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Workforce Diversity at Work: Exploring Ethnicity as Moderating in Age and Performance

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A R T I C L E I N F O

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A B S T R C T

It's critical to promote workplace employee diversity, as it empowers various workforces and improves teamwork. Adopting employee diversity fosters a positive work atmosphere that encourages employee creativity and productivity. Based on this background, the aim of the study was to understand teaching faculty perceptions of age, ethnicity, and performance and to analyse the moderating effect of ethnicity on age and performance. The study was objective in nature, focusing on private colleges in the Kathmandu Valley of Nepal to select teaching faculty. A cross-sectional design was adopted, ensuring a snapshot of data collection. Consent and privacy were maintained throughout the study, respecting participants' confidentiality. The study identifies ethnicity as a moderating factor between age and performance, where age and ethnicity separately enhance performance but ethnicity as a moderating factor interacts negatively. While age has a positive relationship with performance, ethnicity as a moderator displays a subtle yet significant negative impact on job performance. Colleges must address both the advantages of age diversity and the ethnic imbalances in order to encourage equal opportunities and boost overall productivity.

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INTRODUCTION

Workforce diversity in the workplace regards to the complex and interrelated methods in which several facets of an individual's identity, including but not limited to race, gender, age, class, ethnicity, sexuality, and disability, intersect and impact their encounters and prospects within their work environment (Atewologun, Sealy, & Vinnicombe, 2016; Thatcher, Hymer, & Arwine, 2023). The concept recognises that individuals do not have a single, unifying identity but rather a set of identities that overlap and shape their lives in various manners (Smith, 2016). It emphasises the significance of tackling many types of discrimination and privilege in order to build a more inclusive and fair work environment, recognising that individuals may experience distinct difficulties and benefits depending on the mix of different identification variables (Holman, et al., 2021). It emphasises that people's experiences at work are determined by the interaction of several circumstances, rather than by a single component of identity, necessitating a deeper approach to diversity and inclusion initiatives (Beauregard, Tatli, & Bell, 2011). Workforce Diversity is a theoretical framework that is widely used in several domains, for instance government administration, healthcare provision, and educational institutions, including universities and schools (Hankivsky, et al., 2014; Harris & Leonardo, 2018; Gupta, Petruzzi, Jones, & Cubbin, 2023).

Workforce Diversity at work among college professors and school teachers refers to the recognition and consideration of educators' and students' diverse identities and experiences inside educational institutions (Bešić, 2020). Faculty and teachers, like everyone else, have overlapping identities based on race, gender, age, sexual orientation, ability, and other factors (Veenstra, 2011; Harris & Leonardo, 2018). These identities connect and interact with one another, affecting their views, benefits and issues. Educators must understand how these overlapping identities affect their teaching methods, classroom dynamics, and relationships with students (Alismail, 2016). This understanding guides the development of inclusive curriculum that reflects varied viewpoints and experiences, resulting in more equal and engaging educational experiences for all students. To promote equitable treatment and opportunity for all students, teachers should be aware of their own biases and preconceptions, particularly those connected to intersecting identities (Watson, Plump, & Durham, 2022). Addressing the specific needs and limitations that students of varied identities encounter is critical to creating an inclusive classroom atmosphere that recognises and respects the complexities of human experiences (Possi & Milinga, 2017; Ainscow, 2020). The concept of Workforce Diversity in educational environments highlights the significance of comprehending, accepting, and accommodating the broad range of identities and experiences present among educators and students (Agrawal & McNair, 2021). This approach ultimately contributes to the improvement of educational standards and the advancement of fairness and inclusivity within colleges and schools (Tefera, Powers, & Fischman, 2018; Whitenack, Golloher, & Burciaga, 2019).

Workforce Diversity in Nepalese colleges states that students, teachers, and staff have many different parts to their identities, such as caste, race,

gender, socioeconomic position, and geography (Limbu, 2021). This point of view shows how these different identities affect access, experiences, and results in education. It stresses the need for policies and practises that are open to everyone and address the unique problems that people with different identities face. Focus areas include addressing differences between men and women, discrimination based on race, and differences in access to good schooling (Dahal, Joshi, & Swahnberg, 2022). It's important to know how these different factors affect education chances in order to make Nepal's education system fairer and more open so that everyone can fully take part and do well. In light of the background, studying the Workforce Diversity on education institution is not just important but crucial.

