THE IMPACT OF DIVERSITY ON JOB PERFORMANCE: EVIDENCE FROM PRIVATE UNIVERSITIES IN EGYPT

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Highlight
Diversity in the workplace can lead to higher employee performance.

Abstract
Employees from diverse backgrounds have been claimed to perform better; nevertheless, this link has been studied sparingly in the Egyptian setting. This paper addresses this gap by experimentally analyzing the link between employee performance and gender, educational background, and ethnic background. To investigate this link, a usable model was created, and data was collected from 269 academic staff members at private Egyptian institutions. PLS analysis was used, and the result revealed that educational and ethnic backgrounds have a positive effect on employees' job performance whereas, the impact of gender background on employee's job performance was found to be insignificant. Furthermore, the research findings disclose that the education and ethnic background of the employees mediates the relationship between employees' job performance and gender diversity. Future research is yet to validate these results.

Introduction
A major move is happening in the world economy because of advancements in transportation and telecommunications technology, cross-border trade and investment obstacles are being erased. In other words, the world is turning into a global village because of globalization [1]. Hence, the recent workforce is becoming more diverse in its composition than it was before. Thus, with the rising variety of the workforce, diversity management has become a topic of academic and practical concern [2]. Organizations need to pay greater attention to diversity management as it became a potentially valuable resource [3]. Diversity is gaining recognition and respect. It entails realizing that every one of us is unique and appreciating our particular peculiarities [4]. Mousa [5] denotes that diversity is the condition of being different. Furthermore, defines diversity in the workplace as any disparities between people in terms of sexual orientation, gender, age, cultural background, education, job experience, and religion [6]. Workforce diversity from diverse backgrounds and ethnic backgrounds generates opportunities for greater creativity and more innovative solutions [7].

Thus, workforce diversity can be considered a competitive advantage for organizations [8]. Although organizations participate in diversity management to ensure that there is no discrimination based on age, color, gender, handicap, ethnicity, or religion, and diversity management isn't merely another name for affirmative action or a problem of equal employment opportunity. Diversity management involves identifying, being open to, and exploiting individual differences to build a positive environment in the workplace [9]. The significance of diversity management is increasing as it has a major effect on organizational outcomes, including the individual and organizational level [10]. Managing diversity in an organization encompasses managing individual differences, facilitating the success of employees in performing the job, to build a work environment in which employees feel valued in their jobs [11]. Organizations that managed and encouraged diversity were reported to have a positive impact on employee performance, creativity, and satisfaction [12–14]. Furthermore, evidence indicates that diversity management practices may have a positive impact on employees' organizational citizenship behavior and that human resources management acts as a mediator in this relationship [15]. Nevertheless, Asia and Far East Area, the Middle East, GCC region have received less consideration in the literature on diversity management, in comparison to Western countries. The studies on how inclusion and diversity problems are overseen, in emerging economies, are scarce [16]. Egypt has proven to be an important place for many international businesses [17]. It is now very popular to find business specialists who are fluent in multiple languages, though coming from a highly diverse background in training and education [18]. However, diversity management has not been paid enough attention in Egypt. Diversity management may be new to the organization in Egypt and researches on diversity is still at an early stage [19]. As a result, managers must recognize the necessity of managing diversity in the workplace in order to achieve the desired results. Hence, this study fills this gap and investigated the effect of educator's workplace diversity on job performance in private educational institutions in Egypt.

The study aims to answer the following research questions:
- RQ1: what is the relationship between employee performance and gender?
- RQ2: what is the relationship between employee performance and ethnicity?
- RQ3: what is the relationship between employee performance and education?

To answer the above research questions and test the relationships between gender background, educational background, and ethnic background with the employee's performance, a quantitative data analysis approach was used. A field study was conducted based on data collected from private universities in Egypt. The data were analyzed using Partial Least Square (PLS) software package. The rest of this paper is organized as follows. Section 2 provides the research background. Section 3 discusses the research model and hypotheses development. Section 4 discusses the method. Section 5 discusses the study findings. Section 6 discusses the findings and limitations of this study. Section 7 discusses the impacts of this study. Section 8 concludes the paper.

