisions are made, and can generate more money for the company (Priyanka, 2020).

According to M.D.Tamunomiebi and E.C. John-Eke, establishing a framework for managing workplace diversity is crucial for organizations to efficiently handle the diversity that exists within their ranks (Tamunomiebi & John-Eke, 2020). According to the study by Shavita Deshwal (2014) mentions that, diversity can benefit organizations in enormous ways. Diversity improves the performance of the organization favorably. According to the study made by M.Sadiku and Pamela Obiomon (2007), promoting inclusiveness and fostering an atmosphere where all the differences are respected and where each worker may achieve their full potential are all part of managing diversity. The researchers Regine Bendl and Astrid Hainzl state that there are flaws in the business case of diversity that could harm the objectives of diversity management and inclusion (Bendl et al., 2007). According to the writers Geetha CV and Shalini Nair (2020), workforce diversity includes various aspects, and the company effectively adapted to diverse cultures, enhancing the work environment (Geetha CV and Shalini Nair, 2020). The authors Saniye Çelik, T. Ashikali and S. Groeneveld assert that the inclusivity of the corporate culture plays a noteworthy part in the connection between staff commitment, retention, and interventions aimed at improving the culture of the company (Celik et al., 2013).

Gender Diversity

Specifically, after the researchers' modifications to corporate governance principles pertaining to diversity, gender diversity has been positively associated with performance for companies in the services and financial sectors (Subba Reddy Yarram & Sujana Adapa, 2023). The research conducted by Todd, Vishal, David, and Sandra suggests that the inclusion of a greater number of women directors on the boards of the big three American companies improves the company's performance because of gender diversity. The results show how index investors have the power to significantly alter corporate governance and how important investor support is to increasing diversity in companies (Todd A. Gormley et.al., 2023).

There is a disparity in the research results on the influence of gender diversity on wealth, according to authors Saddam A. Hazaea, Jinyu Zhu, Najib H.S, Farhan, and Abraham

Mohammed Al-Matari. Gender diversity's ability to positively affect financial performance is dependent on a number of organizational and environmental elements that businesses must take into account (Hazaea et al., 2023). According to the writers Ali, M., Metz, I., and Kulik, C. T., in companies with a lot of gender-focused policies and practices, increased gender diversity reduces turnover (Ali et al., 2015). Considering the discussion, the predictor variable fixed the hypothesis H1 as follows:

- H1: There is no discernible correlation between gender diversity and staff retention in the higher education sector.

Age Diversity

The authors, Joseph R. and Selvaraj, state that their research focussed on the impact of age, sexual orientation, and race diversity in the workforce. Positive effects will arise from effectively managing workforce diversity. The analysis's findings indicate that there is no correlation between the three variables and employee performance (Joseph & Selvaraj, 2015).

According to the writers Bellotti, Zaniboni, Balducci, Menghini, and Toderi, they add to the current body of literature by showcasing the age diversity climate's prognostic value for welfare related to employment and turnover intention, as well as confirming the relevance of encouraging age diversity via a range of HRM strategies (Bellotti et al., 2022). Because of the distinct generational mix in the workforce, age diversity is crucial for diversity management, according to Pamela Ann Gordon (Gordon, 2017). Furthermore, he explores the perceptual and evidence-based aspects of workplace age diversity, offering useful strategies for overseeing a diverse workforce. Additionally, he clarified the difficulties that HR personnel and organizational leaders encounter when managing a range of age groups at work. (Gordon,2017).

Based on the discussion, the other independent variable and hypothesis H2 are as follows:

- H2: The higher education sector does not exhibit a substantial correlation between staff member retention and age diversity.

Socio-behavioral Diversity

Diversity in the context of an organization is the harmony of employees from various socio-cultural backgrounds, according to Wentling & Palma-Rivas. Cultural aspects are taken into account, such as physical ability, ethnicity, color, age, gender, and race (Wentling & Palma-Rivas 2000). The authors also go through the broad concept of diversity and how it encompasses things like national origin, religion, gender identity, disability, values, ethnic culture, education, language, and way of life, as well as things like physical appearance, economic condition, and views (Wentling & Palma-Rivas 2000). A varied workforce with respect to educational background and ethnicity can lead to increased innovation and more original problem-solving strategies, as per the study by Pitts, Hicklin, Hawes, and Melton, (2010). As per Jorge A. Gonzalez, Azadeh Zamanian, and Bendl, the intricate dynamics and ramifications of diversity have been brought to light by studies on social and behavioral diversity in the workplace (González et al., 2015, Bendl, 2019).