Objective

To access the perception of teaching faculty on Age, Ethnicity and teaching Performance

To identify impact of Moderating variable (Ethnicity) between Age and teaching Performance

Hypothesis

H_{01}: There is no significant moderating impact of Ethnicity between age and teaching performance

LITERATURE REVIEW

A study looks into the link between daily FIW and guilt at work and how that guilt affects employee satisfaction. Using data from 5-day diaries of 210 solicitors in Britain, Bayesian multilevel structural equation modelling shows that daily FIW is linked to more job-related guilt and, as a result, less job happiness. In general, the connection is stronger between women and men. There is a notable difference in strength levels seen between South Asian women and white British women, as well as between South Asian males and white British men. It also means that research focusing just on a single social group characteristic, such as gender, is capable of overlooking the interaction of other factors that may contribute to significant variations within groups (Hwang & Hoque, 2023).

This study employs an intersectional and quantitative lifespan framework to examine the work-family balance of individuals aged 22 to 44, specifically focusing on Black and White men and women. In this study, sequence analysis was used with data obtained from the National Longitudinal Survey of Youth (NLSY79) to ascertain that White males exhibit a greater likelihood of achieving a work-life balance in comparison to both Black males and females. In contrast, Black women, Black men, and White women encounter distinct obstacles related to both gender and ethnicity. The findings indicate the presence of a substantial cohort of resourceful Black single mothers who have stable middle-class occupations, a demographic that has received less scholarly attention in previous research. To effectively address intersectional differences in work-family directions, it is advisable to prioritise economic

interventions that promote equitable chances in education, employment, and income, particularly during the early stages of individuals' lives. This approach is more successful than attempting to modify familial dynamics (Fasang & Aisenbrey, 2022).

The purpose of this study is to analyse the quantitative research applications of Workforce Diversity from 1989 to mid-2020. The evaluation aims to examine the extent to which theoretical frameworks have been integrated and to find innovative approaches that might be used to health research. Based on the results, it is evident that a significant number of quantitative research studies tend to overlook or misconstrue fundamental theoretical principles. Specifically, approximately 26.9% of the applied articles examined in this study failed to provide a clear definition of Workforce Diversity. Furthermore, 17.5% of these articles incorporated intersectional position components that did not adequately reflect the dynamics of social power. Misuse or misapplication of quantitative methodologies was prevalent, particularly in cases involving regression with interactions, cross-classified variables, or stratification. A number of distinct methods were identified (Bauer, Churchill, Mahendran, Walwyn, Lizotte, & Villa-Rueda, 2021).

The idea of "Workforce Diversity" is being used more and more in public health, especially in North America, and it is often praised as a great way to move study and action on health disparities forward. Findings showed that individuals were generally positive about the idea and cautiously optimistic about how useful intersectional methods could be. But individuals had different thoughts, and many problems were brought up. One big question was whether Workforce Diversity research has to be critical and revolutionary, and if so, how it should be done methodologically. Still, most people agreed that Workforce Diversity looks at different kinds of inequality and the power structures that cause them (Holman, et al., 2020).

The study of race changes how academic tutoring is seen by looking at it from a sociocultural point of view. According to the results of the interviews, the most important problems and needs of academic mentoring in each discipline were power, communication, and awareness. Our quantitative results also backed the idea that different types of identities (such as social, institutional, and discursive identities) seemed to dominate or interact in the cases researcher looked at during the interviews (Villanueva, Stefano, Gelles, Osoria, & Benson, 2019).

The researcher investigates how gender inequality and the psychological wellbeing of those with physical disabilities are harmed by status-based and structural components of the workplace. Researchers have found evidence showing that, on average, women with disabilities are more psychologically impacted by unfair workplace conditions than these other groups, in part because they earn less, experience more workplace stress, and are less likely to work in autonomous environments (Brown & Moloney, 2018).

Workforce Diversity also happens at work, and the idea of Workforce Diversity is given as a paradigm that can help us understand how to think about age and gender together at work. These relationships can change who

people are, which can then change how people see and do their work. Because of this, important things to think about, effects, solutions, and future research subjects are talked about, along with HR practises (Cleveland, Huebner, & Hanscom, 2017).

