

Workplace Diversity and Job Performance in Research Libraries: Evidence from Nigeria.

Yacob Haliso

Department of Information Resources Management,
Babcock University, Nigeria
halisoy@babcock.edu.ng

Omohwovo, Odomero Ewomazino*

Department of Information Resources Management,
Babcock University, Nigeria
omohodomero@gmail.com

Obinna Okoro

Department of Information Resources Management
Babcock University, Nigeria
okoroo@babcock.edu.ng

Abstract:- *The job performance of library personnel is fundamental to achieving research institutes' mandates, as it promotes innovation, addresses societal challenges, and contributes to economic and industrial growth. However, research institutes in Nigeria face suboptimal performance due to deficiencies in declarative knowledge, procedural knowledge and skills. Extant literature indicates that workplace diversity can enhance Job Performance. However, there are limited studies that have examined the influence of workplace diversity on the job performance of library personnel in research institutes in South-West, Nigeria. This study, therefore, investigated the influence of workplace diversity on the job performance of library personnel in research institutes in South-West Nigeria. The study adopted a survey research design. The study population was drawn from 20 research institutes comprising 213 library personnel in South-West, Nigeria. Total enumeration was used for the study. A structured and validated questionnaire was used for data collection. Cronbach's alpha reliability coefficients for the constructs ranged from 0.83 to 0.92. The response rate was 86.9%. Data analysis involved the use of descriptive and inferential (simple and multiple regression) statistics at 5% significance level. The findings showed that indicators of workplace diversity ($\text{Adj.}R^2 = 0.16$, $F(4, 180) = 9.68$, $p < 0.05$) significantly influenced job performance. The study concluded that workplace diversity enhanced job performance in research institutes in South-West, Nigeria. The study recommends that management of research institutes should strengthen workplace diversity practices by integrating*

diversity into organisational strategy and implementing measures that enhance teamwork, innovation, and performance.

Keywords: Workplace Diversity, Job Performance, Library Personnel, Age Diversity, Educational Diversity

Introduction

In knowledge-driven economies, organisational success depends fundamentally on workforce performance. An organisation may possess abundant resources, strategic clarity, and modern infrastructure, yet without skilled and performing employees, it cannot achieve its objectives (Okongo & Dinku, 2024). Job performance, defined as the degree to which employees' behaviours and outputs contribute to organisational goal attainment (Campbell & Wiernik, 2015), is therefore a critical determinant of institutional effectiveness. It encompasses not only core task execution but also contextual and adaptive behaviours, including initiative, problem-solving, collaboration, and discretionary contributions that enhance service value (Unegbu et al., 2020).

In library settings, personnel performance is central to service quality. Library personnel's job performance reflects the skills, competencies, and professionalism demonstrated in the discharge of professional duties, and is directly linked to the quality of information access, user engagement, and research support (Adeola & Owolabi, 2025; Anyim, 2021). This is particularly consequential in research institute libraries, where personnel provide specialised information services that underpin their institutes' mandates of systematic inquiry, knowledge generation, and innovation. The quality of services in these libraries depends primarily on personnel performance (Saliu et al., 2018).

Research institutes in Nigeria were established to advance national development through systematic research, evidence-based policymaking, and knowledge transfer across agriculture, science, medicine, and technology (Olayemi & Afolabi, 2022). Their libraries function as critical resource hubs for scientists, researchers, and practitioners. However, personnel in these settings face systemic challenges, including brain drain, low motivation, inadequate training, and weak organisational support structures, that constrain their capacity to deliver high-quality services (Igiri et al., 2021; Salau, 2025; Abiona et al., 2021).

Despite growing attention to staff performance in Nigerian research institutes, the job performance of library personnel in South-West Nigeria remains underexplored, leaving institutional improvement efforts incomplete.

Scholars have identified knowledge, skills, motivation, and the work environment as key determinants of performance (Sahabi et al., 2023; Bankole et al., 2023). This study draws on Campbell et al.'s (1993) multidimensional performance framework, operationalising job performance through declarative knowledge, an individual's understanding of job-relevant facts, roles, and objectives, and procedural knowledge, which concerns the applied skills required to execute professional tasks effectively. These cognitive and technical foundations are particularly appropriate indicators for library environments, where performance depends on both professional knowledge and its practical application.