Jorge A. Gonzalez, Azadeh Zamanian (2015), and Regine Bendl, Astrid Hainzland Heike Mensi-Klarbach Bendl (2019) also emphasizes the need for diversity management strategies

to reduce discrimination and harness the benefits of diversity, with Bendl (2019) cautioning against concentrating only on the benefits of diversity for business (Bendl, 2019).

According to researcher Malgorzata Lahti, there is a need to critically examine diversity in the workplace, approach differences with caution to avoid othering, and consider language proficiency as a key factor in workplace interactions (Lahti, 2019). According to the writer, Allan H. Church examined theories regarding intergroup and intergroup attitudes and actions and provided an analysis of a solitary workgroup at a sizable commercial company (Church, 1995).

Based on the discussion, the other predictor variable and hypothesis H3 are as follows:

- H3: The higher education sector does not exhibit a substantial correlation between staff member retention and socio-behavioral diversity.

Employee Retention:

According to Kerr and Slocum (1987) and Kopelman and colleagues (1990), an organization's culture values impact its HR tactics, such as policies for hiring and placement, advancement and development processes, and incentive schemes. Techniques create psychological environments that encourage differing degrees of retention and commitment among workers in various firms. They came to the conclusion that organizational culture values may also have an impact on the variance in employee retention amongst firms. Ritu Gandhi Arora (2016) demonstrates in her research that the transparency, trust, and strong association that underpin the culture of private banks is what leads to staff retention (Arora, 2016).

Based on the reviews, the authors constructed hypothesis H4 as follows:

- H4: In the higher education industry, there is no discernible correlation between workplace diversity and staff member retention.

While finding the effects of workplace diversity on staff retention, also find out how male and female employee's opinions on workplace diversity differ. So, we construct hypothesis H5 as

- H5: Male and female staffs' views on workplace diversity do not significantly differ from one another.

While finding the effects of workplace diversity on staff retention, also find out how the different age groups perception on workplace diversity differ. So, we construct hypothesis H6 as

- H6: The perspectives of various age groups about workplace diversity do not significantly differ from one another.

4. Conceptual Framework:

The author established the conceptual framework below, which illustrates the connection between the predictor and outcome variables based on the survey of literature.

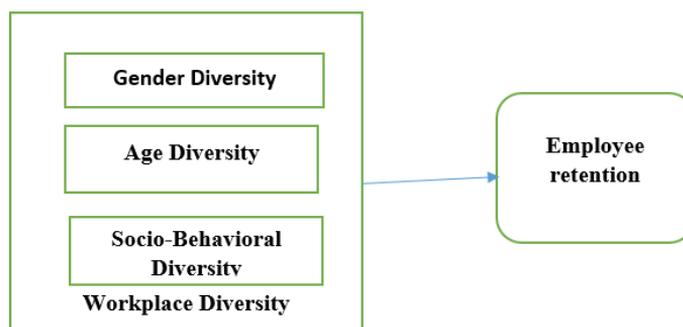


Figure 1: Conceptual Framework (Deepukumar Rao, 2020)

5. RESEARCH METHODOLOGY AND DATA ANALYSIS AND RESULTS

The existing body of knowledge regarding the effects of workplace diversity on the retention of teaching staff in higher education is based exclusively on primary data. This study employs the descriptive research design. The main aim of this study is to comprehend how workplace diversity affects teaching staff retention in the Chennai region's higher education industry. The questionnaires method was used to help with this. The sample size used for the research is 384 instructors from both government and deemed universities.

SAMPLING DESIGN:

In this study, a convenience sampling technique is used to obtain the target respondents, those aged between 25 and 58 who are higher education teaching professionals. The purpose of this age group study is to determine how workplace diversity affects the retention of teaching professionals in the higher education sector, from entry-level to senior-level positions. In this regard, we decided to choose Chennai as our sample location.