Research Gap

The majority of research on Workforce Diversity has been done in organisational contexts and mostly with respondents from Western countries. This study covers a unique research gap by focusing on faculty members in the Nepalese educational sector. This study adds a new dimension by incorporating ethnicity as a moderating component, which has been relatively understudied in previous studies. This shows a significant study vacuum in the literature on the confluence of ethnicity and age on employee performance.

Conceptual Framework

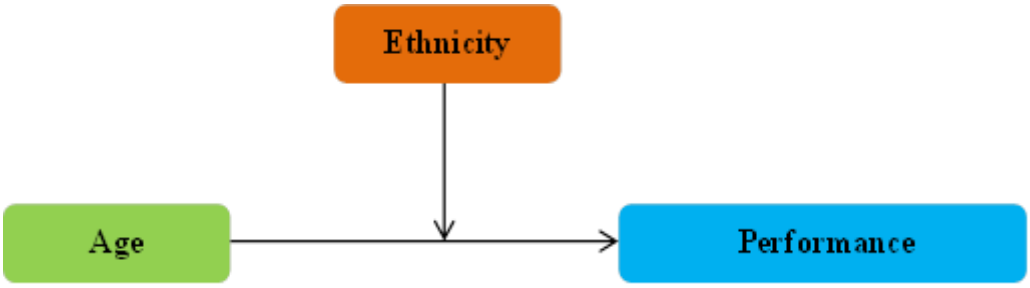

Figure 1. Conceptual Framework

This conceptual framework investigates the relationship between employee age, ethnicity, and performance. Age is the independent variable, denoting employees' chronological ages. The hypothesis contends that age can affect teaching performance, with older workers exhibiting varying levels of job efficacy due to their accumulated experience and expertise (Guzzo, Nalbantian, & Anderson, 2022). As the dependent variable, performance measures the quality and productivity of employees in their roles (R, Yuswita, & Haryati, 2021). Age is expected to have a direct impact on performance, but ethnicity can moderate this relationship (Sohail, Khan, Sufyan, Uddin, & Basit, 2019). Ethnicity serves as the moderating variable, a contextual factor that can strengthen or diminish the association between age and employee performance. It is hypothesised that, as a moderating variable, ethnicity may result in differences in the effect of age on performance across ethnic groups.

METHODOLOGY

This study used a descriptive and exploratory research methodology to investigate at how ethnicity affects performance as a moderating factor in the workplace in relation to age. The study utilised a quantitative approach, which facilitated the systematic collection and evaluation of data. The study adopted a

cross-sectional design, capturing data at a single point in time. Required sample was identifying by using following formula:

$$n = \frac{z^2 \times \hat{p}(1-\hat{p})}{\varepsilon^2}$$

n= 1.962 *0.5(1-0.5)/0.0472
n=0.95604/0.002209
n=432.79 i.e. 435

Adjusted for expected non response for final sample was calculate by chance of 8% non-response or missing data so 8% of 435=34.8, and the final sample size was 435+35= 470 teaching faculty members from various private colleges in Kathmandu Valley was chosen using simple random sampling technique to provide a representative sample. Structured questionnaires were used as the primary data collecting tool to investigate several characteristics linked with age-related performance and its relationship with ethnicity. SPSS was used for statistical analysis. Descriptive statistics such as mean and standard deviation give a high-level summary of the data. ANOVA and regression analysis were used as inferential statistics. The validity and reliability of the study tools were checked, and a correlation analysis was done to find out how the different factors related to each other. Language translate back to translate was perform.

Table 1: Reliability of Variables

Reliability Statistics			
Variable	No.	Reliability	Categories
Age (X1)	7	0.676	Moderate (DeVellis, 1991; Hair, Celsi, Money, Samouel, & Page, 2016; Azlan, Abdullah, Fadhilah, & Zahari, 2017; Nawi, A.Tambi, Samat, & Mustapha, 2020)
Ethnicity (Y)	8	0.653	Moderate
Performance (X2)	17	0.914	Excellent

Source: Field Survey, 2023

Multicollinearity was checked to make sure that predicted variables were not connected to each other. Tests for normality and homoscedasticity were performed to meet regression assumptions. The research followed ethical consideration. All of the respondents who took part gave their informed consent, which ensured that they performed hence voluntarily. To protect the personal information and responses of participants, strict confidentiality precautions were employed.

