

# Workplace Diversity Dimensions and Employee Productivity in a Philippine State University and College (SUC): A Correlational Analysis

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## Abstract

This study examined the relationship between workplace diversity and employee productivity at Abra State Institute of Sciences and Technology (ASIST), focusing on the perceived impact of workplace diversity across gender, age, educational background, and work experience. It also described the demographic profile along gender, age, educational attainment and work experience; while it measured the level of employee productivity among ASIST personnel.

A descriptive-correlational research design was employed involving 244 permanent teaching and non-teaching personnel from the ASIST main campus and La Paz extension. Data were collected using a validated and reliable questionnaire adopted from the studies of Elsaid (2012) and Jayawardana (2019). The data were analyzed using frequency and percentage, weighted mean, and Pearson  $r$ .

Findings showed that ASIST has a diverse workforce across all four dimensions. Respondents perceived a very high extent of gender, age, and work experience diversity and a high extent of educational background diversity, indicating that diversity practices are positively experienced within the institution. Among the four dimensions, work experience obtained the highest mean, demonstrating its strong contribution to employee effectiveness and productivity. Employees also reported a high level of productivity, reflecting that inclusive workplace practices contribute to effective work performance and collaboration. A positive strong relationship between workplace diversity and employee productivity was found, as evident by the value of  $r=0.61$ , with the computed  $p$ -value of 0.00 which shows that the relationship is significant.

Based on the findings, a Workplace Diversity Framework is proposed. Workplace Diversity acts as a valuable institutional resource that improves productivity. A diverse workforce when positively experienced by employees, contributes to improved work performance and organizational results. Thus, institutions are encouraged to strengthen inclusive policies and sustain diversity programs to enhance performance outcomes.

**Keywords:** Age Diversity, Gender Diversity, Educational Background Diversity, Work Experience Diversity, Higher Education Institutions.

## I. INTRODUCTION/BACKGROUND OF THE STUDY

As the modern workforce grows more diverse, scholars and practitioners have stepped up and increased their efforts to fully understand the effects of workplace diversity on organizational outcomes (Patrício & Franco, 2022; Croitoru et al., 2022). According to recent systematic reviews and empirical research, various types of diversity, when properly managed, serve as strategic

resources that increase an organization's knowledge base, enhance problem-solving and decision-making, and support performance, organizational learning, and innovation (Patrício & Franco, 2022; Croitoru et al., 2022; Elamin et al., 2024).

Numerous international studies continue to highlight how diversity improves outcomes like creativity, adaptability, and decision-making quality, especially when it is supported by inclusive organizational cultures

(Mathuki & Zhang, 2022; Kanya & Johan, 2025). For instance, the information/decision-making perspective claims that diverse teams are better equipped to solve complex problems and come up with superior solutions since these bring together a wider range of perspectives, experiences, and knowledge (Bantel & Jackson, 1989; van Knippenberg et al., 2004; van Knippenberg et al., 2021). Diversity alone, however, is still insufficient to turn it into performance gains; inclusive management and a welcoming culture are required (Lee & Shin, 2024).

Beyond organizational performance, diversity is an essential element of institutional resilience and innovation, according to international development organizations such as the World Economic Forum and UNESCO. Diverse workplaces in educational systems are more likely to promote equal learning results, support better social integration, and empower marginalized groups (UNESCO's Global Education Monitoring Report, 2020). Similarly, the World Bank (2021) highlights that diversity in public sector organizations improves governance outcomes by boosting citizen trust, reducing policy application bias, and enhancing representation.

International organizations and empirical research agree that diversity and inclusion are essential for improved equitable outcomes. By removing obstacles to participation and tailoring support for a diverse student body, genuinely inclusive educational institutions enhance learning outcomes, promote social integration, and empower marginalized groups (UNESCO's Global Education Monitoring Report, 2020). Similarly, international development organizations such as the World Bank (2021) have shown that diverse public institutions and inclusive programs improve governance by boosting representation and confidence and lowering biases in the implementation of policies. By expanding the range of ideas and stakeholder views that institutions may access, Diversity, Equity, and Inclusion (DEI) practices help create more resilient and innovative economies, according to the World Economic Forum (2021a, 2021b) and related multi-stakeholder initiatives.

Policy organizations support these findings with relevant data and frameworks. While the International Labour Organization (2023) emphasizes the business and social case for diverse workplaces, demonstrating positive effects on participation, retention, and institutional adaptability, the OECD (2023) summarizes how equity and inclusion in education can translate diversity into stronger learning systems. Similarly, social cohesion and broad inclusion are important levers for development interventions to be effective and lasting, especially during crises when institutions must quickly adjust (UNDP, 2020) and other UN agencies. According to these policy and practice studies, realizing the benefits of diversity calls for more than just demographic change; it also calls for specific inclusion methods, such as capacity building, policy formulation, and monitoring.

Academic research explains the mechanisms by which diversity generates these benefits. This is

strengthened by recent research: via improving information processing, authentic leadership moderates how cognitive diversity is elaborated into decision-making (Frontiers in Education, 2024). Diversity can result in both process benefits, like increased creativity, improved problem solving, and adaptive responses, and process drawbacks like conflict and coordination costs, according to field studies (Duchek, 2020). When organizations promote diversity, the overall impact is positive. Contemporary resilience in higher education found that organizational skills, including leadership, resources, and knowledge sharing, contribute to crisis adaptation, demonstrating that symbolic diversity combined with inclusive systems improves institutional resilience (Shaya et al., 2022). Furthermore, according to Cheng et al. (2024), organizational diversity improves an organization's capacity to process information, make wise decisions, and adapt in the midst of uncertainty by reducing knowledge-hoarding tendencies and encouraging cooperative knowledge behaviors among employees. According to this research, diversity serves as a functional catalyst for institutional resilience in addition to being a social value.

The same factors that make workplace diversity important in higher education also apply to public agencies and nonprofit organizations: a diverse workforce broadens the pool of viewpoints, abilities, and approaches available to address complex public issues, but these advantages only become visible when inclusiveness, leadership, and well-functioning HR systems are in place. An increasing emphasis on SDG alignment is also seen in institutional reporting and rankings. Higher Education Institutions are creating quantifiable policies (gender action plans, anti-harassment mechanisms, mentoring, and family-friendly policies) that link workforce diversity to institutional performance and student opportunity, according to Times Higher Education's SDG Impact indicators, which include SDG 5 and SDG 8 (Times Higher Education, 2020–2025). However, cross-national data emphasize that rhetoric is not enough: HEIs differ significantly in how strategically they incorporate diversity into their research, governance, and agendas, and many continue to view Sustainable Development Goals as compliance tasks rather than as societal change initiatives (Pandit & Paul, 2023; Alfathy, 2024). Although many universities have started mainstreaming SDG-related content (particularly in engineering, business, and social sciences), systematic and scoping reviews of SDG implementation in higher education find that there are still large gaps in converting policy into institution-wide practices that enhance equality and decent work outcomes (Serafini, 2022; Molina, 2023).