Beyond individual-level factors, the demographic composition of library workforces presents a structural dimension that may independently shape performance. Libraries in Nigerian research institutes comprise personnel who differ in age, gender, ethnicity, and educational background, dimensions that collectively constitute workplace diversity. Defined as the presence and interaction of heterogeneous individuals across multiple dimensions of difference (Gross-Golacka et al., 2022; Yusuf et al., 2025), workplace diversity can enrich service delivery through varied perspectives and complementary competencies, while also generating tensions that, if unmanaged, undermine collaboration and productivity. Despite its relevance, the relationship between diversity and the performance of library personnel in Nigerian research institutes has received little empirical attention.

This study, therefore, examines the influence of workplace diversity across age, gender, ethnicity, and educational dimensions on the declarative and procedural knowledge performance of library personnel in federal research institutes in South-West Nigeria. The findings of this study will contribute to scholarly communication on diversity, thereby extending the diversity performance literature to a specialised institutional context within a developing country. The findings will also provide an evidence-based foundation for policy formulation, workforce planning, human resource and diversity management practices, and will generate strategic insights to strengthen diversity training, capacity-building initiatives, and service delivery in research institute libraries.

Statement of the Problem

Job performance is the foundation of organisational success, particularly in knowledge-driven institutions such as libraries. In research institutes, the effectiveness of information service delivery, which strengthens scientific discovery, technological advancement, and evidence-based policy development, depends on the job performance of library personnel. These professionals serve as key drivers of research by facilitating access to information, curating knowledge resources, and supporting scholarly communication. When job performance is effective and efficient, it ensures the timely dissemination of information, improved user satisfaction, proper organisation of research outputs, and stronger institutional support for innovation. In this way, the productivity of library personnel contributes not only to the growth of their institutions but also to national development through the creation and application of knowledge.

Despite the importance of job performance, studies have identified issues such as brain drain, low motivation, inadequate training, and workplace deviant behaviours, including aggression, idleness, and gossip, that affect staff job performance in research institutes, particularly in Southwest Nigeria (Igiri et al., 2021; Abiona et al., 2021). More so, Sulaimon et al. (2022) report low performance levels among research institute staff, who often struggle to meet deadlines, maintain quality standards, and deliver expected outcomes. These challenges have reduced job satisfaction, led to poor service delivery, and decreased institutional productivity. Notwithstanding, the growing body of literature on job performance in research institutes, limited scholarly attention has been directed toward the job performance of its library personnel in the Southwest region of Nigeria. The gap is critical, as failing to investigate their job performance can weaken institutions' productivity and their ability to achieve sustainable national development goals. Furthermore, existing studies on library personnel's job performance have mainly centred on university and polytechnic libraries, with a limited focus on special libraries, such as research institutes. These shortcomings overlook the unique operational contexts of library personnel in research institutes, who play a key role in supporting national innovation and socio-economic growth.

To better understand and address these challenges, workplace diversity has been highlighted as a potential determinant of job performance. Workplace diversity introduces varied perspectives, skills, and experiences that can stimulate creativity, innovation, and problem-solving. While workplace diversity has been widely studied globally, its empirical exploration in the context of African research institute libraries, particularly Nigerian libraries, remains limited (Yadav & Lenka, 2020).

This gap limits the development of evidence-based interventions to address the underlying causes of underperformance among library personnel. Against this backdrop, the present study seeks to investigate the influence of workplace diversity on the job performance of library personnel in research institutes across South-West Nigeria.

Objective of the Study

The objective of this study is to determine how workforce diversity influences job performance in research institutes in South-West Nigeria.

Hypothesis

Ho: Workplace diversity (age, gender, ethnicity, and educational diversity) has no significant influence on the job performance of library personnel in research institutes in South-West Nigeria.

Literature Review

This section examines existing scholarly contributions on job performance and workplace diversity, with particular emphasis on their relevance to library personnel in research institutes. It provides a conceptual and empirical foundation for understanding how these variables interact to influence organisational effectiveness.