RESEARCH RESULT

Demography

Table 2: Demographic Information

Gender

	Frequency	Percent
Male	336	71.5
Female	133	28.3
Other	1	0.2
Total	470	100.0

Caste

	Frequency	Percent
Brahmin	310	66.0
Chettri	134	28.5
Vaishyas	26	5.5
Total	470	100.0

Marital Status

	Frequency	Percent
Married	335	71.3
Single	128	27.2
Divorced	1	.2
Prerer not to say	6	1.3
Total	470	100.0

Education

	Frequency	Percent
Master	355	75.5
M.phil	77	16.4
PhD	16	3.4
Other	22	4.7
Total	470	100.0

Job Status

	Frequency	Percent
Full Time	279	59.4
Part time	176	37.4
Contract	12	2.6
Other	3	.6
Total	470	100.0

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Age	21.00	75.00	36.2596	7.75454
Experience	1.00	42.00	9.6255	7.14786
Valid N (listwise) 470				

Source: Field Survey, 2023

The table provides descriptive statistics and demographic information for a sample of 470 individuals. This variable shows the gender distribution in the sample. Most participants are male (71.5%), followed by female (28.3%), and there is one participant (0.2%) who identified as "Other." Regarding caste the majority belongs to the Brahmin caste (66%), followed by Chettri (28.5%) and

Vaishyas (5.5%). In terms of caste the majority are married (71.3%), followed by single (27.2%), with very few divorced (0.2%) and "Prefer not to say" (1.3%). The educational qualifications of the participants, most have a Master's degree (75.5%), while a significant number hold M.Phil (16.4%) and some have a PhD (3.4%). A few fall under the category of "Other" (4.7%). A substantial proportion are in full-time employment (59.4%), followed by part-time (37.4%), and a smaller number are on contract (2.6%) or fall under the "Other" category (0.6%). The analysis of age-related descriptive statistics reveals that the age distribution among participants spans from 21 to 75 years. The mean age of the participants is calculated to be 36.26 years, with a standard deviation of 7.75. These data indicate the presence of variety in the ages of the participants. This variable represents the years of work experience of the participants, ranging from 1 to 42 years. On average, participants have approximately 9.63 years of work experience, with a standard deviation of 7.15, suggesting variability in experience levels.

1. Perception on Workforce Diversity in college

Descriptive Statistics on Age

Table 3: Perception on Age related to performance

		Age				
Perception		N	Minimum	Maximum	Mean	Std. Deviation
1	All age groups of employees are properly represented in the organization.	470	1.00	5.00	3.6298	1.25406
2	Every year, the college hires freshmen.	470	1.00	5.00	3.6000	1.22761
3	The college allows people to work after they reach retirement age.	470	1.00	5.00	2.8787	1.20596
4	Employees of all ages participate in decision-making and problem-solving procedures.	470	1.00	5.00	3.0340	1.22296
5	Employees of various ages get together nicely.	470	1.00	5.00	3.5447	1.13160
6	I can easily adapt to staff members of all ages.	470	1.00	5.00	3.9043	1.08753

7	Working with various age groups has helped me perform better.	470	1.00	5.00	4.0574	1.09802

Source: Field Survey 2023

Table 3 shows with a mean age of 3.63 and a standard deviation of 1.25, it's clear that the college values its workers' differences. The mean shows that the range of ages is about average, while the standard deviation shows that the ages of employees vary. With a mean age of 3.60 and a standard deviation of 1.23, it's clear that the college hires new people every year while keeping the age range fairly stable. With a mean age of about 2.88 and a standard deviation of 1.21, it's clear that the college is willing to keep workers even after they hit the age when most people retire. With a mean age of 3.54 and a standard deviation of 1.13, it looks like workers of different ages work well together in the college. With an average age of about 3.90 and a standard deviation of 1.09, shows how well a person can work with coworkers of all ages. With a mean age of 4.06 and a standard deviation of 1.10, it seems likely that working with people of different ages improves one's success.