Research Method
Research Background
Due to globalization and interaction between people with different ethnicities, origins, beliefs, and backgrounds, cultural diversity became an expanding trend [20]. The growing trend of workforce diversity among ethnic, racial, and gender emergence, as well as the increase in the percentage of workforce below the age of 30 years and above the age of 55, had many implications for companies and employees. This was triggered by the insensitivity in culture, differences in language, and the increasing percentage of women in the workforce. Diversity is not limited anymore to Western countries such as the USA and UK, however now it became familiar to all parts of the world, and its existence [21].

The focus on individual differences created the challenge of achieving workforce unity and nurturing this diversity to increase employees' performance [22]. Several studies focused on the performance aspects from a competency's deficiencies perspective due to the various models of performance that stress skills, knowledge, and attitudes for doing the job in the best and most efficient manner [23]. This is because managing diversity takes use of cultural variations in people's talents and inventiveness to gain a competitive advantage [24]. Job performance can be referred to as an individual's behavior of his productivity level and job-related outputs compared to others at work [25]. In other words, job performance is the input and participation of an employee or a group toward achieving the objective of the organization [26]. Factors that affect employees' performance can be grouped into many segregations, such as factors related to the work environment, administrative factors, stress, and personal factors [27]. Diversity creates harmony in the work environment across the team members and cooperation to get the work done. When the members understand and accept each other regardless

of the individual differences, they will be able to make good use of their accumulated knowledge and experience [12], which in turn will boost creativity and performance [28]. If diversity dimensions are considered individually, we can suggest that age diversity is positively associated with employees' job performance [29]. According to several research, there is a link between gender diversity and performance and some showed a negative effect [30,31]. On the other hand, other studies revealed a negative relationship between job performance and diversity [32].

Table 1. Summarizes the findings of similar previous studies. *Source: Authors.*

Study	Findings
[33]	There is a strong link between job performance and diversity (gender and ethnicity).
[34]	In universities and other businesses, excellent workplace performance has a favorable influence on criteria such as race and education. To be competitive, businesses should address these demographic groups.
[35]	Job performance is favorably and strongly connected to gender and ethnic diversity.
[36]	Age, educational background, yearly income, mother tongue, languages spoken and written, kind of schooling, and the sort of family structure in which the respondents reside all have an influence on work performance.
[37]	Job performance is unrelated to the variety of the workforce (i.e., age, gender, ethnicity, education, and experience). None of the dimensions of diversity investigated in this study have a substantial influence on employee performance.
[38]	Ethnicity, in the case of personnel in Pakistan's banking sector, has an extremely substantial beneficial influence on their performance and productivity. Employee performance is influenced by educational diversity in a favorable and meaningful way. In this study, all of the independent factors had a substantial influence on the dependent variables.
[39]	Individual performance was examined in relation to diversity management (individual attitudes and behaviors, organizational values and norms, administrative practices and policies), job satisfaction (general, intrinsic, and extrinsic job satisfaction), and job satisfaction (general, intrinsic, and extrinsic job satisfaction). The study discovered strong beneficial links between diversity management and work satisfaction, as well as individual performance.
[40]	The impact of diversity on job performance is negligible. Furthermore, ethnicity had no impact on performance. Furthermore, there was no gender discrimination in the recruiting and recruitment process. The findings revealed that educational background had little impact on job performance.
[29]	When classified by gender, age, and educational level, the various tests of hypotheses revealed a substantial level of relationship between performance and productivity levels.

Research Model and Hypotheses
This paper aims to study the impact of diversity background on job performance by investigating if gender background affects job performance (RQ1) if Ethnic background affects job performance (RQ2) and if educational background affects job performance (RQ3). Following the hypotheses, generation is discussed. Figure 1 illustrates the research model and hypotheses.
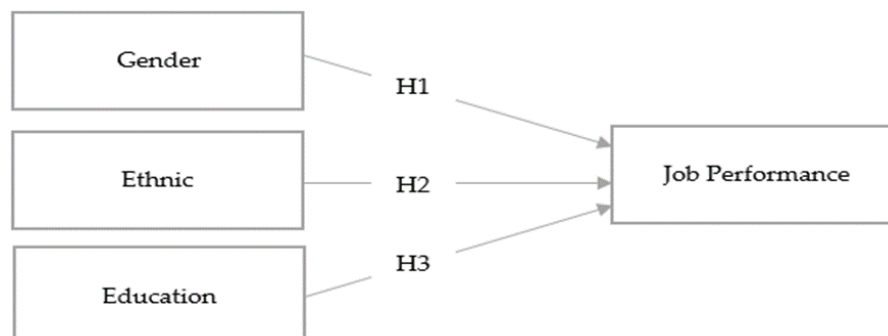