Job performance refers to the practical and efficient execution of duties and functions by an employee to achieve organisational goals. It is defined as a set of workers' behaviours that can be measured, monitored, and assessed as an achievement at the individual level (Ouakouak et al., 2021). Studies have consistently demonstrated commendable levels of job performance among library personnel. For instance, Omotunde and Alegbeleye (2021), in their study on talent management practices and job performance of librarians in university libraries in South-West Nigeria, reported a moderate level of job performance, suggesting that performance outcomes were neither deficient nor exceptionally high. In contrast, Sahabi et al. (2023) found that academic librarians in selected federal university libraries in North-West Nigeria exhibited high job performance. Similarly, Fabunmi et al. (2023), in their investigation of staff training as a determinant of job performance in public universities in Southern Nigeria, reported high levels of performance among librarians. Further supporting these findings, Osiesi et al. (2022) and Bankole et al. (2023) found that professional development and training significantly enhanced job performance in university libraries, while studies in public libraries in Kwara State

documented strong performance indicators such as timely task completion and punctuality. Similarly, high levels of job performance have been associated with motivational factors, employees' energy and dedication, as well as strong task and contextual competencies such as proactiveness, resilience, and commitment to continuous professional development (Ayodeji et al., 2022; Eseye & Debebe, 2024; Oduola et al., 2024).

Within research institutes, personnel performance is critical, given their core mission of advancing scientific knowledge, informing policy, and contributing to national development. Igiri et al. (2021) found that brain drain, low motivation, and inadequate training undermine individual productivity, posing a threat to national sustainable development goals. Abiona et al. (2021) further stressed that staff in research institutes frequently engage in workplace deviance behaviours, such as aggression, idleness, and gossiping, which negatively impact job performance. These counterproductive behaviours reduce, erode collaboration and ultimately lower job performance. Additionally, Salau (2025) and Olayinka (2023) noted that weak organisational support structures and a demoralised work environment are barriers to optimal job performance. This study focuses on the job performance of library personnel at research institutes, a critical aspect of the effective functioning of libraries and the satisfaction of users' information needs (Omotunde & Alegeleye, 2021). Understanding the factors influencing library personnel's job performance is vital for library managers, administrators, educators, and policymakers aiming to enhance library services and optimise resource utilisation.

Workplace diversity describes the complex array of similarities and differences among individuals within an organisation, encompassing demographic traits, cultural backgrounds, and diverse professional perspectives. According to Tamunomiebi and John-Eke (2020), workplace diversity is an emerging issue in contemporary organisational reviews, which are increasingly driven by globalisation and trade liberalisation.

The study found that a heterogeneous workforce catalyses productivity when an organisation effectively integrates differences in age, gender, race, and ethnicity to create a collaborative learning environment.

Felix et al. (2023) investigated the nexus between the modern economy and employee versatility within the Nigerian banking sector. Using a survey design, their study found a significant correlation between age and gender diversity in

employees' ability to adapt to multifaceted roles. This finding is corroborated by Inazu et al. (2021), who investigated workforce diversity in Nigerian libraries. They found that globalisation and migration have increased demographic shifts, which have enhanced institutional creativity and innovation, reinforcing the notion that diversity is a fundamental prerequisite for high job performance. However, the transition from a diverse workforce to a high-performing one often requires specific psychological and structural mediators.

Enwereuzor (2021) examined the relationship between the diversity climate and tacit knowledge sharing, and the mediating role of workplace belongings. This study found evidence that a diverse climate is positively associated with workplace belonging and tacit knowledge sharing. Moreover, workplace diversity is influenced by sectoral and geographic contexts. For instance, Won et al. (2020) identified twenty-one diversity factors affecting project productivity in Singapore, noting that "Skill and Education" and "Age and Experience" were the most influential drivers of efficient decision-making. Conversely, Ahmad and Rahman (2019) observed that in certain academic settings, age and ethnic diversity could negatively correlate with performance if not managed correctly. However, experience diversity remained a consistent positive predictor.

In the Nigerian landscape, studies continue to highlight both the potential and the existing gaps in workplace diversity. While Kowo (2021) found that cultural and gender diversity positively influenced sales and staff retention in multinational food companies, Udoyiu and Uko (2023) warn that many Nigerian organisations still lack formal Diversity, Equity, and Inclusion (DEI) frameworks. The study found that only 35% of leading firms have basic inclusion policies, a gap that Nwokocha and Isaac-Udoh (2024) suggest can be mitigated through the strategic use of technological tools and leadership-driven diversity management practices.