Descriptive Statistics on ethnicity

Table 4: Perception on ethnicity related to performance

		Ethnicity				
Perception		N	Minimum	Maximum	Mean	Std. Deviation
1	The team's/Department's professional connection was unaffected by the ethnic diversity.	470	1.00	5.00	3.6128	1.25401
2	Decision-making has become better because of the ethnic diversity on our team/department.	470	1.00	5.00	3.5277	.94760
3	I did not encounter stress in the recent year as a result of ethnic diversity difficulties at work.	470	1.00	5.00	3.6000	1.29523
4	All ethnic backgrounds are successfully	470	1.00	5.00	3.6000	1.14865

	attracted to and hired at colleges.					
5	All ethnic groups have the potential to improve and grow.	470	1.00	5.00	3.6894	1.14665
6	Due to ethnic background, I experienced low self-esteem at work.	470	1.00	5.00	2.4319	1.40310
7	The work group's ethnic diversity does not foster conflict.	470	1.00	5.00	3.5723	1.11497
8	I have great feelings regarding the ethnic variety at this workplace.	470	1.00	5.00	3.8830	1.06361

Source: Field Survey 2023

The standard deviation of 1.25 reveals some variation in the opinion of how ethnic diversity influences professional relationships, and the mean score of roughly 3.61 reflects a neutral answer. It shows that while many people might believe that diversity has no effect, there are differences in viewpoints within the group.

It appears that the presence of ethnic variety within the team or department is typically seen as positively influencing decision-making, as evidenced by the mean score of about 3.53 and the comparatively low standard deviation of 0.95. The reduced standard deviation shows that respondents are somewhat in agreement, with the majority believing that diversity improves decision-making.

The median score of 3.60 indicates that, employees did not report feeling particularly stressed over issues connected to racial diversity at work in the previous year. Although some employees may not have suffered stress, others may have run into problems connected to ethnic variety that generated tension, as indicated by the relatively high standard deviation of 1.30.

The average rating of 3.60 indicates that the organization's efforts in this area are seen favorably. Some respondents had more positive attitudes than others, as indicated by the standard deviation of 1.15, which demonstrates some variation in respondents' sentiments.

This statement displays a generally upbeat attitude that people from all ethnic groups within the organisation have the potential for change and growth, with a mean score of roughly 3.69 and a standard deviation of 1.15. Although there may be some variation in this perception, as indicated by the standard deviation, it generally shows a favourable outlook on the possibility of ethnic diversity in the workplace.

The average score of 2.43 suggests that while this feeling is not shared by all employees, some have encountered low self-esteem at work as a result of their ethnic background. A wide variety of responses is shown by the relatively

high standard deviation of 1.40, with some employees expressing poorer self-esteem connected to their ethnicity while others do not.

A workgroup's ethnic variety does not generally appear to be a substantial source of conflict, according to the mean score of 3.57. The standard deviation of 1.11 demonstrates some variation in perceptions, but it seems to support the idea that workplace diversity does not significantly increase conflict.

With a mean score of 3.88, it is clear that many workers feel positively about the ethnic variety at their place of employment. Given the relatively low standard deviation of 1.06, there appears to be some agreement that most employees have positive views on the diversity of racial and ethnic backgrounds at work

Descriptive Statistics on Performance

Table 5: Perception on Performance

		Performance				
Perception		N	Minimum	Maximum	Mean	Std. Deviation
1	I sense commitment, seriousness, and the ability to accept responsibilities.	470	1.00	5.00	3.9319	1.20926
2	I appreciate having the technical know-how and professional expertise needed to complete the assignment effectively.	470	1.00	5.00	4.1043	.96627
3	I follow established policies and procedures when I work.	470	1.00	5.00	3.9553	1.06711
4	I am happy with the work I do for the organization.	470	1.00	5.00	3.8596	1.04965
5	Setting the objectives that must be met	470	1.00	5.00	3.9553	1.09861

	helps in planning the job before beginning its implementation.					
6	My ability to arrange my work and complete it on schedule means that I can do so.	470	1.00	5.00	4.0106	1.01476
7	I feel more at ease when the job has been planned out before beginning.	470	1.00	5.00	3.9638	1.08526
8	Planning the task before starting to implement it improves my capacity to concentrate on doing the automatically assigned work.	470	1.00	5.00	3.9766	1.08758
9	I am watchful or eager to update the operational procedures each time.	469	1.00	5.00	3.7740	1.04190
10	In tackling work-related challenges, I avoid doing what others do.	470	1.00	5.00	3.4872	1.03399
11	I'm tired of doing the same thing over and over again.	470	1.00	5.00	3.4213	1.17597
12	I have the capacity to quickly present ideas and solutions to work-related challenges.	470	1.00	5.00	3.9064	1.00519
13	I am able to speak openly and with	470	1.00	5.00	3.9128	1.04832

	ease when I think.					
14	I'm motivated to put in extra effort when I feel proud of the work that I've done.	470	1.00	5.00	3.8745	1.14567
15	I am willing and able to work after regular business hours to complete a project quickly.	470	1.00	5.00	3.5255	1.11129
16	The College is committed to offering more perks to workers in order to encourage them to exert more effort.	470	1.00	5.00	3.3043	1.16952
17	The administration raises the wages or compensation of those employees who perform their jobs satisfactorily.	470	1.00	5.00	3.2489	1.16987