Diversity is not just a strategic issue for multinational firms or the private sector; it is equally important for public sector organizations, particularly those in the education sector. With the responsibility of promoting inclusive excellence and equipping people to participate in varied societies, universities and colleges are increasingly viewed as catalysts for social progress on a global scale. This goal is strengthened when diversity programs are aligned with more general policy frameworks, including the

Sustainable Development Goals (SDGs) of the UN. In particular, inclusive work environments are crucial for promoting sustainability, equity, and innovation, as highlighted by SDGs 5 (Gender Equality) and 8 (Decent Work and Economic Growth) (United Nations, 2015).

Universities and colleges play a pivotal role in advancing social progress, not only by educating future citizens and professionals but also by exemplifying inclusive excellence in alignment with the Sustainable Development Goals of the United Nations. Research shows that higher education institutions (HEIs) remain central to achieving SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth), particularly through diverse leadership, inclusive policies, and equitable learning environments.

Real-world instances can be found in applied studies in public administration and education. In line with Lee and Shin's (2024) research, workplace diversity has a favorable effect on organizational context diversity environment and change-oriented behaviors, showing that inclusion is more than just symbolic—it changes how diversity is implemented. Research conducted in institutional settings, ranging from public agencies to higher education, shows that diverse policies, like bias-reducing practices, inclusive pedagogy, and representation in governance, enhance learning equity and boost public confidence in public decision-making (World Bank Group, 2024). When combined, international studies and peer-reviewed research show a recurring trend: diversity provides the foundation for innovation and resilience, but inclusion transforms that potential into tangible improvements in governance, learning, and institutional flexibility. These findings support (Diversity, Equality and Inclusion) DEI policies that integrate recruitment and representation with tangible inclusion practices, like curriculum adaptation, inclusive pedagogy, and participatory governance, for educational systems and State Universities and Colleges (SUCs) to align with sustainable development goals. This way, diversity is translated into better student outcomes and institutional flexibility.

A study showed that inclusive practices have a major influence on how diversity is attained in higher education institutions, extending beyond just symbolic diversity. Specifically, the research *Inclusive Practices' Influence on Diversity in Higher Education Institutions* (Zaheer & Farooq, 2024) demonstrates that HEIs can improve institutional diversity by implementing concrete inclusion-focused practices (e.g., equitable admissions, supportive learning environments, policy frameworks). As noted in the article *Cultivating staff equality, diversity, and inclusion in higher education in the post-pandemic era: an organizational compassion perspective* (Toroghi et al., 2024), staff morale and institutional sustainability are enhanced when EDI is integrated into institutional culture through compassionate organizational practices (support for wellbeing, equity, and fairness). Further research on higher education shows that integrating diversity and inclusion into HEIs' basic operations strengthens their

sustainability. Gil (2025) emphasizes that inclusion must be systemic rather than limited to access and provides a holistic framework for inclusive education that is aligned with the Sustainable Development Goals (SDGs).

To guarantee that diversity is actively encouraged through institutional structures, the model specifies seven essential domains: policy and governance, curriculum and pedagogy, genuine diversity, technology accessibility, support services, professional development, and ongoing assessment. HEIs can become flexible, equitable, and socially sensitive over time by using this multifaceted approach to accommodate a variety of student demands. As a result, via consistent inclusion policies, diversity is not only reflected but also turns into improved educational results and a stronger institution (Gil, 2025).

Workforces in higher education institutions, primarily public colleges, are naturally diverse in terms of education, work experience, gender, age, and tenure. Research shows that when organizations carry out diverse practices and shared leadership, age diversity can improve adaptability, creativity, and decision-making by combining the technological fluency and innovative approaches of younger employees with the institutional knowledge and practical wisdom of senior personnel (Wang & Duan, 2024; De Saint Priest et al., 2024; Wynen et al., 2025). Research shows that while age-diversity initiatives, such as limited diversity statements, increase the number of older employees, they do not always result in inclusion or psychological safety unless they are supported by structural measures (De Saint Priest et al., 2024; Wynen et al., 2025).

Multigenerational workforces bring together the institutional perspective, problem-solving skills, and strategic judgment of older staff with the technological fluency and creativity of younger employees. According to studies conducted in university settings, this results in increased institutional capacity and innovative output (De Meulenaere et al., 2025).

Employees report greater organizational identification and lower perceptions of discrimination when age diversity is supported by equitable practices and a positive diversity climate, which strengthens cohesion and psychological safety across age groups (Waligóra, 2024). It has been demonstrated that institutional performance, innovation, and adaptation are significantly influenced by age diversity in higher education institutions. Despite this, diversity without inclusion may result in problems: generational silos, age-discrimination situations, and poor DEI implementation. It can also limit the effectiveness of age-diversity initiatives, especially in higher education settings where age is frequently under-prioritized within DEI programs (Innovative Aging, 2022). These findings highlight how intentional diversity strategies, fair HR policies, and leadership practices that foster intergenerational collaboration, maximize the benefits of age diversity, including creativity, competence development, and institutional resilience (Mohamed et al., 2023). These also collectively corroborate the claim that in

order to effectively capitalize on the advantages of a multigenerational workforce, higher education institutions must combine age-diversity initiatives with structural inclusiveness.

Beyond age diversity, gender diversity has emerged as another critical dimension of workforce composition that significantly shapes equity, representation, and performance within higher education institutions worldwide. In this study, the term gender diversity is used rather than sex diversity in accordance with current international and organizational research conventions and the Philippine Gender and Development (GAD) framework under Republic Act No. 9710, often recognized as the Magna Carta of Women, which requires gender mainstreaming and equity in institutional policies and agendas (Republic Act No. 9710, 2009). The recognition and inclusion of socially constructed roles, behaviors, and identities encompassing men, women, and non-binary people constitutes what is known as gender diversity (Islam et al., 2024; Sharma et al., 2023). This view is consistent with current organizational research that highlights the significant influence of gender diversity on workplace attitudes, engagement, and productivity outcomes that go beyond biological distinctions only (Islam et al., 2024; Sharma et al., 2023). While gender diversity in higher education continues to expand globally, recent research suggests that its effects on equity, representation, and institutional outcomes are highly context-specific. For example, in over twelve years, female authorship within accounting and finance faculties in Australian and New Zealand HEIs increased from approximately 19.3% to more than 31.7%, indicating that sustained efforts to promote women's inclusion in academic output are yielding measurable gains (Ariana & Sands, 2024). Similarly, Van Buskirk et al. (2023) find that growth in women's representation among professors across disciplines is driven primarily by hiring practices rather than differential attrition, underscoring the critical role of recruitment strategies and institutional policies in advancing gender equity.