Figure 1. Research model. *Source: Authors.*

Relationship between Gender Background and Job Performance.
One of the facets of diversity in organizations is gender. Gender diversity has become a key challenge for organizations [19]. The rise in workforce gender diversity in the workplace has concerned both scholars and practitioners, which has raised the issue of whether workforce gender is associated with individual or group performance [41]. Gender diversity is concerned with the equal representation of males and females in the workplace [42]. Compared to 80 percent of males, only 54 percent of working-age females are in the workforce worldwide. In addition, females keep on dominating the 'invisible care economy' that involves caregiving and domestic work. While an increasing number of females are getting paid jobs, the majority of fresh employment in developed nations are in part-time jobs, whereas in developing nations, women are mostly working in the informal sector and home-based work. Moreover, females are paid 20–30% less than males and occupy only 1% of leading locations [43]. Many companies tend to employ men as they consider men perform better and have the ability to handle their jobs while women are stereotyped against them [18]. Gender, in management, has a U-shaped association with organizational effectiveness, according to certain research. For instance, showed in their study that gender diversity in management has a U-shaped relationship with company productivity [44]. On the other side, other evidence revealed that a high amount of diversity has a detrimental impact on group functioning and organizational success [45].

However, gender diversity is a major aspect that has an impact on the performance of employees [46]. For instance, In the Jordan context investigated the impact of worker diversity on job performance in hotels [41]. Diversity, which includes gender, age, nationality, and educational background, was found to have a beneficial impact on job performance [41]. Furthermore, emphasizes that gender diversity encourages economic returns through increasing productivity [47]. Moreover, according to Frink D. et. al [48] there is an association between gender diversity and organizational performance. They found that higher organizational performance is correlated with a more equal gender composition than proportional domination by either gender [48]. Also, as indicated by Brown S.L. [49] a substantial amount of diversity stays ineffectual if gender problems are not addressed. The challenge is first to effectively overcome the idea that women and men are not equal [49]. Consequently, we propose
- ▪ H1: There is a significant relationship between gender background and employee performance.

Relationship between Ethnic Background and Job Performance.
In an increasingly globalized world, ethnic diversity is highly significant. It is a part of life at present. Languages, faiths, ethnicities, and civilizations are all examples of ethnic variety [50]. One study found that ethnic diversity had no relation with client satisfaction, sales revenue, sales success, and client trustworthiness [12]. However, found that when compared to homogenous groups, racially diverse groups performed worse [51]. Also, revealed that group members who were different in ethnic background from other group members have less intent to remain, have a low psychological organizational commitment, and have the chance to be absent from the group [52]. On the contrary, because of a more diversified pool of skills and information that leads to complementary and shared learning, ethnic diversity was seen as having a beneficial influence on team performance [50]. There is also evidence that regards ethnic diversity has a positive impact on efficiency, creativity, market share, and sales [53]. Other evidence shows the positive effect of ethnic diversity on the performance of the oil and gas business interdisciplinary teams [45].
Consequently, we propose
- ▪ H2: There is a significant relationship between Ethnic background and employee performance.

Relationship between Educational Background and Job Performance
Studies indicate that employers typically do not recruit workers whose training, work experience, or level of education is deemed inadequate for a particular job role. This indicates that finding a job and performing well depends on having suitable educational background [54]. Furthermore, according to Hickman D.C. [55], the productivity of employees is associated with the level of education. In other words, employee productivity increases with the increase in the education level [55]. Another study found that different levels of schooling might lead to varied wage rates. For example, employment accessible to persons with practical experience but no formal education may differ from those open to those with a formal education [56]. Likewise, Choi et al. [12] found a significant relationship between the education level and financial growth. Significant evidence indicates a significant relationship between educational diversity and job performance. For instance, revealed that educational background diversity is positively associated with team performance since it encourages extensive scope of cognitive skills [57]. Moreover, demonstrates a positive effect of educational background

diversity on employee performance [18]. On the other hand, other evidence indicates a negative relationship between education diversity and employee performance. For instance, revealed that education diversity within a team is negatively associated with the performance level of the team [58].
Consequently, we propose

- ▪ H3: There is a significant relationship between educational background and employee performance.