The empirical evidence above suggests that workplace diversity enhances innovation and service quality; however, it can also pose challenges, such as bias and conflict, if not managed. While previous studies in Nigeria have laid a foundation for exploring these dynamics in the banking and private sectors, there remains a need for further research within specialised information environments. Thus, this study contributes to the field by examining how age, gender, ethnicity, and educational diversity affect library staff performance in Nigerian research institutes in Southwest Nigeria.

Scholars have consistently affirmed the positive relationship between workplace diversity and personnel performance. Ofoma and Umar (2023) demonstrate that diversity enhances service delivery by improving policy inputs, innovation, problem-solving capacity, responsiveness, and communication. Also, Kowo (2021), Osibanjo et al. (2020), Roy (2022), and Ngalo et al. (2023) identified significant positive associations between age, gender, education, ethnicity, and work experience diversity and organisational performance. Studies within the higher education sector show that ethnic and educational diversity foster creativity, innovation, and broader talent pools (Muange & Kiptoo, 2020; Jekelle, 2021; Tjimuku & Atiku, 2024). However, despite these contributions, most empirical studies on workplace diversity and job performance in Nigeria have focused on banking, maritime, corporate, and university settings (Ngalo et al., 2023; Ehilebo et al., 2023; Uche et al., 2020; Onyia et al., 2025; Tongo et al., 2022). Revealing a lack of empirical attention to research institutes, despite their crucial roles in knowledge generation, innovation, and policy development. This lack of sector-specific evidence leaves a gap in understanding how workplace diversity influences performance in institutions whose primary mandate is scientific discovery, technological advancement for evidence-based policy and national development.

Methodology

This study adopted a survey research design because it provides a systematic and efficient means of collecting data from a large and diverse population. The population of the study comprised two hundred and thirteen (213) library personnel working in federal research institutes located in the South-West geopolitical zone of Nigeria. Total enumeration was used to include all library personnel within the population for comprehensive representation. A questionnaire was used for data collection as it provided a practical and systematic means of gathering information from many respondents within a relatively short period. A total of 213 copies of the questionnaire were administered to library personnel across the selected research institutes. Of these, 185 copies were retrieved, properly completed, and deemed suitable for analysis.

This represents a response rate of approximately 86.9 per cent, which is considered highly satisfactory for a study of this nature. Upon data collection, data were analysed using Statistical Package for the Social Sciences (SPSS), a robust statistical software package suitable for handling and analysing quantitative data. Descriptive statistics, such as frequency distributions, percentages, means, and standard

deviations, were used for data analysis. Specifically, simple linear regression models were applied to determine the influence of the independent variable, workplace diversity, on the dependent variable, job performance. The statistical tools enabled the organised presentation and interpretation of data, thereby providing clear insights into trends and patterns among library personnel and effectively addressing the research questions.

Results and Discussion

This section reports findings on the prevalence of workplace diversity among library personnel in research institutes in South-West, Nigeria.

Table 1: Descriptive Statistics showing the prevalent workplace diversity among library personnel in research institute libraries in South-West, Nigeria.

S/ N	Research Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
AGE DIVERSITY (Average Mean = 3.00)							
1	I have no problem working with people of different ages.	120 (64.9%)	55 (29.7%)	10 (5.4%)	–	3.59	0.59
2	My supervisor includes members of different ages in problem-solving	91 (49.2%)	70 (37.8%)	16 (8.6%)	8 (4.3%)	3.32	0.81
3	I feel motivated to work with employees of the same age group.	55 (29.7%)	60 (32.4%)	54 (29.2%)	16 (8.6%)	2.83	0.95
4	Age differences shape group formation at my institute.	50 (27.0%)	57 (30.8%)	61 (33.0%)	17 (9.2%)	2.76	0.96
5	Age differences enhance consensus-building among employees.	50 (27.0%)	56 (30.3%)	62 (33.5%)	17 (9.2%)	2.75	0.96