It has been found that gender diversity in higher education enhances innovation, mentoring, and decision-making, especially when women hold leadership and academic positions (Correa et al., 2025; Meza-Mejía et al., 2023). The surrounding institutional culture, however, determines how successful these initiatives are. Policies for fair workloads, career development assistance, and anti-discrimination measures are essential to converting representation into real organizational benefits (Mahmoud, 2024; European Commission, 2024).

The results of studies on productivity and compensation are mixed. According to Ali et al. (2023), there is a U-shaped link between employee productivity and management gender diversity: under specific conditions and with particular industry gender compositions, gender diversity increases productivity. Meanwhile, the Beedie School of Business instance (2024) demonstrates that persistent gaps remain as female teachers continue to earn less than their male counterparts

even after adjusting for experience, productivity, and education. These findings suggest that equitable outcomes require more than just gender diversity; they also require fair evaluation, equal pay policies, mentoring, and institutional support.

Several studies from different industries support the idea that worker composition affects results. For instance, in the health industry, increased diversity awareness and training among health personnel increase access and perceived quality of care for various patient groups, according to multi-country research on diversity competences (Ramšak et al., 2023). There is concrete evidence that team composition may influence high-stakes performance from large population studies that link the gender composition of surgical teams to patient outcomes. These studies also show that gender diversity in clinical teams can be linked to slightly better outcomes after surgery (Hallet et al., 2024). These results highlight the usefulness of combining diversity with inclusive clinical practices, monitoring, and capacity building. Moreover, organizational experiences in police and security services show how culture and policy influence whether gender diversity yields significant results. According to research, gender diversity in policing can enhance public safety and promote a sense of belonging among staff members when organizational culture, assignment procedures, and retention support are purposefully reorganized (Gasparini, 2024; Padilla, 2024). However, these benefits are frequently limited by ingrained cultural barriers and a lack of supportive policies, without structural attention to culture, job assignments, and professional growth. Representation alone will not result in better public outcomes. Likewise, gender diversity is important for student relationships, management, and role modeling. According to the "Females in Higher Education and Leadership" research (2024), women are becoming more visible in senior positions and holding managerial roles in a variety of educational institutions. This could contribute to the breakdown of stereotypes and the promotion of more inclusive learning environments. Moreover, Vedres and Vasarhelyi (2022) show that gender-diverse teams are much more creative, but only when inclusive frameworks are in place to integrate women not just in numbers but also in core networks of collaboration.

While many educational institutions have embraced gender diversity as a principle, only a small percentage are actively incorporating it into practice (Pandit & Paul, 2023). Women continue to be underrepresented in leadership positions in HEIs, particularly in areas with significant cultural or hierarchical barriers. Although many of these practices are not yet common across departments, a study of faculty at the University of Alicante (UA) in Spain revealed that roughly half of them reported incorporating SDG 5 into their instruction using strategies like inclusive language, encouraging equal participation, and giving women more visibility (Integration of Gender Equality into University Teaching, 2023). Although many universities have started mainstreaming SDG-related content (particularly in engineering, business, and social sciences), systematic and

scoping reviews of SDG implementation in higher education find that there are still large gaps in converting policy into institution-wide practices that enhance equality and decent work outcomes (Serafini, 2022; Molina, 2023). These findings are also supported by broader institutional reporting. The use of SDG-aligned performance indicators for gender equality, such as metrics for female leadership, representation in STEM, mentoring, and support services, is growing among universities worldwide (UNESCO IESALC & THE, 2022; IESALC, 2025). Universities that have been ranked by Times Higher Education for their performance in SDG 5 are also showing that they are not only being measured but also acting, as evidenced by their anti-harassment policies, gender equality action plans, and support units for women's leadership (THE, 2020-2025).

On the idea of organizational support, diversity in other domains, especially in terms of work experience and educational background, is also important in improving institutional performance. Diversity in educational backgrounds has been studied widely in recent organizational and academic research, and the majority of the results indicate that, in appropriate situations, it enhances creativity, problem-solving, and team performance. Diversity in educational levels and fields, according to Guo et al. (2021), gives teams a wider range of analytical tools and unique cognitive perspectives, which in turn fosters innovation when tasks are complicated and team membership is stable over time. Educational diversity is positively correlated to workplace results, such as increased employee productivity and more creative decision-making, according to research on workforce performance in both corporate and educational institutions (Abqari Journal, 2021). Further research conducted in Egypt's private universities shows that diversity in educational backgrounds is strongly associated with increased productivity among academic staff, where knowledge diversity promotes deeper conversations, interdisciplinary approaches, and more effective teaching strategies (Acta Innovations, 2023). However, research also points out that educational diversity may create coordination issues due to differences in problem-solving approaches and knowledge bases, which can cause miscommunication or slow the building of unity, particularly in teams with weak communication norms or inclusive management (IR KIU, 2022). This implies that the benefits of educational diversity depend primarily on the institutional setting, management, and the ability of institutions to incorporate diverse knowledge efficiently into shared work processes.

Similar to this, studies on work experience diversity—usually understood as differences in functional background, previous jobs, and accumulated practical knowledge have produced mixed but generally encouraging findings. Diverse work experiences can broaden strategic perspectives and improve innovative capacity, according to an empirical analysis of top management teams conducted in 2021–2022; however, these advantages do not always translate to performance unless they are reinforced by cohesive team dynamics and strong management skills (RisetPress, 2022).

Complementary research indicates that companies with a diverse workforce typically exhibit superior levels of adaptation and problem-solving skills, particularly in settings that call for collaborative or teamwork (OAPUB, 2022). Research on informational diversity also reveals that, when psychological protection and supportive organizational practices are in place, workforces from various functional areas or educational backgrounds contribute unique implicit knowledge that enhances idea generation and encourages innovative behavior (Malque Journal, 2023). Still, some other contexts reveal limited or even insignificant effects of work experience diversity on performance, suggesting that without mechanisms for knowledge sharing, mutual respect, and cross-functional collaboration, experiential differences may lead to fragmented communication or reduced solidarity (RisetPress, 2022).

According to studies conducted in the public sector, if administrative capacity and diversity allow for knowledge integration, demographic and skill heterogeneity (age, gender, educational background, and work experience) is linked to increased innovation and better service delivery (Cingolani, 2024; Yeo, 2023). Existing meta-reviews reflect representative bureaucracy arguments, indicating that representative demographic profiles can improve legitimacy and certain productivity results, but that these benefits depend on inclusive management and context (Ding & Riccucci, 2025; Yeo, 2023).