Source: Field survey 2023

Table 5 shows how college faculty perceive about employees performance. Below statement shows top five statement state by faculty. Employees highly value their technical skills and expertise, with a low variability in responses (Mean: 4.1043, Std. deviation: 0.96627), Employees generally believe they can effectively manage their work schedules and meet deadlines, with a moderate level of agreement (Mean: 4.0106, Std. deviation: 1.01476). Employees perceive commitment, seriousness, and responsibility in their colleagues, although there is some variability in responses (Mean: 3.9319, Std. deviation: 1.20926). Employees see the value in planning tasks before starting them, contributing to their comfort in approaching work (Mean: 3.9638 Std. deviation: 1.08526). Employees recognize the benefit of planning tasks before implementation for better concentration, with some variation in agreement (Mean: 3.9766 Std. deviation: 1.08758).

Employees have a relatively lower agreement (Mean: 3.2489) with the statement, indicating that some may perceive inconsistency in the

administration's approach to rewarding satisfactory job performance, with noticeable variability in responses (Std. Deviation: 1.16987).

2. Moderating effect of Ethinicity between Age and teaching performance

Correlation

Table 6: Relationship between Age and performance

Correlations			
Age (X1)		Age	performance
	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	470	470
Performance (X2)	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	470	470
****. Correlation is significant at the 0.01 level (2-tailed).**			

Source: Field Survey, 2023

The table shows how "Age" and "Performance" are related to each other. The strong positive relationship between both of these variables is shown by the correlation value of 0.640. This means that as an employee gets older; their work tends to get better.

The statistical significance level, denoted as Sig. or p-value, for both correlations is 0.000. Based on the provided data, it is possible to conclude that the p-value is less than 0.01. With a significance criterion of 0.01 (two-tailed), this shows that there is a statistically significant correlation among Age and Performance.

Multicollinearity

Multicollinearity refers to a statistical occurrence seen in regression analysis, when two or more independent variables exhibit a strong correlation with one another (Daoud, 2017). The presence of multicollinearity has great importance in statistical analysis due to its potential to introduce distortion in regression models, hence presenting challenges in accurately identifying actual relationships between independent variables and the dependent variable (Farrar & Glauber, 1967). Multicollinearity testing is used to determine whether it is appropriate to include certain variables in a regression model, given their intercorrelations, as high multicollinearity can impact the model's precision and interpretation (Kyriazos & Poga, 2023). It aids in determining which variables should be retained or revised for a more reliable analysis (Shrestha, 2020).

Table 7: Multicollinearity Test

Coefficients[a]			
Model		Collinearity Statistics	
	(Constant)	Tolerance	VIF
1	Age (X1)	.615	1.626

	Ethnicity (Y)	.645	1.550

a. Dependent Variable: performance

Source: Field Survey, 2023

From table 7, the Variance Inflation Factors (VIF) for the Age is 1.626 and its tolerance is 0.615. The tolerance value shows that, about 61.5% of its variation is not explained by other factors. The VIF of 1.626 is just a little bit above 1, considered acceptable, indicating relatively low multicollinearity.

The tolerance for the Ethnicity is 0.645 and the Variance Inflation Factors (VIF) is 1.550. The tolerance value shows that 64.5% of its range can't be described by other factors, and the VIF value is below 5, which means there isn't much multicollinearity. Therefore, it was found that the Age and Ethnicity did not show multicollinearity and were suitable for future investigation.

Test for Normality

A normality test is a statistical method employed to evaluate the conformity of a dataset to a normal distribution, which is identified by a uniform bell-shaped curve (Mishra, Pandey, Singh, Gupta, Sahu, & Keshr, 2019). This helps in deciding if the distribution of the data is approximately normal or displays significant deviation from it. Kurtosis and skewness were employed to assess the normality assumption of the population distribution, with skewness and kurtosis values expected to fall within the range of ± 1.96 (Orcan, 2020).