S/ N	Research Questions	Strong ly Agree	Agree	Disagr ee	Strongl y Disagre e	Mea n	SD
6	Age differences enhance group effectiveness	55 (29.7%)	49 (26.5 %)	59 (31.9%)	22 (11.9%)	2.74	1.01
GENDER DIVERSITY (Average Mean = 3.20)							
7	There is equal opportunity for career growth and advancement for men and women in my organisation.	116 (62.7%)	47 (25.4 %)	17 (9.2%)	5 (2.7%)	3.48	0.77
8	I enjoy working with colleagues of different genders.	98 (53.0%)	71 (38.4 %)	14 (7.6%)	2 (1.1%)	3.43	0.68
9	Employees have not been discriminated against by the employer during promotional opportunities based on gender.	84 (45.4%)	80 (43.2 %)	12 (6.5%)	9 (4.9%)	3.29	0.79
10	Diverse genders foster harmonious relationships among employees.	71 (38.4%)	79 (42.7 %)	31 (16.8%)	4 (2.2%)	3.17	0.78
11	Gender diversity improves the efficiency of our work processes.	71 (38.4%)	69 (37.3 %)	39 (21.1%)	6 (3.2%)	3.11	0.85
12	A workplace of the same gender can easily form working groups.	46 (24.9%)	62 (33.5 %)	56 (30.3%)	21 (11.4%)	2.72	0.97
ETHNIC DIVERSITY (Average Mean = 3.12)							
13	I cooperate well with my colleagues of different ethnicities.	104 (56.2%)	67 (36.2 %)	11 (5.9%)	3 (1.6%)	3.47	0.68

S/ N	Research Questions	Strong ly Agree	Agree	Disagr ee	Strongl y Disagre e	Mea n	SD
14	In my office, there is no ethnic bias, which increases employee performance.	78 (42.2%)	81 (43.8 %)	18 (9.7%)	8 (4.3%)	3.24	0.80
15	Different languages used within the institute do not cause conflict among employees.	74 (40.0%)	83 (44.9 %)	21 (11.4%)	7 (3.8%)	3.21	0.79
16	Employees cooperate regardless of language differences.	72 (38.9%)	83 (44.9 %)	24 (13.0%)	6 (3.2%)	3.19	0.78
17	Working with colleagues from diverse ethnic backgrounds influences my decision-making.	57 (30.8%)	62 (33.5 %)	41 (22.2%)	25 (13.5%)	2.82	1.02
18	Language differences among employees can impact group formation and cohesion.	37 (20.0%)	90 (48.6 %)	36 (19.5%)	22 (11.9%)	2.77	0.91
EDUCATIONAL DIVERSITY (Average Mean = 3.38)							
19	My educational level enhances my ability to perform my core task responsibilities.	100 (54.1%)	74 (40.0 %)	10 (5.4%)	1 (0.5%)	3.48	0.63
20	My educational background gives me the confidence to perform my job effectively.	100 (54.1%)	71 (38.4 %)	10 (5.4%)	4 (2.2%)	3.44	0.70
21	I perform my job effectively as part of a team of coworkers with diverse educational backgrounds.	82 (44.3%)	94 (50.8 %)	7 (3.8%)	2 (1.1%)	3.38	0.62
22	Different educational backgrounds bring diverse experiences and enhance performance.	87 (47.0%)	79 (42.7 %)	1 9(10.3 %)	–	3.37	0.66

S/ N	Research Questions	Strong ly Agree	Agree	Disagr ee	Strongl y Disagre e	Mea n	SD
23	Working with colleagues from different educational backgrounds improves our problem-solving and decision-making abilities.	88 (47.6%)	73 (39.5 %)	22 (11.9%)	2 (1.1%)	3.34	0.73
24	Differences in educational background support positive working relationships among employees.	75 (40.5%)	89 (48.1 %)	21 (11.4%)	–	3.29	0.66
Overall Mean =3.17							

Source: Researcher's field work (2026)

Analysis and Presentation of Research Hypothesis

Hypothesis one: Workplace diversity has no significant influence on the job performance of library personnel at research institutes in the South-West, Nigeria.