Building on insights regarding the significance and limitations of specific diversity aspects, subsequent research further reveals how such diversity interacts with broader patterns of workplace diversity in influencing productivity outcomes. Diversity policies in developed economies have the potential to enhance innovation and productivity. In a systematic analysis of African higher education institutions, Uwizeye et al. (2022) found that institutional aspects (like governance, resources, and diversity) moderate research productivity. This recommends that productivity in public colleges is correlated with "diversity of institutional capacity" rather than just sociocultural diversity.

The link between diversity and productivity is reinforced by meta-analyses. Findings by van Zijl et al. (2023) demonstrate that when social cohesion is present, diversity enhances innovation. Mathuki and Zhang (2022) similarly highlight how inclusiveness and information sharing foster team innovation through cognitive diversity. Empirical evidence supporting task-related diversity enhancing team creativity across different workplace conditions has been presented by Guo et al. (2021). Diverse viewpoints can enhance decision outcomes, notwithstanding that they sometimes lead to conflict, according to other field studies. Likewise, Page (2007) offered both theoretical and empirical support for the idea that cognitive diversity consistently enhances group productivity, showing that diverse teams frequently outperform more homogeneous but individually skilled teams.

Systematic reviews reveal that diversity has a mixed effect on short-term productivity, with psychological safety, diversity-oriented policies, shared leadership, and organizational context serving as critical moderating factors (Zhao et al., 2025). Comprehensive analyses of workforce diversity further indicate that although diverse workforces are often associated with improved organizational performance, positive results are more likely when diversity is balanced and well managed (Rafaqat et al., 2022). Evidence also suggests that diversity across various dimensions such as age, gender, educational attainment, and ethnicity improves organizational productivity only when reinforced by strong leadership capabilities, underscoring the central role of management in translating diversity into performance gains (Mehari et al., 2024). At the team level, diverse groups demonstrate heightened creativity and problem-solving capacity, but they also face an increased risk of conflict; thus, psychological safety and supportive group environments emerge as essential conditions for team effectiveness (Russo & Verwijs, 2023).

In educational institutions, the potential of diversity is ultimately realized when it is embedded within inclusive policies, sustained leadership commitment, and organizational structures that promote collaboration, creativity, and staff development (Das, 2025). Conversely, workplaces that lack ethical climates and effective inclusion mechanisms may experience limited or even adverse outcomes. Supporting this, Mehari et al. (2024) show that workplace ethics mediate the relationship between workforce diversity and organizational performance, highlighting the complexity of the diversity–productivity link. These findings align with social categorization theory, which posits that unmanaged diversity can lead to in-group favoritism, group segmentation, and communication breakdowns (Tajfel & Turner, 1986). This suggests that increasing age, gender, educational, and experience diversity is a necessary but not sufficient condition for productivity gains for public HEIs and SUCs. To ensure that diverse competencies translate into better teaching, research, and administrative performance, institutions must invest in inclusive policies, structured knowledge-sharing routines, and administration development (Elamin et al., 2024; Wang & Duan, 2024).

Research has looked at the relationship between employee productivity and workplace diversity. For instance, a study led by a Philippine state institution revealed a weak and statistically insignificant relationship between faculty performance and diversity (Hidayati & Amalia, 2020). Research from other organizations, a balanced internal composition—rather than one that is divided—can encourage creative activity (Tambunan et al., 2025). As stated by Tariq et al. (2022), meta-analytic reviews demonstrate significant variation among studies, with some demonstrating beneficial effects of workforce diversity and others indicating null or even harmful results depending on how diversity is managed. This complexity is further highlighted by sector-specific case studies: depending on organizational practices, cohesiveness, and

diverse perspectives, some aspects of diversity may improve productivity under specific circumstances, while others may have weak or negative relationships (Salam et al., 2023).

According to Mehari et al. (2024), workforce diversity may only result in better organizational performance when it is mediated by supporting contextual elements, including inclusive supervision, an ethical workplace culture, and efficient administrative techniques. Even with a rising number of studies, there are still significant gaps in the existing understanding of how, when, and under what circumstances workplace diversity promotes resilience or productivity in educational institutions, particularly in public/state universities and colleges (SUCs) in the local setting.

State Universities and Colleges (SUCs) establish important government-owned institutions entrusted with providing high-quality, accessible education while advancing the nation's educational goals. SUCs serve as institutional foundations for local innovation, policymaking, and communal participation in addition to being learning hubs; their workforce's dynamics and composition have a big impact on their capacity to carry out these responsibilities. Diversity, especially in terms of work experience and educational background, was positively correlated with SUCs' contributions to local sustainable development goals, according to a regional analysis conducted by the National Economic and Development Authority (NEDA, 2018) in the Cordillera Administrative Region.

Diversity is also emphasized by the Philippine Commission on Higher Education (CHED) as a critical component of institutional performance. In order to incorporate gender-responsive and inclusive practices into governance and academic development, CHED Memorandum Orders have promoted Gender and Development (GAD) policies throughout SUCs (CHED, 2021). However, depending on administrative competency and institutional preparedness, implementation differs considerably.

Diverse staff compositions may theoretically foster innovation and problem-solving, but inconsistent policy implementation, a lack of institutional support, and institutional constraints frequently prevent diversity from turning into productivity gains (IRJEMS, 2024). Almeraz and Duping (2022) conducted a qualitative study that focused on the notion of "academic resilience" and looked at how higher education institutions (HEIs) in Region XI, Philippines, take action to disruptions like the COVID-19 pandemic. The study found a number of problems that impacted institutional adaptability, such as a dearth of resources, faculty capacity for online instruction, poor internet connectivity, and inadequate resource management. As a result, HEIs used adaptive tactics that improved overall flexibility, including new governance procedures, the incorporation of information and communication technology (ICT), and other institutional changes.

The study's conclusions emphasize that resilience depends on larger institutional capacities, such as governance structures and policy frameworks, even though it did not specifically look at demographic diversity. This implies that programs like diversity, equity, and inclusion (DEI) policies can improve institutional adaptation under stress, strengthen governance, and encourage inclusive practices, all of which can contribute to resilience (Almeraz & Duping, 2022).