Research Process
In this article, we investigated the links among the research model constructs using a quantitative technique. Figure 1 depicts the research model. To examine these connections, we created a survey questionnaire. According to Gable G.G. [59], the survey technique is recommended to investigate and validate relationships between several constructs or variables across a large population. Moreover, more information can be achieved using the survey technique than using other techniques such as observation, which may help researchers to generalize their findings to the whole study's population [60].

A close-ended questionnaire was employed for data collection from faculty members in private teaching institutions in Egypt. Two main sections were included in this questionnaire; demographic and job performance. In the demographic section, we asked the respondent to provide their age, job title, experience in the institution, and gender. In the job performance section, the respondent was asked to answer several questions that cover their ethnic background, gender background, educational background, and job performance. A five-point Likert scale was used (i.e., 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree). We included the "neutral" point since it does not have any drawbacks on the scale and it may decrease the bias in respondents' answers since it does not force them to either choose a positive or negative answer [61]. We conducted a face and content validity to the questionnaire to ensure that the survey meets accuracy and reliability requirements [62]. The questionnaire was forwarded to four academics to assess content validity (i.e., three assistants, one associate, and one full professor teaching management and human resource subjects. This was important to achieve the final agreement on the items that should be considered in this questionnaire as well as the accuracy of these items [59]. The questionnaire was submitted to three Ph.D. students to check face validity. This was done to test the required time to complete the questionnaire as well as provide us with any criticism. Moreover, this is necessary for the other aspects such as the understandability, readability, format, and terminology applied in the questionnaire [59]. Based on the evaluation feedback, the questionnaire was updated.

We used snowball sampling in a pilot study to evaluate and improve the survey questionnaire [63]. Based on the first author's contacts, the questionnaire was directed to seven participants. The selected respondents were based on the predefined unit of analysis (i.e., an academic teacher who works in a private university in Egypt). We asked respondents to answer the survey and offer feedback on how to improve it or if they had any issues completing it. Based on their feedback, we further revised the questionnaire and applied the required changes.

Participants
We targeted the teaching role in the institution that includes teaching assistant, assistant professor, associate professor, and full professor. The survey was conducted between July 2020 and August 2020. The survey questionnaire was sent to potential respondents in private institutions in Egypt. We targeted 200 or more complete surveys [64]. Accordingly, we sent the survey questionnaire to 450 potential respondents. The questionnaire was made available online using the Survey Monkey tool. The questionnaire link was sent to potential respondents through emails and messages on LinkedIn. The online-based survey was favored over other techniques such as in-house or telephone surveys since it gives the respondents enough time and completes it at their preferable times. No personal questions were included in the questionnaire such as the respondent or organization names. A total of 316 surveys were returned, achieving a 70 % survey response rate. We have prepared the data collected for analysis by conducting cleaning, missing data, and multi-screening processes [64].

The preparation process resulted in the exemption of 47 surveys due to the incompleteness of the answers of more than 10 percent, as recommended by Hair et al. 2010. Accordingly, the total usable responses were 269, which is well above the required sample size (i.e., 200 responses) that is recommended in PLS-SEM [64].

Data Analytical Approach

We used the Partial Least Square-Structural Equation Modeling (PLS-SEM) for data analysis. PLS-SEM provides a comprehensive multivariate analysis that includes a measurement model and structural model. The measurement model measures the association between data gathered from the survey and the latent variable. The structural model measures the strength of the relationship between the latent factors and the association between exogenous and endogenous variables at once rather than doing it separately [65].

Measures

Gender background (Gen) was measured by five items that were adapted from [66]. These items measure the extent to which different genders are treated differently in the job environment. Education background (Edu) was measured by three items that were adapted from [40]. These items measure the degree that different educational levels are treated differently in the job environment. Ethnic background (Eth) was measured by four items that were adopted from [18]. These items measure the extent to which how different Ethnic background groups may be treated differently in the job environment. Job performance (Perf) was evaluated through four items [67]. These items measure the degree that employees are convenient about the performance of their job.

Results and Discussion

Demographic Profile of Respondents

The respondents' demographic characteristics are listed in Table 2. These include age, job title experience in the same institute, and gender. Most of the respondents (70%) were aged between 18-38 years. The majority of respondents (54%) were associate professors, and the majority (55%) were female.