DEMOGRAPHIC DESCRIPTION

This section provides a demographic description of 384 teaching and higher education professionals in Chennai City, Tamil Nadu. As mentioned in Table 1, approximately 98.1% of them are female, and the remaining are males. From the analysis, we found 47.6% of the respondents are aged between 36 to 45 years, with only 24.1% aged between 26 to 35 years, and none were above the 55-year-old, category. Among the respondents, 86.1% were designated as assistant professors, and only 4.5% were designated as associate professors, and heads of department. Accordingly, 50% of the respondents were qualified as PhDs in their specialized stream, and only 16.1% were postgraduates qualified with the National Eligibility Test for Assistant Professor or the State Level Eligibility Test for assistant professors. Accordingly, 30.6% of the respondents received a monthly salary between 25000 and 30000 Rs, and only 10% received a salary between 60000 and 70000 Rs. None of the respondents received a monthly salary above 70000 Rs salary. Accordingly, 29.16% of the respondents had experience between 5 and 10 years, and only 3.64% of the respondents' experience falls between 15 to 20 years.

TABLE 1

| SNO | | DEMOGRAPHIC CHARACTER | FREQUENCY | PERCENTAGE |
|-----|-------------------------|-------------------------------|-----------|------------|
| 1 | GENDER | MALE | 132 | 31.9 |
| | | FEMALE | 252 | 68.1 |
| 2 | AGE | 25-35 YEARS OLD | 98 | 24.1 |
| | | 36-45 YEARS OLD | 175 | 47.6 |
| | | 46-55 YEARS OLD | 111 | 28.3 |
| | | ABOVE 55 YEARS OLD | 0 | 0 |
| 3 | DESIGNATION | LECTURER | 29 | 4.8 |
| | | ASSISTANT PROFESSOR | 299 | 86.1 |
| | | ASSOCIATE PROFESSOR | 28 | 4.5 |
| | | HOD | 28 | 4.5 |
| 4 | EDUCATION QUALIFICATION | POST GRADUATE | 129 | 33.59 |
| | | POST GRADUATE WITH NET OR SET | 63 | 16.4 |
| | | PhD | 192 | 50 |
| 5 | SALARY | LESS THAN 25000RS | 57 | 14.8 |
| | | 25000 – 30000RS | 118 | 30.7 |
| | | 30000 - 40000 RS | 73 | 19 |
| | | 40000 - 50000 RS | 40 | 10.4 |
| | | 50000 - 60000 RS | 56 | 14.5 |
| | | 60000 – 70000 RS | 39 | 10.1 |
| | | Above 70000 Rs | 0 | 0 |
| 6 | EXPERIENCE | 0 - 2 YEARS | 55 | 14.32 |
| | | 2.1 - 5 YEARS | 69 | 17.96 |
| | | 5.1 - 10 YEARS | 112 | 29.16 |
| | | 10.1 - 15 YEARS | 40 | 10.41 |
| | | 15.1 - 20 YEARS | 14 | 3.64 |
| | | 20.1 - 25 YEARS | 40 | 10.41 |
| | | ABOVE 25 YEARS | 38 | 9.89 |

MEASURES

The survey had a total of 18 items and used a 5-point Likert scale to assess responses to the different variables used in the study. Three different measures were used to evaluate an employee's impression of diversity in the workplace: a five-item scale for age diversity, a five-item scale for gender diversity, and a four-item scale for socio-behavioral variety. The last *Nanotechnology Perceptions* Vol. 20 No.7 (2024)

measure employed was a four-item scale for “staff retention.”

PREDICTOR AND OUTCOME VARIABLES

STATISTICAL TOOLS

The gathered data were empirically analyzed using a variety of statistical procedures, such as correlation and regression analysis, analysis of variance and the T-test. The analysis’s outcome variable for the correlation, regression, T-test, and ANOVA study was “staff retention.” Workplace diversity in terms of age, gender, and socio-behavioral styles was, however, considered a predictor variable. To determine the relationship between various variables, correlations were used. The impact of staff retention beliefs on workplace diversity was assessed using regression analysis.