Extending from these theoretical and empirical findings, examining specific institutional contexts provides concrete evidence of how diversity and inclusion strategies are implemented and how they influence organizational outcomes in higher education. A case in point is the Divine Word College of Bangued, which illustrates how proactive efforts to support gender, age, and educational diversity have fostered more inclusive decision-making and facilitated the successful implementation of sustainability initiatives (Provincial Government of Abra, 2020). This example underscores that inclusion and strategically managed diversity are vital components of institutional resilience, demonstrating that context-sensitive initiatives can yield tangible results even in resource-limited settings.

Based on the literature, despite growing global and institutional commitments to diversity and the Sustainable Development Goals (SDGs), substantial gaps remain between policy intentions and actual outcomes in higher education institutions. Although many universities have begun mainstreaming SDG-related content, particularly within engineering, business, and the social sciences, systematic and scoping reviews of SDG implementation reveal persistent challenges in translating policy commitments into institution-wide practices that meaningfully advance equality and decent work outcomes (Serafini, 2022; Molina, 2023). Similarly, evidence from the Beedie School of Business (2024) indicates that gender-based inequities persist, as female faculty members continue to earn less than their male counterparts even after monitoring for experience, productivity, and educational attainment. These findings underscore that equitable outcomes require more than numerical gender diversity; they demand fair evaluation systems, equitable compensation policies, mentoring structures, and sustained institutional support. Notwithstanding the expanding body of research on workplace diversity, significant gaps remain in understanding how, when, and under what conditions diversity contributes to institutional resilience and productivity in educational settings, especially in higher education institutions, particularly in public and State Universities and Colleges (SUCs) in the local context.

Understanding exactly how workplace diversity translates into employee productivity in actual SUC environments requires looking at institution-specific experiences within this broader national context. The employees at the Abra State Institute of Sciences and Technology (ASIST) are diverse in terms of gender, age,

educational attainment, and work experience. However, the majority of the institution's reporting on diversity-related practices is descriptive in nature, with records that are currently on file focused on demographic profiles rather than on analyzing how these distinctions affect employee productivity. There is not much evidence on how employees assess workplace diversity and how it affects their productivity, even though ASIST implements institutional programs and national policies that support inclusivity, such as Gender and Development (GAD) initiatives and Civil Service Commission guidelines. Evaluating diversity as a factor in daily productivity and organizational success draws less attention than current initiatives, which frequently put an emphasis on compliance and representation.

Higher education institutions like ASIST tend to focus on organizational culture, leadership, or general work conditions as predictors of employee productivity within the wider context of Philippine State Universities and Colleges (SUCs), often without isolating particular dimensions of workplace diversity like gender, age, educational background, and work experience (Almendras et al., 2025). Furthermore, under Gender and Development (GAD) frameworks, diversity initiatives commonly function as compliance-driven or symbolic programs in many public institutions, including SUCs, with insufficient evaluation of their actual influence on employee productivity outcomes (Serafini, 2022; Molina, 2023). This gap is reflected in ASIST at the institutional level, where regulations and reporting requirements properly recognize diversity, but there is still a lack of methodical, data-driven research relating to the perceived impact of workplace diversity on the productivity of employees. Research shows that employee views of diversity and inclusion are more closely related to engagement and productivity than demographic composition alone, highlighting the need for institution-specific studies that capture these perceptions (Nishii & LeRoy, 2022; Zhao et al., 2025). This gap highlights the significance of investigating ASIST employees' experiences with workplace diversity and how these experiences relate to productivity within the particular setting of a provincial State University and College.

By providing a focused study on the relationship of the perceived impact of workplace diversity on employee productivity at Abra State Institute of Sciences and Technology (ASIST), this study seeks to address these gaps. The research aims to offer practical insights for SUC administrators and policymakers by investigating diversity in dimensions including gender, age, educational background, and work experience, as well as how these aspects relate to productivity in an actual institutional setting. These results will help in creating diversity programs that are more responsive, inclusive, and performance-oriented. This can also be a basis for crafting a framework or model that can be used to strengthen diversity aligned with both national development priorities and global sustainability goals.

## II. CONCEPTUAL FRAMEWORK

This study is anchored on the Information/Decision-Making Perspective of workplace diversity, which highlights the latent benefits that diverse teams bring to an organization. Originally proposed by Bantel and Jackson (1989) and further developed by van Knippenberg et al. (2004) and van Knippenberg et al. (2021), who claim that diverse teams are better equipped to solve complex problems and come up with superior solutions since these bring together a wider range of perspectives, experiences, and knowledge. When these are handled well, they can lead to better decision-making, innovation, and creativity that directly improve employee productivity and the performance of the institution.

This point of view emphasizes that diversity should be seen as an organizational asset that improves performance and collaboration rather than hindering it. According to research, an organization's cognitive resources are expanded by diversity in gender, age, educational attainment, and work experience. This allows employees to view challenges from various angles and create more thorough solutions. For example, age-diverse teams promote adaptability and innovation by combining the institutional expertise and strategic judgment of senior staff with the technological proficiency of younger employees (Wang & Duan, 2024; De Saint Priest et al., 2024; Wynen et al., 2025). In the same way, gender-diverse groups offer valuable viewpoints that improve team creativity and decision quality, especially when encouraged by inclusive frameworks (Correa et al., 2025; Vedres & Vasarhelyi, 2022). Furthermore, diversity in educational backgrounds promotes consolidative

approaches and deeper analytical conversations, which enhance administrative and instructional outcomes (Guo et al., 2021; Acta Innovations, 2023). Meanwhile, diversity in work experience bring unique strategic viewpoints and problem-solving abilities, which enable teams to find solutions more successfully when strengthened by harmonious management techniques (RisetPress, 2022; Malque Journal, 2023). All of these studies confirm that when diversity is successfully incorporated into organizational systems, different points of view encourage more in-depth discussion, reduce stereotyping, and result in more creative and successful solutions.

The Information/Decision-Making Perspective provides a framework for grasping how workplace diversity can be utilized to improve institutional performance at the Abra State Institute of Science and Technology (ASIST). By integrating a diverse human resource, ASIST can make an environment that fosters diversity, constant learning, and teamwork—all of which are essential for enhancing employee productivity.

This study draws an assumption that workplace diversity has a favorable impact on employee productivity once it is managed well. The idea that workplace diversity influences employee productivity to varying extents sets forth the core idea of the study. It adopts a multidimensional assessment of diversity by examining four key aspects: gender, age, educational background, and work experience, these aspects serve as the independent variables. The dependent variable is the overall productivity of employees at ASIST.