Table 8: Normality Test

	N	**Mean**	**Std. Deviation**	**Skewness**		**Kurtosis**	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Age (X1)	470	3.5243	.68737	-.634	.113	.368	.225
Ethnicity (Y)	470	3.4896	.63701	-.290	.113	.027	.225
Performance (X2)	470	3.7771	.70631	-1.037	.113	1.094	.225

Source: Field Survey, 2023

The values of three variables in Skewness and Kurtosis fall between ±1.96, it suggests that the distribution of these variables is approximately symmetric and does not significantly deviate from a normal distribution in terms of skewness and kurtosis.

Homoscedasticity Test

The word "homoscedasticity" is used to describe a situation in which the error term, which stands for random fluctuation or disturbance in the relationship between the independent factors and the dependent variable, is the

same for all possible values of the independent variables (Astivia & Zumbo, 2019). Homoscedasticity testing checks this assumption and validates regression analyses (Yang, Tu, & Chen, 2019). The Durbin-Watson statistic was employed in this study to assess the assumption of Homoscedasticity. The threshold for the Durbin-Watson measure is between 1.5 and 2.5, and numbers close to 2 are thought to be the best because they show that there is no significant autocorrelation (Turner, 2019). Values outside of this range may mean that the regression model needs to be looked into more or changed. As a result, there is no autocorrelation in the data.

Table 9: Homoscedasticity Test

Model Summaryb					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.710a	.504	.502	.70599167	1.660
a. Predictors: (Constant), Ethnicity (Y), Age (X1)					
b. Dependent Variable: Performance (X2)					

Source: Field Survey, 2023

Model Summary

Table 10: Regression Model Summary

Model Summaryc				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722a	.521	.518	.69450975
a. Predictors: (Constant), X1*X2, Ethnicity (Y), Age (X1)				
b. Dependent Variable: Performance (X2)				

Source: Field Survey, 2023

Model summary of the regression model shows how well the predictors explained the variation in the dependent variable, Performance (X2). A moderate positive correlation (R = 0.722) is shown between the observed and performance values by the model. Factors, X1*X2, Ethnicity (Y), and Age (X1), explain around 52.1% of the variation in Performance. After taking into consideration the number of variables, the adjusted R Square value of 0.518 reflects the model's capacity to explain variability in Performance. The usual gap between expected and observed values is shown by the standard error of the estimate, which is about 0.6945. When taken as a whole, the predictors X1*X2, Ethnicity (Y), and Age (X1) affect Performance, and their combined contributions are substantial.

ANOVA

Table 11: ANOVA

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	244.228	3	81.409	168.779	.000b

	Residual	224.772	466	.482
	Total	469.000	469	

a. Dependent Variable: Performance (X2)

b. Predictors: (Constant), X1*X2, Ethnicity (Y), Age (X1)

Source: Field Survey, 2023

In Model 1, where " X1*X2, Ethnicity (Y), Age (X1)" is the predictor, the regression describes a significant amount of the variation in "Performance" (Sum of Squares = 244.228, F-statistic = 168.779, p 0.001), showing that " X1*X2, Ethnicity (Y), Age (X1)" " is a significant predictor. Thus valid and fit to predict the ethnicity between age and performance, this means they were effective predictors of performance.

Regression Analysis

Table 12: Regression Coefficients for ethnicity in between Age and Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.065	.036		1.811	.071
	Age (X1)	.376	.041	.376	9.202	.000
	Ethnicity (Y)	.374	.040	.374	9.370	.000
	X1*X2	-.109	.027	-.137	-4.070	.000

a. Dependent Variable: performance

Source: Field Survey, 2023

The regression coefficients table analyses the relationships between Ethnicity, Age (X1), the interaction between X1 and X2, and their impact on Performance. Each coefficient measures the predicted impact on the dependent variable (Performance) when the predictor variable changes by one unit, while keeping other variables constant. When all predictors are zero, the constant (Intercept) of 0.065 indicates the predicted Performance score. Age (X1) has a significant impact, suggesting that each unit increase in Age is predicted to increase Performance by 0.376 units. Ethnicity (Y) has a significant impact as well, meaning that for every unit change in Ethnicity, Performance is anticipated to rise by 0.374 units.