CORRELATION ANALYSIS :

CORRELATIONS BETWEEN GENDER DIVERSITY AND STAFF RETENTION

TABLE 1: CORRELATION BETWEEN GENDER DIVERSITY AND STAFF RETENTION

| | Gender Diversity | Staff Retention |
|-----|--|-----------------|
| GD1 | FDPs and seminar programs are being utilized to support gender diversity in this organization | 0.512** |
| GD2 | The diverse and inclusive work environment of this organization can enhance creativity and problem-solving | 0.575** |
| GD3 | The career development of women in this organization is not hindered by stereotypes | 0.671** |
| GD4 | The organization employs a uniform standard for evaluating the performance of both men and women | 0.662** |
| GD5 | Women and men are equally promoted to management positions in this organization | 0.492** |

INTERPRETATION:

The analysis below revealed the Pearson correlation between the staff retention mean and the gender diversity scales: Pearson Relation $r = 0.512$, $r = 0.575$, $r = 0.671$, $r = 0.662$, and $r = 0.492$; additionally, Significance = 0.000 indicates that the gender diversity variables have r values higher than 0.5, which suggest a robust correlation between the gender diversity and the staff retention mean, as well as the 2-tailed significance value, which in this case is $<.000$.

TABLE 2: CORRELATION BETWEEN AVERAGE OF GENDER DIVERSITY AND STAFF RETENTION

| | | Employee Retention |
|----|------------------|--------------------|
| GD | Gender Diversity | .829** |

INTERPRETATION:

Gender diversity and employee retention have a strong correlation (Pearson Relation $r = 0.829$ and Significance = 0.000), according to the above table. The 2-tailed significance value (in this case, $<.000$) is also strongly correlated with gender diversity. Given the usual alpha value of .05, our correlation is very significant. The interpretation suggests that H1, the null hypothesis, is not accepted. It implies that there is a very substantial correlation between gender diversity and teaching staff retention.

TABLE 3: CORRELATION BETWEEN AGE DIVERSITY AND STAFF RETENTION

| | Age Diversity | Staff Retention |
|-----|---|-----------------|
| AD1 | This organization supports diversity by including staffs of various age groups in its processes and actions | 0.673** |
| AD2 | The diverse and inclusive work environment of this organization can enhance creativity and problem solving. | 0.627** |
| AD3 | The career development of women in this organization is not hindered by stereotypes | 0.688** |
| AD4 | The organization employs a uniform standard for evaluating the performance of both men and women | 0.572** |
| AD5 | Women and men are equally promoted to management positions in this organization. | 0.581** |

INTERPRETATION:

Based on the aforementioned analysis, we discovered that the age diversity scales and employee retention mean have the following Pearson correlations: $r = 0.673$, $r = 0.627$, $r = 0.688$, $r = 0.572$, and $r = 0.581$; additionally, significance=0.000 indicates that the age diversity variables have r values greater than 0.5, indicating a strong correlation between the age diversity and the teaching staff retention mean, as well as the 2-tailed significance value, which in this case is $<.000$.

TABLE 4: CORRELATION BETWEEN AVERAGE OF AGE DIVERSITY AND STAFF RETENTION

| | AGE DIVERSITY | STAFF RETENTION |
|----|---------------|-----------------|
| AD | Age Diversity | 0.854** |

INTERPRETATION:

From the above table, the average of both the age diversity variable and staff retention has a strong correlation (Pearson Relation $r = 0.854$ and Significance = 0.000). This suggests that the 2-tailed significance value (in this case, $<.000$) is also strongly correlated with age diversity. Given the usual alpha value of 0.05, our correlation is very significant. It suggests that H2, the null hypothesis, is not accepted. It implies that there is a considerable optimistic correlation between the predictor variable age diversity and the outcome variable staff retention.