Table 2. Respondent demographics. *Source: Authors.*

Characteristic		Frequency	Percentage %
Age	18 - 30	189	70
	30 - 39	46	17
	40 - 49	29	11
	50 - 59	5	2
Job title	Teaching assistant	36	13
	Assistant professor	64	24
	Associate professor	145	54
	Full professor	24	9
Number of years in the institution	0 - 10	92	34
	11 - 15	92	34
	16 - 20	36	13
	Over 20yeras	51	19
Gender	Female	149	55
	Male	120	45

The non-response rate may represent an issue in data analysis. To ensure nonresponse was not an issue, we followed the recommendation by Sivo et al. [68], and split the sample into the initial group and secondary group. We used demographics to compare the replies of the two groups. The results of the test revealed no significant differences between the two groups, indicating that nonresponse bias is unlikely to be a major issue. Another issue related to data is the common method bias issue. Following recommendations by MacKenzie et al. [69], we conducted Harman's one-factor test statistically, which showed that the most covariance explained by one factor was only 33 percent (i.e., none of any solo aspect that could elucidate a large quantity of discrepancy). Hence, this issue does not represent a risk to the dimension validity. Moreover, the items that relate to one construct were dispersed among the questionnaire and not grouped to minimize the common method biases [63].

Measurement Validation

All indicators of Gender background, educational background, Ethnic background, and job performance were displayed as reflective indicators that are initiated by their latent concepts [65]. We used the SmartPLS 3.0 software [70] to validate the measurement model We conducted construct validity and reliability tests for all

items. The results revealed a satisfactory level and hence all items were valid and reliable. Following the recommendation of Hair et al. [65], four values were estimated to validate the measurement model. To begin, individual indicator dependability refers to the extent to which a measurement item is devoid of random mistakes and produces steady and consistent findings across time [71]. Second, the internal consistency of the measured reliability was measured using Composite Reliability (CR) and Cronbach Alpha (α). Third, the convergent validity (i.e., the degree to which one measure of a construct correlates favorably with other measures of that construct) [71]. Fourth, the discriminant validity of a notion relates to the extent to which it is distinct from others [71].

First, the outer loadings of each item on its corresponding latent construct were used to examine the indicator reliability of reflective items, which is recommended to be more than the 0.5 and 1.96 of t-statistical value [65]. Table 3 shows the loading of each item as well as the cross-loading with other items. Since all outer loading was above the recommended values, indicator reliability was supported.

Second, as indicated in Table 4, all components scored higher than the suggested value of 0.70 for CR. Third, we tested the Average Variance Extracted to see if it was convergent (AVE). All of the AVEs were higher than the acceptable value of 0.50 [65]. Finally, we assessed the discriminant validity by testing the indicators' cross-loadings and the Fornell and Larcker criterion [65]. First, the cross-loadings of the indicators demonstrate that no indicator has a stronger weight on the opposing endogenous constructs (see Table 3). Second, the square root of each construct's AVE value should be bigger than its greatest correlation with any other construct, according to the Fornell and Larcker criteria. The square root of the AVE score is represented by the numbers along the diagonal in bold type, while the off-diagonal elements indicate correlations among latent constructs. The square root of AVE is larger than the variance shared by each construct and its opposing constructions in all circumstances, as seen in Table 4. Accordingly, discriminant validity requirements of all constructs were achieved.

Table 3. Construct indicator; loading and cross loading; *P < .10, **P < .05, ***P < .01. Edu = educational background, Eth = Ethnic background, Gen = gender background, and Perf = job performance. *Source: Authors.*

	Education	Ethnic	Gender	Performance
Edu1	0.926***	0.274	0.306	0.341
Edu2	0.889***	0.240	0.294	0.310
Edu3	0.875***	0.243	0.201	0.311
Edu4	0.589***	0.308	0.230	0.436
Eth1	0.225	0.820***	0.367	0.328
Eth2	0.304	0.789***	0.347	0.317
Eth3	0.147	0.684***	0.222	0.309
Eth4	0.335	0.815***	0.359	0.336
Gen1	0.278	0.262	0.857***	0.247
Gen2	0.197	0.522	0.658***	0.269
Gen3	0.201	0.127	0.749***	0.167
Gen4	0.234	0.272	0.580***	0.188
Gen5	0.276	0.234	0.886***	0.251
Perf1	0.376	0.384	0.261	0.898***
Perf2	0.341	0.358	0.229	0.877***
Perf3	0.248	0.215	0.293	0.542***
Perf4	0.308	0.223	0.133	0.551***