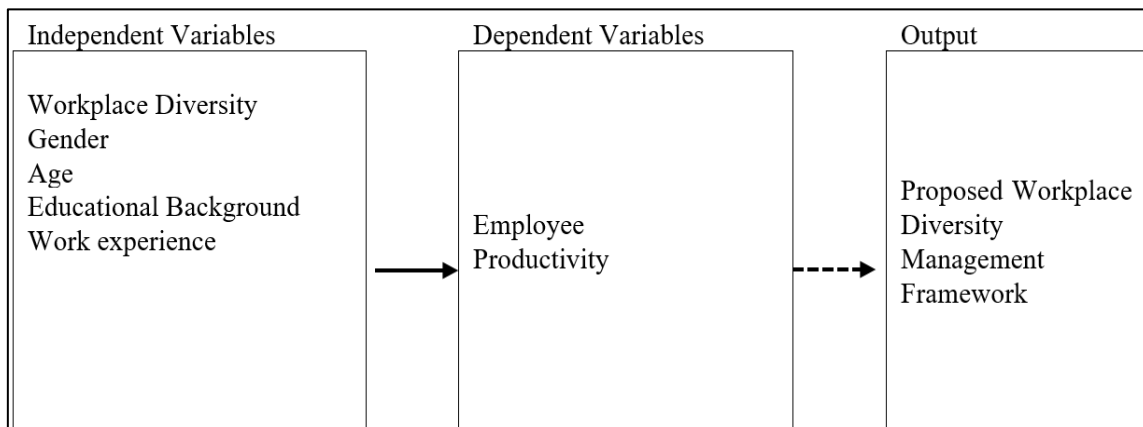


Fig 1 Research Paradigm

### ➤ Statement of the Problem

The primary goal of this study was to examine the impact of workplace diversity on employee productivity at Abra State Institute of Sciences and Technology (ASIST).

This study aimed to address the following research questions:

- What is the demographic profile of the respondents in terms of:

- ✓ Gender,

- ✓ Age,
- ✓ Educational Attainment, and
- ✓ Work experience?

- What is the extent of the perceived impact of the following workplace diversity in ASIST in terms of:

- ✓ Gender diversity,
- ✓ Age diversity,
- ✓ Educational background diversity, and
- ✓ Work experience diversity?

- What is the level of employee productivity in ASIST?
- Is there a significant relationship between the perceived impact of workplace diversity and employee productivity in ASIST?
- What workplace diversity management framework may be developed to improve employee productivity in ASIST?

➤ *Scope and Delimitation of the Study*

The scope of this study is limited to studying the relationship between employee productivity and the perceived impact of workplace diversity at Abra State Institute of Science and Technology (ASIST) in the 2025–2026 academic year. Only four aspects of diversity, such as gender, age, educational background, and work experience, are the focus of the study. These variables are selected for the reason that they are often emphasized in diversity–productivity studies and reflect both demographic and practical aspects of diversity that are regularly seen in higher education institutions.

Permanent teaching and non-teaching personnel of ASIST comprise the study's respondents, representing the diverse workforce of the organization. The length of service or work experience does not automatically confer permanent employment status unless the employee meets the prescribed qualifications and eligibility standards set by the institution. Students, alumni, and external stakeholders are not included in the study because its main goal is to assess productivity and diversity among SUC personnel in the organizational settings. Additionally, productivity will be assessed using employee self-perceptions and institutional performance indicators relevant to their roles.

The study's geographic scope is limited to the ASIST main campus, including La Paz Extension in the province of Abra. The Bangued Campus was excluded from the study due to administrative, scheduling, and accessibility issues that may affect the timely distribution, retrieval, and monitoring of research instruments. By limiting the study's location to the ASIST Main Campus and La Paz Extension, more consistency in data collection was ensured, respondents were closely monitored considering the researcher's designated workplace, and improved reliability of the study's findings within the time frame of the study. While the findings might be useful for other Philippine State Universities and Colleges (SUCs), generalization should be done carefully because different institutions have different governing styles, resources, and community involvement.

The study's reliance on a quantitative research approach serves as its limitation. It does not include a qualitative study of lived experiences or organizational culture; instead, it uses survey data to determine the extent of significance of the relationship between the perceived impact of workplace diversity and employee productivity.

➤ *Significance of the Study*

The goal of this study is to shed more light on the unclear connection between employee productivity and

workplace diversity. The study will help highlight how diversity practices impact overall employee performance by looking at variables including gender diversity, age diversity, educational background diversity, and work experience diversity.

Teachers/Faculty members. The results of this study will benefit the teaching staff of ASIST by providing empirical insights on how workplace diversity influences their professional engagement. It can be used to improve institutional effectiveness and productivity by assisting faculty and teachers in navigating diverse work situations and utilizing their diverse views and areas of expertise.

Staff/non-teaching personnel. The study can provide ASIST staff with valuable perspectives on how diversity influences the experiences and productivity of all workers, including non-teaching personnel. This can help outline rules and regulations to make workplaces equitable and inclusive.

Administrators/leaders. The findings of the study can help ASIST leaders and administrators make better judgments on diversity management. This can result in the development of profitable, innovative, and inclusive workplace environments that promote advancements in social responsibility and sustainability.

Organizations/Institutions. Organizations seeking to embrace workplace diversity as a strategic advantage may find the findings of this study a great help. Organizations can use this data to create innovative, sustainable, and productive work environments.

Stakeholders. The school's capacity to develop a diverse and effective workforce that is more capable to meet its needs and contribute to a fairer society can benefit stakeholders, including students, parents, and the local community.

Researcher. The researcher can gain a deeper grasp of workplace dynamics and human behavior through this study. Also, the knowledge gained empowers the researcher to use evidence-based strategies to advance productivity and inclusivity in subsequent institutional or academic endeavors.

Future researchers. The study can be a starting point for further study into the complex connections between workplace diversity and worker productivity, opening up new research directions and adding to the expanding body of knowledge in this field of study.

➤ *Operational Definition of Terms*

For clarity and consistency, the following terms are defined as they are used in this study:

- *ASIST (Abra State Institute of Science and Technology).*

The educational institution in Abra where this research is conducted, specifically at the main campus Lagangilang, Abra, and La Paz Extension, La Paz, Abra.