TABLE 5: CORRELATIONS BETWEEN SOCIO-BEHAVIORAL DIVERSITY AND STAFF RETENTION

| SOCIO-BEHAVIOURAL DIVERSITY | | STAFF RETENTION |
|-----------------------------|---|-----------------|
| SD1 | I believe different viewpoints enrich our team and work group. | .688** |
| SD2 | This organization considers social norms and values of employees | .486** |
| SD3 | Socio behavioral diversity in teams enhance innovative work environment | .663** |
| SD4 | While employees may have different habits and attitudes, we all share a common approach to work | .741 |

INTERPRETATION:

The analysis below reveals the Pearson correlation between the employee retention mean and the socio-behavioral diversity scales: Pearson Relation $r = 0.688$, $r = 0.486$, $r = 0.663$, and $r = 0.741$; additionally, Significance = 0.000 indicates that the socio-behavioral diversity scales have r values greater than 0.5, indicating a strong correlation between the socio-behavioral diversity and the teaching staff retention mean, as well as the 2-tailed significance value, which in this case is $<.000$.

TABLE 6: CORRELATION BETWEEN THE AVERAGE OF SOCIO-BEHAVIORAL DIVERSITY AND STAFF RETENTION

| | | STAFF RETENTION |
|----|----------------------------|-----------------|
| SD | Socio-behavioral Diversity | .946** |

INTERPRETATION:

Based on the aforementioned analysis, it is clear that there is a substantial correlation between means of both the predictor variable socio-behavioral diversity and the outcome variable staff retention, with a 2-tailed significance value of less than 0.000. The Pearson correlation between socio-behavioral diversity and employee retention is Pearson Relation $r = 0.946$ and significance=0.000. Given the usual alpha value of 0.05, our correlation is very significant. It suggests that H3, the null hypothesis, is not accepted. This indicates that there is a very high positive correlation between teaching staff retention and socio-behavioral diversity.

TABLE 7: CORRELATION BETWEEN AVERAGE OF WORKPLACE DIVERSITY AND STAFF RETENTION

| | | EMPLOYEE RETENTION |
|-----|---------------------|--------------------|
| WPD | Workplace Diversity | .904** |

INTERPRETATION:

Based on the aforementioned analysis, we discovered that there is a strong correlation between workplace diversity and employee retention, with a 2-tailed significance value of less than 0.000. The Pearson correlation for the predictor variable workplace diversity and the outcome variable staff retention is $r = 0.904$ and significance=0.000. Given the usual alpha value of

0.05, our correlation is very significant. It suggests that H4, the null hypothesis, is not accepted. This indicates that there is a considerable positive correlation between workplace diversity and teaching staff retention.

REGRESSION ANALYSIS

We utilize linear regression when we like to forecast the value of one variable grounded on the value of another. The variable we like to forecast is called the outcome variable. The variable that we employ to anticipate the value of the further variable is known as the predictor variable.

TABLE 8: REGRESSION ANALYSIS OF WORKPLACE DIVERSITY AND STAFF RETENTION

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .952 ^a | .906 | .905 | .92822 |

INTERPRETATION:

Based on the table above, a highly substantial connection is shown by the R value (Pearson's R), which is 0.952 (the "R" column) and represents the correlation coefficient between the predictor variable, workplace diversity, and the outcome variable, staff retention. In this instance, the R-square value of 0.906, approximately 90.6%, or the percentage of variance in the staff retention outcome variable, can be accounted for by the workplace diversity predictor variable in the model. The adjusted R square here is 0.905, which is very close to the R-square value, indicating that the model is not overly penalized for having additional predictors. The standard error of estimate 0.92822 represents the standard error of the regression, which is an estimate of the standard deviation of the errors in predicting the outcome variable.

Overall, the regression model seems to fit well; the low standard error of the estimate suggests that the predictions are accurate, and the high R-square value indicates that the predictors account for a good amount of variance.