Table 4. Composite reliability (CR), average variance extracted (AVE). *Source: Authors.*

Latent Construct	α	CR	AVE	Education	Ethnicity	Gender	Performance
Education	0.838***	0.897***	0.690***	0.831			
Ethnicity	0.782***	0.860***	0.606***	0.331	0.779		
Gender	0.807***	0.866***	0.570***	0.32	0.422	0.755	
Performance	0.693***	0.818***	0.543***	0.436	0.413	0.313	0.737

Test of the Structural Model
To test the significance of the relationships among all constructs, we run the PLS algorithm and the bootstrapping procedures using the following criteria [65] : path coefficient, coefficient of determination (R2), the mediation effect of gender background, and effect size for each track model (Cohen's f2).

First, the path coefficients that represent the strength of the relationships (B value) between variables should be significant and in line with the intended directions to ensure the relationship between two constructs exists [65]. Figure 2 shows the path coefficients and the significance for each path. One hypothesis was found not supported (B=-0.100, p=0.114, T=1.585) which is the effect of gender background on job performance (H1). The other two hypotheses were found supported; the effect of ethnic background on job performance (H2) was found significant (B=0.316, p<0.01, T=5.279), and the effect of educational background on job performance (H3) was found significant (B=0.267, p<0.01, T=3.906). Moreover, we tested if there are direct relationships between gender and ethnicity, and education. The findings show significant relationships such that the effect of gender background on the educational background (H1) was found significant (B=0.320, p<0.01, T=5.060), the effect of gender background on the ethnic background (H2) was found significant (B=0.422, p<0.01, T=8.227).

Second, the fundamental criterion for evaluating the inner model is R2, which relates to the model's prediction accuracy and indicates the combined effects of the independent (exogenous) latent variable on the dependent (endogenous) latent variable [65]. An acceptable R2 with 0.25, 0.5, and 0.75, describing small, considerable, modest, or strong levels of predictive accuracy, respectively [65]. Gender background explains 10.2 percent of the variance in educational background and 17.8 percent of the variance in ethnic background, which both can be described as weak predictive accuracy. Gender background, educational background, and ethnic background collectively explain 27.9 percent of the variance in job performance, which can be described as moderate predictive accuracy.

Third, we check the mediation role of gender background on the relationships between educational background and ethnic background with job performance. This was done by following the recommendation of Zhao et al. [72] where the indirect effects (i.e., gender background * educational background and gender background * ethnic background) should be significant if the gender mediates the effect of educational background and ethnic background on job performance [72]. We look for the direct effect if the indirect effect is significant. We have complementary (partial) mediation if the direct effect is considerable; however, we only have indirect (full) mediation if the direct effect is minor. Since the direct effect (i.e., the relationship between gender background and ethnicity background, and the relationship between gender background and educational background) were significant and the indirect effect was significant (B=0.312, T=5.643, p<0.01), then the relationship between both educational backgrounds and ethnic background on job performance is partially mediated by gender background.

Finally, to see if omitting a certain external component has a significant impact on endogenous constructs, we test the effect size – f2 values [65]. The value of 0.02 for ƒ2 represents a small effect, 0.15 – represents a medium effect, and 0.35 – represents a large effect [64]. A strong relationship was found between gender background and ethnic background (ƒ2= 0.216, T=3.248, P<0.01). Moreover, a medium relationship was found between gender background and educational background (ƒ2= 0.114, T=2.142, P<0.05). Furthermore, a medium relationship was found between educational background and Job performance (ƒ2= 0.118, T=2.329, P<0.05) as well as between Ethnic background and Job performance (ƒ2= 0.077, T=1.778, P<0.1). Finally, a small relationship was found between gender background and job performance (ƒ2= 0.011, T=0.698, P=0.485).
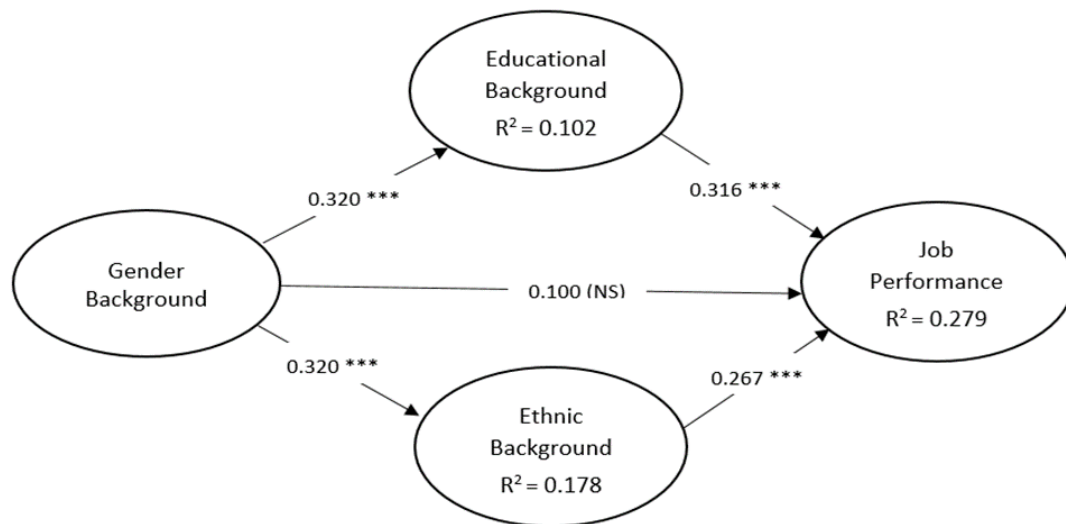
Figure 2. Partial least square SEM results. *Source: Authors.*