Table 2: Multiple linear regression for the influence of workplace diversity on job performance

Variable	B	St d. Er ro r	Bet a T	Sig.	R	Adj. R ²	F	ANO VA Sig
(Constant)	43. 550	5.7 84	7.52 9	.000				
Age Diversity	.62 4	.22 2	.214 2.80 8	.006	0.42 1*	0. 159	9.6 8 (4,1 84)	0.000
Gender Diversity	- .18 7	.29 1	- .063	-.642 .522				

<i>Ethnic</i>	.36	.32	.102	1.10	.270
<i>Diversity</i>	2	7		6	
<i>Educational</i>	1.0	.31	.289	3.28	.001
<i>Diversity</i>	37	6		3	

Dependent Variable: Job Performance

Predictor: (Constant), Age Diversity, Gender Diversity, Ethnic Diversity and Educational Diversity

DF (Statistics) = 4, 184

Sources: *Researcher's field work (2026)*

Sig at P< 0.05

Note: B= Unstandardized Coefficient

The influence of workplace diversity on the job performance of library personnel in research institutes in South-West, Nigeria, is presented in Table 2. The analysis shows that workplace diversity had a significant influence on job performance, as indicated by the ($Adj.R^2 = 0.159$, $F(4, 184) = 9.68$, $p < .05$). This means that age, gender, ethnicity, and educational diversity jointly accounted for 15.9% of the variation in the job performance of library personnel, reflecting a moderate explanatory power of the model. The regression output further reveals that the individual dimensions of workplace diversity contributed differently to the model. Age diversity demonstrated a statistically significant positive influence on job performance ($B = 0.624$, $t = 2.808$, $p = 0.006$), indicating that personnel in age-diverse work environments tend to perform better. Similarly, educational diversity showed a significant positive impact ($B = 1.037$, $t = 3.283$, $p = 0.001$), suggesting that employees with varied educational backgrounds enhance overall job performance.

On the other hand, gender diversity ($B = -0.187$, $t = -0.642$, $p = 0.522$) and ethnic diversity ($B = 0.362$, $t = 1.106$, $p = 0.270$) did not have statistically significant effects on job performance, indicating that variations in gender and ethnic composition among personnel did not meaningfully influence performance outcomes in this study. Taken together, the results indicate that workplace diversity significantly influences job performance, particularly through age and educational diversity, even though not all diversity dimensions reached the 0.05 significance threshold. Therefore, the null hypothesis, which states that workplace diversity has no

significant influence on the job performance of library personnel in research institutes in South-West Nigeria, is rejected.

Discussion of Findings

The findings of this study reveal that workplace diversity is evident across research institute libraries in South-West Nigeria, with educational diversity emerging as the most prevalent dimension, followed by gender, ethnic, and age diversity. Regarding age diversity, the findings indicate that age-related diversity is present in the workplace. Collaboration across age groups is common, and members of different ages are generally included in decision-making processes. However, the influence of age diversity on team structure, consensus-building, and overall group effectiveness is less pronounced, suggesting that while age diversity shapes interpersonal interactions, its impact on collective work processes remains limited.

In terms of gender diversity, the findings reflect that gender-related diversity practices are clearly embedded in library operations. Equal opportunities for career growth and advancement are evident, and cross-gender collaboration appears routine. Harmonious working relationships across gender lines were also reported. Notably, group formation does not appear to be predominantly organised along single-gender lines, indicating that gender diversity is integrated into everyday work processes rather than confined to structural arrangements.

Regarding ethnic diversity, the findings indicate that interethnic collaboration is part of daily work practices and that ethnic bias does not significantly disrupt workplace functioning. Language differences are similarly not perceived as a major source of conflict. However, the influence of ethnic background on decision-making and the impact of language differences on group cohesion appear comparatively less prominent, suggesting that while ethnic diversity is managed at the interpersonal level, its integration into deeper group processes remains an area for further development.

Educational diversity emerged as the most prevalent dimension of workplace diversity across the libraries studied. Respondents indicated that their educational backgrounds enhance their ability to perform core responsibilities and give them confidence in carrying out their duties. Working with colleagues from diverse educational backgrounds was associated with improved problem-solving, decision-making, and team performance. The prevalence of educational diversity can be attributed to the high proportion of degree-holding staff within the surveyed libraries, reflecting a workforce with varied academic backgrounds, professional perspectives,

and skill sets. This suggests that educational diversity enhances problem-solving and decision-making, thereby strengthening overall organisational performance.