- *Demographic Profile.*  
Basic data that describes employees, such as their gender, age, education, and work experience.
- *Age.*  
The length of time a person has lived, usually measured in years.
- *Gender.*  
It refers to identities, behaviors, and roles that are socially constructed in relation to being male, female, or non-binary.
- *Educational Attainment.*  
The employee's highest level of education is a bachelor's degree, a master's degree, or a doctoral degree.
- *Work Experience.*  
This refers to the duration of employment that does not necessarily equate to permanent employment status unless the required qualifications are met. It is classified into ranges such as 1–5 years, 6–10 years, 11-15 years, 16-20 years, 21-30 years and 31 years and beyond.
- *Employee Productivity.*  
It is the extent to which employees perceive how effectively and efficiently they perform their assigned task and responsibilities.
- *Extent of Perceived Impact.*  
This refers to how much employees believe workplace diversity affects their productivity (low, moderate, or high).
- *Functional Diversity.*  
Employee differences are based on skills, training, and work background, such as educational level and work experience.
- *Non-Binary.*  
It refers to people whose gender identity does not straightforwardly fall into either the male or female categories. They might identify as neither, a mix of the two, or as a different gender, such as LGBTQIA.
- *Organizational Outcomes.*  
The outcomes of diversity in the workplace include performance, teamwork, or productivity.
- *Perceived Workplace Diversity.*  
It refers to the employee's personal assessment of how diverse in their workplace in terms of gender, age, educational background and work experience. It reflects how employees experience diversity in their daily work interactions.
- *State Universities and Colleges (SUCs).*  
Government schools in the Philippines that offer higher education, including ASIST.

- *Sustainable Development Goals (SDGs).*  
Goals set by the United Nations. In this study, it connects mainly to gender equality, decent work, and economic and quality education.
- *Workplace Diversity.*  
This refers to the distinct traits among employees in an organization. In this study, it is limited to employees' age, gender, educational background, and work experience at ASIST.

### III. RESEARCH METHODOLOGY

This chapter presents the research design, population and sampling techniques, data gathering procedure, data gathering instrument, data categorization, and the statistical treatment of data. These methodologies were utilized by the researcher to collect and analyze the data necessary for this study.

#### ➤ *Research Design*

This study employed the quantitative research approach, particularly a descriptive-correlational research design to determine the perceived impact of workplace diversity along age diversity, gender diversity, educational background diversity, and work experience diversity on employee productivity in Abra State Institute of Sciences and Technology. Quantitative research is a method of doing research that uses surveys, numbers, and statistics to measure relationships between variables. Descriptive research certainly aims to describe traits, actions, attitudes, and viewpoints of a population (Deckert & Wilson, 2023).

#### ➤ *Population and Locale of the Study*

This study was conducted at the main campus of the Abra State Institute of Sciences and Technology (ASIST), which includes the La Paz Extension during the Academic Year 2025-2026. This is the institution's main administrative and academic hub. Teaching and non-teaching staff members working at the ASIST Main Campus and La Paz Extension constitute the study's population. The study used total enumeration, wherein all permanent teaching and non-teaching personnel were included.

All full-time, permanent teachers are included in this study, regardless of their department, academic rank, or designation. As long as they hold teaching plantilla positions, this includes instructors (78), assistant professors (28), associate professors (32), professors (4), some faculty members are designated with administrative or supervisory assignments. The viewpoints of faculty members at all levels and roles are sufficiently represented through this inclusive approach. Permanent non-teaching employees are also included in the study. All administrative and support staff, from unit heads and office chiefs to rank-and-file employees, as long as they hold non-teaching plantilla positions. These employees are assigned to various offices and service units, including records unit (4), registrar (4), finance that compose of cashier, accounting internal audit and budget offices (20), HRM unit (5), President's Office (4), CAO (2), Legal Unit

(4), procurement and supply office (10), Planning Unit (4), Information Unit (4), General Support Unit (17) auxiliary services (12), security (4), higher education staffs (3) and La Paz-extension staff (5), some staffs are designated to offices that provide support services that are essential to institutional operations and productivity. There are 244 permanent employees at the ASIST Main Campus and La Paz Extension combined, including both teaching staff (142) and non-teaching staff (102), who meet the study's inclusion criteria, according to the Human Resource Management Unit's (HRMU) data.

The Bangued Campus was excluded from the study due to administrative, scheduling, and accessibility issues that may affect the timely distribution, retrieval, and monitoring of research instruments. By limiting the study's location to the ASIST Main Campus and La Paz Extension, more consistency in data collection was ensured, respondents are closely monitored considering the researcher's designated workplace, and improved reliability of the study's findings within the time frame of the study.

➤ *Data Gathering Instrument*

The data collection method used in the study is in the form of a questionnaire. The questionnaire comprises three parts. The first part comprises the demographic profile of the respondents in terms of age, gender, educational attainment, and work experience. The second part covers all the items on the perceived impact of workplace diversity, such as age diversity, gender diversity, educational background diversity, which is adopted from the study of Elsaid (2012), and work experience diversity

which is adopted from the study of Jayawardana (2019). The third part consists of the items on the level of employee productivity, which is also adopted from the study of Elsaid (2012). A five-point Likert scale was used to capture responses from the employees, which allowed them to mark their level of agreement, such as strongly agree, agree, neutral, disagree, and strongly disagree.

➤ *Data Gathering Procedures*

Before the conduct of the study, the researcher sought permission and approval from the Abra State Institute of Sciences and Technology President. Upon approval, the researcher personally and electronically administered and retrieved the survey questionnaires, which were then tallied, analyzed, and interpreted.

➤ *Statistical Treatment of Data*

To interpret the data collected effectively, the researcher used the following statistical tools:

Frequency and percentage. These were used to describe the demographics of the respondents in terms of gender, age, educational attainment, and work experience.

Weighted mean. This was used to determine the level of perceived impact of workplace diversity and employee productivity.

Pearson r. This was used to assess linear relationships between variables. Also, to determine the relationship between workplace diversity and employee productivity.

For problems 2 and 3, the following scale was used:

Table 1 Rating Scale

Numerical Rating	Statistical Limit	Descriptive Rating	Descriptive Equivalent
5	4.21-5.00	Strongly Disagree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Neutral	Fair
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very low

Source: Martínez-León et al. (2020)

➤ *Ethical Considerations*

The researcher prioritized protecting participants' legal and ethical rights to ensure a meaningful contribution to the existing knowledge. The study adhered to ethical principles. The researcher confirms that no conflicts of interest related to this study. The privacy and confidentiality of all participants were strictly maintained. Personal information was kept anonymous, and data was presented without revealing individual identities. The privacy of participants was the primary concern, and all unnecessary materials were securely disposed of after the research was done. Sensitive data collected during the study was stored securely to ensure its protection and prevent unauthorized access. The study was thoroughly explained to all participants, and then they were allowed to ask questions. Participation proceeded only after everyone provided their informed agreement. Participation was entirely voluntary, with no pressure or coercion applied to any respondent.

**IV. RESULTS AND DISCUSSIONS**

This chapter presents the results of the study, analysis, and interpretations of the data collected on Workplace Diversity and Employee Productivity in the Abra State Institute of Sciences and Technology. It discusses the profile of Abra State Institute of Sciences and Technology Main campus including La Paz-extension teaching and non-teaching personnel, the extent of the perceived impact of workplace diversity along gender diversity, age diversity, educational background diversity and work experience diversity, the level of employee productivity in Abra State Institute of Sciences and Technology, as well as the significant relationship between the perceived impact of workplace diversity and employee productivity.