Discussion

This paper scrutinizes the direct and indirect effects of gender, ethnicity, and educational background on employees' job performance. All of the hypotheses of the study were supported except the direct effect of gender on job performance. Thus, the first contribution of this paper is to reveal empirical evidence regarding the positive association of employees' diverse backgrounds on job performance. This finding is consistent with the existing literature in general [33,35,73]. The major mainstream research focuses on investigating the impact of the management and inclusion of diversity on job performance rather than analyzing the effects of diverse backgrounds [16,39]. It is also suggested that the majority of the literature analyzing the relationship between diversity and job performance is concentrating on developed countries [16]. However, there is also a significant number of empirical findings revealing the impact of a diverse workforce on job performance in developing countries. For example [73], An Empirical Analysis of Key Antecedents of Workforce Diversity on Job Performance in Nigeria [41,46] also present actual data on the influence of workforce diversity on job performance in Afghanistan and Jordan respectively. Furthermore, there is an adequate number of research findings supporting the positive association of diversities with organizational performance in the Egyptian context [74]. There is a limited number of studies providing empirical results regarding the positive impact of diversity on employees' performance. For example, investigated the effects of gender, age, and education on employee performance in the Egyptian pharmaceutical business and found that gender and educational background is positively associated with employees' performance while age diversity has no significant impact [18]. Hence, our findings conclude a similar result based on data collected from private universities in Egypt. One common point of these industries is that both of them are renowned to employ a highly diversified and educated workforce.

On the other hand, our research findings indicate that the ethnic and educational backgrounds of employees have a positive effect on job performance and gender has no significant effect. The positive impact of ethnic and educational diversity on job performance is consistent with the prior research findings [34,46]. However, the insignificant relationship between gender diversity and job satisfaction is not consistent with the majority of the literature. Furthermore, a limited number of studies suggest that gender in particular, or diversity, in general, has no significant impact on job performance [75]. They claim that if workforce diversity is wisely accomplished, more positive outcomes may be resulted, nevertheless if it is not correctly managed it may lead to even negative outcomes. Therefore, the positive effect of gender difference on job performance can be achieved only if the diversity is well managed The effects of work Force diversity on employee performance in Singapore organizations [75].

Another significant finding of this paper is the indirect effect of gender on performance. Our analysis reveals that the ethnic and educational background of the employees partially mediates the relationship between gender diversity and job performance. The existing literature acknowledges that there is a partially significant link between performance and gender [76]. Accordingly, a sufficient number of studies suggest that several factors

mediate the relationship between gender diversity and job performance [77,78]. Among these factors, task type and task interdependence, transformational leadership, inclusion and person's job match are the most well-known ones [77–80]. Therefore, our finding, in general, is in line with the prior findings of the literature with the addition that we found ethnic and educational backgrounds of the workforce as the partially mediating factors.