The dominance of educational diversity indicates that library staff within research institutes possess varied educational qualifications, academic backgrounds, and levels of professional training, reflecting the multidisciplinary nature of such institutions. Library personnel are drawn from different academic traditions and professional pathways to support complex research, teaching, and information needs. This finding aligns with Tamunomiebi and John-Eke (2020), who emphasised that educational and skill diversity is increasingly common in modern organisations due to globalisation and the expansion of knowledge-driven economies. The present findings reflect this reality, as research institutes typically recruit personnel with varied academic specialisations to enhance service delivery, innovation, and problem-solving capacity.

This finding also aligns with Won et al. (2020), whose study in Singapore found that skill and educational diversity had the most decisive influence among the diversity dimensions examined, reinforcing the prominence of educational diversity as a defining feature of contemporary organisations. Similarly, Roy (2022) reported that managing multiple diversity dimensions simultaneously enhances organisational effectiveness, suggesting that educational diversity often coexists with other forms of diversity in professional settings. Evidence from Nigerian library contexts further supports this outcome. Inazu et al. (2021) observed that educational diversity plays a critical role in enhancing creativity and innovation, and that libraries increasingly rely on personnel with varied academic and professional training to respond to evolving information needs. The present study confirms that educational diversity is not only present but dominant among library personnel in research institutes in South-West Nigeria. This finding is further reinforced by Nwokocha and Isaac-Udoh (2024), who noted that management practices and the effective use of technological tools shape diversity outcomes in Nigerian libraries. Research institutes, by their nature, integrate advanced technologies and multidisciplinary approaches, which necessitate recruiting staff with diverse educational qualifications.

However, the findings differ from some empirical works that emphasise other dimensions of diversity as more dominant. Felix et al. (2023) and Inazu et al. (2021) identified age and gender diversity as more pronounced in Nigerian organisations, while Roy (2022) reported age diversity as the most influential dimension in Bangladesh's banking sector. These divergences may be attributed to sectoral differences, as banking and other service industries often exhibit pronounced age and

gender variations. In contrast, research institutes and academic libraries tend to prioritise educational qualifications and specialised knowledge. The findings also contrast with those of Ahmad and Rahman (2019), who highlighted age, gender, and ethnic diversity as prominent features in a university setting, with experience diversity identified as the most beneficial. In the Nigerian research institute context, the emphasis shifts toward educational diversity, likely due to the specialised and knowledge-intensive nature of research support services, underscoring the importance of institutional context in shaping the dominant form of workplace diversity.

The implications of this finding are significant for library management and policy formulation. The dominance of educational diversity suggests that libraries are strategically positioned as knowledge hubs that benefit from multidisciplinary perspectives, enhancing problem-solving, innovation, and the quality of information services. However, this requires deliberate management to ensure effective collaboration among staff with different academic orientations and professional cultures. Regular capacity-building programmes, cross-training, and collaborative work structures help bridge differences in academic orientation and ensure that educational diversity translates into organisational strength. Leadership must also recognise that educational diversity, if poorly managed, may lead to communication gaps or professional silos. At the policy level, research institutes should prioritise formal diversity management frameworks that promote inclusion, respect for varied academic backgrounds, and equitable opportunities for professional growth, particularly given that many Nigerian organisations lack comprehensive diversity, equity, and inclusion policies, as observed by Asudoyiu and Uko (2023).

Concerning Hypothesis One, which posits that workplace diversity significantly influences the job performance of library personnel at research institutes in South-West Nigeria, the empirical evidence provides strong support. The findings demonstrate that workplace diversity plays a critical role in enhancing effectiveness, productivity, and overall job performance. This aligns with Inazu et al. (2021), who observed that a more diverse workforce in Nigerian libraries positively affects creativity, innovation, and staff versatility, suggesting that heterogeneous teams foster a broader range of perspectives that lead to more effective problem-solving, collaboration, and task execution. The findings also corroborate Nwokocha and Isaac-Udoh (2024), who reported that cultural diversity, when supported by effective management practices and technological tools, enhances employee development and overall performance, indicating that diversity alone is insufficient without deliberate organisational practices that facilitate collaboration, inclusion, and skill

development. Felix et al. (2023) similarly found that age and gender diversity in the Nigerian banking sector were positively associated with employee versatility, mirroring the dynamics observed among library personnel in research institutes.