TABLE 9: ANALYSIS OF VARIANCE

| Model | Sum of Squares | df | Mean Square | F | Sig. | |
|-------|-------------------|-----------------|-------------|----------------|-----------------|-------------|
| | <u>Regression</u> | <u>2718.470</u> | <u>3</u> | <u>901.157</u> | <u>1051.724</u> | <u>.000</u> |
| 1 | <u>Residual</u> | <u>282.602</u> | <u>328</u> | <u>.862</u> | | |
| | <u>Total</u> | <u>3001.072</u> | <u>331</u> | | | |

a. Dependent Variable: Employee retention

INTERPRETATION:

To determine if the model provides a good fit to the data, the analysis of variance is utilized. The aforementioned table provides evidence that the model accurately predicts the ways in which staff retention in Chennai's higher education sector is impacted by the predictor variable of workplace diversity. The fact that the F-value calculated is 1051.724 indicates that the variance between groups (explained by the model) is significantly larger than the variance within groups (residual variance). The significance P value here is 0.000, which is very small, *Nanotechnology Perceptions* Vol. 20 No.7 (2024)

indicating that the regression model is statistically significant at conventional significance.

Overall, this ANOVA table suggests that the regression model significantly explains the variability in the outcome variable “staff retention,” as evidenced by the large F-value and the very small p-value.

TABLE 10: COEFFICIENTS

| Coefficients | | | | | | |
|--------------|-----------------------------|------------|---------------------------|-------|--------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | |
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | .853 | .274 | | 3.109 | .002 |
| | Gender Diversity | .144 | .032 | -.194 | -4.440 | .000 |
| | Age Diversity | .151 | .026 | .231 | 5.785 | .000 |
| | Socio-behavioral Diversity | .926 | .040 | .919 | 23.158 | .000 |

a. Dependent Variable: staff retention

INTERPRETATION:

The unstandardized beta value would be taken into account in the preceding table. Staff retention in colleges has a value of 0.853 when independent factors are held constant. A unit increase in gender diversity would result in an improvement in employee retention of 0.144, holding all other independent variables constant. This association is significant, as indicated by the 0.000 p-value. Keeping other independent factors equal, an increase of one unit in age diversity would likewise result in a 0.151 improvement in staff performance in banks. Because the p-value is 0.000, which is less than 0.05, this association is significant. Finally, the results demonstrate that there is a meaningful correlation between employee retention in banks and socio-behavioral diversity by 0.926, with the p-value being 0.000 greater than 0.5.

T-TEST:

To ascertain whether the population mean values are statistically substantially different from one another, the Independent Sample T test compares the means of two independent groups. (Statistics, n.d., [447]). In order to evaluate the following hypothesis, this parametric test was employed.

TABLE 12: T-TEST FOR GENDER AND WORKPLACE DIVERSITY

| | GENDER | | LEVNES TEST | | T-TEST FOR MEANS | |
|---------------------|--------|--------|-------------|---------|------------------|---------|
| | MALE | FEMALE | F VALUE | P VALUE | T VALUE | P VALUE |
| Workplace diversity | 56.55 | 52.80 | 0.478 | 0.492 | 2.862 | 0.004 |

INTERPRETATION:

The T-test shows 0.004, which is $P < 0.05$ at the 5% level. In this study, the mean value for males was 56.55 and for females, 52.80. This shows that null hypothesis H5 is rejected. There

is a significant difference between the opinions of male and female teaching staff in the higher education sector on workplace diversity.

The results of Levene's test for homogeneity of variance include a significance value (p-value) and an F-statistic. The significant value, $P=0.492$, is what matters most to us because it is more than 0.05, or $p > 0.05$, meaning that our group variances can be considered equal. That is, there are no differences in the opinions of male and female higher education teaching staffs about workplace diversity. (Statistical Laerd,)

ANALYSIS OF VARIANCE

In order to determine if there are any substantial variations between the means of three or more independent (unrelated) groups, one-way analysis of variance (ANOVA) is utilized.

TABLE 13: ANALYSIS OF VARIANCE FOR AGE AND WORKPLACE DIVERSITY ON STAFF RETENTION

| Workplace Diversity | | | | | |
|---------------------|----------------|-----|-------------|--------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 5226.040 | 2 | 2613.020 | 23.714 | .000 |
| Within Groups | 36251.912 | 329 | 110.188 | | |
| Total | 41477.952 | 331 | | | |

INIERPRETATION:

In addition to determining if there is a statistically noteworthy distinction between the means of the different age groups, the evaluation of variance results is shown in this table. As we can see, the null hypothesis H_0 is rejected since the significance value is 0.000 ($p = 0.000$), which is less than 0.05, and it considers that there are statistically substantial variations in the means of the different age groups of the higher education professionals about the perception of workplace diversity.