This study, like any other empirical study, has inherent limitations. First, the number of participants in the survey was 269 individuals. This can be assumed as a limitation; however, according to many authors, e.g. [65], this number is an appropriate sample to be analyzed using PLS analysis. Moreover, this sample was based on the availability and willingness of the academic staff to participate in the survey. We sent the survey link to potential participants from all types of academic institutions and different backgrounds (i.e., Ethnic, educational, and gender). Future research may include a larger number of participants. Secondly, we did not cover all diversity variables like sexual orientation, marital status, physical ability, and geographic location. Future studies may investigate these variables.

Impact
This study, similar to any other empirical study, has several impacts for both academia and industry. Workforce diversity reflects changing work environments and marketplaces. A variety of studies has provided evidence that it is necessary to have effective management of the workforce to get a higher job performance and increased profitability. The current study reviews the literature on the relationship between employee performance and workforce diversity. The findings of this paper show that implementing diversity management is vital for any organization. It indicates that the level of employees' job performance is positively affected by ethnic background and educational background among academic staff in private universities in Egypt. From the managerial perspective, the study sheds light on three dimensions of diversity (gender, educational background, and ethnic background) and their impact on organizational performance. Thus, managers who are seeking to improve organizational performance need to focus on investing in managing workplace diversity.

There should be mechanisms to manage workforce diversity effectively. Organizations should create a suitable environment that positively supports workforce diversity. Improving the performance of academic staff requires a healthy and appropriate working environment and managing employees' issues and conflicts. Moreover, strategies should be formulated to reduce the negative ethnic discrimination climate within the organization. Furthermore, the diversity of employees based on educational backgrounds fosters greater innovation and creates opportunities for creative solutions. It also contributes to the development of a broader body of knowledge and understanding since it fosters shared learning and a more diverse set of intellectual capabilities. Hence, private universities need to better understand such demographic issues to remain competitive. They must adopt diversity management methods since varied viewpoints and expertise may help to enhance decision-making and problem-solving processes. It is also essential to foster the implementation of mentoring programs that encourage sharing and transfer of knowledge and experience among employees of diverse educational backgrounds and different work experiences. Moreover, employees must receive frequent training on diversity for the sake of improving the organization's performance and enhancing the organization's well-being. This contributes to building cohesive teams and enhancing concentration at work.

To promote gender diversity, it is essential for managers to ensure equal opportunities for both men and women to engage in the company's decision-making procedures. Moreover, management should develop a comprehensive plan aimed at fostering a diverse workforce, which involves regularly monitoring the representation of men and women within the company [81]. By scrutinizing promotion criteria and comparing average salaries across different organizational levels, managers can evaluate whether their policies effectively support diversity in the recruitment, advancement, and retention of both genders.

In order to achieve optimal performance, organizations should establish training and development programs that are tailored to the unique characteristics of their workforce. The overarching objective of the organizational strategy should be to foster a culture where management and the human resources department collaborate to effectively manage and enhance diversity. Consequently, businesses should design training and development initiatives that cater to the specific needs and requirements of diverse employee groups. To promote educational diversity, it is crucial for businesses to provide opportunities for career advancement and development to employees with lower educational levels. In addition, management should consider granting paid study leave to workers who opt to pursue further education. These management approaches serve as external motivation

for employees, while also offering financial assistance to alleviate the costs associated with education. Moreover, educational institutions should incorporate additional subjects related to diversity into their curricula to further enrich the learning experience.

Conclusions

The positive impact of workforce diversity on employees' job performance is well-acknowledged especially Western context. Some studies, although a few have claimed this positive impact were reported in some developed countries. To investigate this claim and provide more insights into the relationship between diversity and employee performance, this study empirically investigated the relationships between four constructs: gender background, educational background, ethnic background, and employee performance in the context of private academic institutions in Egypt.

The findings confirm two of the hypotheses (that ethnic background has a good influence on performance and that educational background has a favorable effect on performance); however, the hypothesis about the link between gender background and employee performance was not validated. The following are the paper's key contributions.

To begin, it is important to note that, to the best of the authors' knowledge, no previous attempts have been made to investigate the influence of cultural diversity on tutor performance in Egyptian educational institutions. Egypt's private educational institutions have a large and diversified workforce drawn from all over the world, allowing for unique research on worker diversity. Second, this research discovered that gender has a direct and favorable influence on educational and ethnic backgrounds. To our knowledge, this conclusion has not been documented in previous literature. Third, it was discovered that gender background somewhat moderated the correlations between ethnicity and educational background, and employee performance.

Conflicts of Interest
The authors declare no conflict of interest.

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