Further, the findings align with Roy (2022), who found that diverse workforces positively influence employee performance, demonstrating that the benefits of workplace diversity are not confined to the Nigerian context but reflect a global pattern. The study also corroborates the observations of Udoyiu and Uko (2023), who highlighted that without adequate policies and management support, workplace diversity may not automatically translate into improved performance. Additionally, Kowo (2021) found that effective management of workplace diversity enhances both individual capabilities and collective performance outcomes, consistent with the present study's findings. Taken together, the empirical evidence confirms that workplace diversity contributes to improved collaboration, professional growth, innovation, and the ability to respond effectively to organisational challenges, thereby establishing diversity as a key determinant of job performance among library personnel in research institutes in South-West Nigeria.

The implications of these findings are substantial for library practice and policy. Research institutes need to recognise that workplace diversity is not merely a demographic characteristic but a strategic resource that can drive performance and innovation. Library management should implement policies that promote inclusiveness and equitable opportunities across all diversity dimensions. Leaders within research libraries must actively cultivate an inclusive climate that values diverse perspectives, fosters collaboration, and ensures that all personnel feel a sense of belonging and motivation. Professional development programmes should equip staff with the skills to work effectively within diverse teams, enhancing adaptability and collective problem-solving. Finally, integrating diversity management into strategic planning can strengthen organisational resilience, improve service quality, and ensure that libraries are well-positioned to meet the evolving needs of diverse user populations.

Summary of findings

The findings of this study indicate that workplace diversity is prevalent among library personnel in research institutes in South-West Nigeria, as reflected across age, gender, ethnicity, and educational dimensions. Among these, educational diversity emerged as the most prevalent, suggesting that library personnel possess varied academic qualifications and professional expertise. The results further reveal

that age, gender, and ethnic diversity are well integrated into workplace interactions, as evidenced by positive interpersonal relationships, equitable opportunities, and minimal bias. However, these dimensions exhibit a comparatively limited influence on team structure, decision-making, and overall group effectiveness. In contrast, educational diversity demonstrates a stronger impact on job performance, particularly in enhancing problem-solving abilities, decision-making processes, employee confidence, and task execution. Additionally, the study establishes a positive relationship between workplace diversity and job performance. The presence of diverse perspectives within the workplace fosters collaboration, innovation, adaptability, and knowledge sharing among library personnel.

The study concludes that workplace diversity is not only prevalent but also a critical determinant of job performance in research institute libraries, emphasizing its strategic importance for improving organisational effectiveness and service delivery.

Conclusion

This study was undertaken to assess the influence of workplace diversity on the job performance of library personnel in research institutes in South-West Nigeria. The study found that educational diversity is the most dominant dimension of workplace diversity among library personnel in research institutes in South-West Nigeria. More so, the study confirms that workplace diversity significantly influences job performance. The integration of diverse perspectives, ranging from educational background to age, gender, and ethnicity, enhances problem-solving, creativity, and service delivery. However, the findings also reveal a critical caveat that diversity is a strategic asset that requires deliberate management. It is also found that without proper diversity, equity, and inclusion (DEI) frameworks, a heterogeneous workforce may not realize the potential benefits of its diversity due to communication silos or a lack of professional cohesion. For the management of libraries and human resources in research institutes, the findings demonstrate that diversity is more than a demographic reality; it is also a critical factor in the success of these organizations.

Recommendation

The findings of this study have significant implications for library administrators, policymakers in research institutes, human resource managers, heads of libraries, information professionals, and researchers in South-West Nigeria. Based on the results, the following recommendations are proposed:

1. Research institute libraries should strengthen workplace diversity practices by promoting inclusive policies, fostering interdisciplinary collaboration, and continually building capacity to maximize the benefits of educational, gender, age, and ethnic diversity.
2. Given that workplace diversity significantly enhances job performance, management should integrate diversity into organizational strategy and provide regular training to improve teamwork, innovation, and performance.

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