6. RESULTS:

The study's findings, as interpreted by the author, indicate that workplace diversity factors like employee age diversity, gender diversity, and socio-behavioral diversity positively affect teaching staff's retention in institutions or organizations. This proves that longer employee tenure is observed in a company with a diverse workforce. The degree to which an organization supports a diverse workplace through sound policies and processes is directly correlated with increased employee retention.

7. DISCUSSION:

The results mentioned by the authors, M.D.Tamunomiebi and E.C. John-Eke, emphasize the advantages and benefits of workplace diversity, such as the learning environment, increasing productivity and profit, gaining competitive advantage, and impacting performance with regards to the effectiveness and caliber of services provided. The study's objective is to help

organization management comprehend the possible impacts of diversity on performance by providing guidance to the human resources department on how to maintain a healthy balance while promote diversity (Tamunomiebi & John-Eke, 2020).

The results provided by the researchers Carola Hieker and Maia Rushby include the state of gender diversity in the workforce today, initiatives for the women in top leadership roles and the workforce, the necessity of a combination of interventions for gender parity, the importance of senior leaders' commitment to becoming diversity champions, and examples of interventions used to enhance diversity in finance and professional service firms (Hieker & Rushby, 2017). Ankita Saxena mentioned in their results that workplace diversity is a strength for an organization, but managing a diversified workplace is a significant challenge. Proper management of diversity can lead to increased productivity (Saxena, A., (2014). The results given by the authors, S.Cho and Micahlle E.Mor Barak, indicate that specific diversity characteristics like gender, age, regional affiliation, education, and position within the organization were related to employees' sense of inclusion. Men, older employees, and those with higher positions showed higher commitment to the organization. In addition to that, inclusion had a significant impact on both organizational commitment and job performance (Cho, S., & Mor Barak, M. E. 2008). Diversity by itself does not significantly affect performance based on competency, according to research by V. Owusu, Ales Gregar, and Alex Ntsiful, but dedication and job satisfaction are significant determinants in the relationship (Owusu et al., 2021).The study by Shavita Deshwal (2014) aims to compare the perceptions of people regarding workforce diversity mention that globalization has increased interaction among individuals from diverse cultures and backgrounds (Deshwal, 2014). The main findings given by Priyanka (2020) state that diversity management can enhance involvement in social networks and business programs. Diversity at the workplace can lead to a competitive advantage and increased profits for organizations. Diverse companies are more attractive and influence job-choice decisions and revenue retention. The researchers Regine Bendl and Astrid Hainzl, state that diversity focuses on performance aspects, while critical diversity aims at promoting social justice and developing solutions. Both streams contribute to understanding diversity and supporting marginalized groups (Bendl et al., 2019). P. Bindu found in her study that diversity can be a source of creativity and innovation for competitive advantage. Embracing diversity can lead to workplace conflict, while avoiding diversity can result in a loss of competitiveness. Organizations need to manage the paradoxical situation of the advantages and disadvantages associated with workplace diversity (P, H. B., 2015). Fassinger outlines challenges and opportunities for psychology related to diversity in the U.S. workforce, highlights workplace barriers faced by marginalized groups, and discusses the role of psychologists in influencing work-related policies (Fassinger & R. E. 2008).

8. CONCLUSION:

The topic of workplace diversity was explored and highlighted in this research, along with its implications for teaching staff retention in Chennai, Tamil Nadu's higher education sector. As a result, the writers recognized, explored, and emphasized the different facets and opportunities of workplace diversity. This is based on the notion that modern firms, enterprises, or institutions must adapt in order to successfully compete and endure in the face

rising diversity and the current global business climate. The needs of an increasingly diversified workforce necessitate the investigation of new methods for behavior control. It's probable that, in order to fully understand the dynamics of the multi-cultural organization of the future, conventional paradigms that unnecessarily prioritize efficiency and profitability may fall short. It will be beneficial to place more emphasis on the current movement toward non-hierarchical, flat, and decentralized organizational structures. Above all, though, is the development of an environment that values and recognizes the benefits and difficulties that come with having a diverse staff.

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