The Moderating effect of ethnicity between age and performance (X1*X2), has a negative relationship. A unit increase in this Moderating effect of ethnicity is associated with a 0.109 unit drop in Performance.

All of these correlations are statistically significant (p 0.05), indicating that Age, Ethnicity, and the Moderating effect of ethnicity (X1 * X2) all have significant impacts on Performance. The standardized coefficients (Beta)

illustrate the relative importance of each predictor, suggesting that Age and Ethnicity have equal contributions to Performance outcomes.

DISCUSSION

Study focus to explore the major two objective; First objective highlights perceptions toward age diversity, ethnic diversity, and performance factors within the college. Regarding Age Perception, workers largely recognise the organization's diversity across all age groups, valuing their representation (Mean: 3.63) and capacity to adapt (Mean: 3.90). The college strategy of retaining employees beyond the retirement age has a lower mean (Mean: 2.88), indicating that there are some concerns about it. The favourable effect of having employees from different age groups on employee performance is well recognised (Mean: 4.06). Regarding Ethnicity Perception, the workforce usually regards ethnic diversity as advantageous for professional relationships (Mean: 3.61) and decision-making (Mean: 3.53). The perception of stress caused by ethnic variety is generally neutral (Mean: 3.60), but attitudes towards self-esteem show more variability (Mean: 2.43). Employees generally observe ethnic diversity in a positive, acknowledging its capacity for advancement and enhancement (Mean: 3.88). The data shows that workers strongly agree on the high importance of technical skill, as shown by the high mean score of 4.10 in Performance Perception. There is agreement among individuals about the effectiveness of time management and the completion of tasks, with an average rating of 4.01. The level of dedication, responsibility, and planning is rather high, with a mean range of 3.93 to 3.98, however there is significant fluctuation. Nevertheless, there is a clear disagreement over the administration's reliability in acknowledging and compensating good work performance, as shown by a mean rating of 3.25. These indicate a mostly optimistic perspective on the inclusion of different age groups, ethnicities, and professional achievements. The data indicates different levels of consensus and identifies areas where organisational policies may need improvement or more explicit communication, especially in ensuring consistent recognition of acceptable performance.

Second objective focused to identify impact of Moderating variable (Ethnicity) between Age and job Performance. The findings revealed significant information on the influence of Ethnicity as a moderating factor in the relationship between Age and Job Performance. The variable Age (X1) showed a positive relationship with Performance, indicating that a one-unit increase in Age predicts a 0.376-unit increase in Performance. In the same manner, there was a positive correlation between Ethnicity (Y) and Performance, indicating that for every unit change in Ethnicity, there was a 0.374 unit rise in Performance. However, the moderating effect of ethnicity (X) on age and employee performance had a significant negative impact. The relationship between moderating effect of ethnicity led to a loss of 0.109 units in Performance for each unit rise in the Moderating impact of ethnicity. The Impact of Age and Ethnicity on Performance is beneficial when considered separately. However, when moderating effect of ethnicity (Ethnicity and Age

interact), it adds a subtle and negative effect, emphasising the intricate nature of their combined impact on job Performance. Therefore, hypothesis seems rejected and established there is significant negative moderating impact of Ethnicity between age and job performance.

CONCLUSION AND RECOMENDATION

This study brings attention on the Workforce Diversity of age and ethnicity among teaching faculty of Kathmandu Valley College. The demographic findings add context to understanding workplace interactions. In addition, the study discovers a high positive relationship between age and job performance, emphasising the benefits of experience for improving job performance. However, the presences of ethnicity as a moderating variable demonstrates that ethnicity have a negative impact on job performance, emphasising the importance of inclusive workplace practises. College should not only recognise the benefits of age diversity, but also aim to build backgrounds that address ethnic imbalances in order to develop fair opportunities and increase overall productivity.

This study emphasises the need of taking age and ethnicity into consideration when developing HR policy. Future research may go more deeply into the particulars of these interconnections and create focused interventions to support inclusion, and fair workplaces. In the end, embracing ethnic and age variety can result in more energetic and effective academic institutions in the Kathmandu Valley and nationwide.

ADVANCED RESEARCH

This research still has limitations so it is necessary to carry out advanced research related to the topic "Workforce Diversity at Work: Exploring Ethnicity as Moderating in Age and Performance" to perfect this research, as well as increase insight for readers.

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