➤ *Problem 1 What is The Demographic Profile of The Respondents in Terms of:*

- Gender,
- Age,
- Educational Attainment, and

- Work experience?

Table 1 shows the demographic profile of Abra State Institute of Sciences and Technology Main campus including La Paz Extension teaching and non-teaching Personnel.

Table 2 Demographic Profile of the Respondents

Profile	Frequency (N=244)	Percentage (%)
<b>a. Gender</b>		
Male	115	47.13
Female	129	52.87
Non-binary	0	0
<b>Total</b>	<b>244</b>	<b>100</b>
<b>b. Age</b>		
18-25	10	4.10
26-35	104	42.62
36-45	51	20.90
46-55	52	21.31
56 and above	27	11.07
<b>Total</b>	<b>244</b>	<b>100</b>
<b>c. Educational Attainment</b>		
Bachelor's Degree	108	44.26
Master's Degree	101	41.39
Doctorate	35	14.34
<b>Total</b>	<b>244</b>	<b>100</b>
<b>d. Work Experience (years)</b>		
1-5	119	48.77
6-10	37	15.16
11-15	42	17.21
16-20	22	9.02
21-30	18	7.38
31 and above	6	2.46
<b>Total</b>	<b>244</b>	<b>100</b>

This gender balance composition suggests that the findings reflect perspectives from both male and female employees, which is important in the study of examining gender diversity in the workplace. A balanced in gender representation strengthens the validity of diversity studies and also contributes positively to organizational performance and productivity when supported by diverse practices (Ali et al., 2023; Sharma et al., 2023). In higher education institutions, gender diversity is also related to improved research productivity and institutional efficiency (Ariana & Sands, 2024). Thus, near-equal gender distribution in ASIST strengthens the credibility of this study.

On age. The largest group of respondents consists of those aged 26-35, with one hundred four respondents (42.62%), followed by employees aged 46-55 with fifty-two respondents (21.31%) and those aged 36-46 with fifty-one respondents (20.90%). This indicates that the workforce of ASIST is predominantly composed of employees in the early to middle adulthood which is typically considered a highly productive career-oriented stage. Studies reveal that workforce age diversity improves institutional innovation and knowledge exchange when managed well (De Meulenaere et al., 2025; Tambunan et al., 2025). In higher education,

generational diversity contributes to skill development and flexibility (Mohamed et al., 2023). Additionally, age diversity fosters institutional resilience, especially in academic setting undertaking change (Duchek, 2020; Shaya et al., 2022). The presence of employees in varying age groups highlights the importance of assessing age diversity as a contributing factor to institutional creativity and productivity.

On educational attainment. One hundred eight respondents hold at least a bachelor's degree (44.26%), while one hundred one respondents possess a master's degree (41.39%). Only thirty-five respondents (14.34%) have doctorate. This reflects a highly educated workforce that contributes to greater awareness and appreciation to workplace diversity as well as higher expectations for professional growth and productivity. Research confirms that higher educational attainment is positively associated with job performance, continuous learning, and openness to diversity practices (World Bank, 2021). Educational background diversity has been likely related to job performance and team innovation (Acta Innovations, 2023; Guo et al., 2021). Such diversity is further linked to research productivity and organizational performance, particularly in higher education institutions (Uwizeye et al., 2022).

On work experience. The largest number of respondents has 1-5 years of experience, with one hundred nineteen (48.77%), followed by those with 11-15 years of experience, with forty-two respondents (17.21%), and in 6-10 years' experience, there are thirty-seven respondents (15.16%). This shows that most of the employees of ASIST are relatively new to the institution and in the early stages of their careers, which is associated with the dominant age range of 26-35 years old. Employees are typically in their career-building phase, actively gaining professional skills, seeking opportunities for growth and establishing their roles in the institution. Work experience diversity has revealed that it impacts advanced capacity and organizational productivity (RisetPress, 2022). Workers with shorter tenure contribute exceptional perspective and leadership continuity. Studies suggests that such diversity fosters institutional performance when reinforced by effective diversity supervision (Rafaqat et al., 2022; Tariq et al., 2022). In higher educational institutions, human resource approaches are important in leveraging work experience diversity to improve productivity and competitiveness (Adrias, 2022; Soriano, 2022). The mixture of experienced and early career employees in ASIST underpins the importance of work experience diversity, establishing institutional learning, mentoring and productivity results.

➤ *Problem 2 What is the extent of the perceived impact of the following workplace diversity in ASIST along:*

- Gender diversity,
- Age diversity,
- Educational background diversity, and
- Work experience diversity?

The extent of the perceived impact of workplace diversity in ASIST along gender diversity is presented in Table 2.

The extent of the perceived impact of workplace diversity along gender diversity in ASIST has an overall mean of 4.27, which corresponds to a very high extent. It shows that the respondents strongly perceive that gender diversity is supported in the institution. Gender diversity is not only present in ASIST but also actively reinforced, institutionalized, and positively experienced by employees. Aligned with national mandates such as the Philippine Commission on Women and Magna Carta of Women in higher education, through the ASIST Gender and Development (GAD) Office, several institutional programs that reinforce gender diversity. Several activities and programs spearheaded by the Gender and Development office (GAD) include gender sensitivity trainings and seminars, Safe Spaces Act (RA 11313) Orientations for safer and more inclusive workplace, support and services to nursing and lactating students and employees by establishing lactation centers within the institution.

Table 3 Extent of the Perceived Impact of Workplace Diversity in ASIST on Gender Diversity

<b>Gender Diversity</b>	<b><math>\bar{X}</math></b>	<b>DE</b>
1. The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.	4.57	VH
2. The organization does a good job of attracting and hiring women.	4.18	H
3. Fair treatment is given to all employees, whether they are male or female.	4.38	VH
4. Opportunities for growth and advancement exist for women in our organization.	4.36	VH
5. A career development that includes women is encouraged within our institution.	4.32	VH
6. The organization's training and development program is developed to meet the criteria/requirement of the male and female gender.	4.41	VH
7. Women are involved in the organization's decision making as much as men.	4.49	VH
8. The performance criteria for success are expected to be higher for men than for women.	3.32	F
9. I am positive about gender diversity in this workplace.	4.39	VH
<b>Mean</b>	<b>4.27</b>	<b>VH</b>

<b>Legend:</b>		
<b>Numerical Rating</b>	<b>Statistical Limit</b>	<b>Descriptive Equivalent</b>
5	4.21-5.00	Very High
4	3.41-4.20	High
3	2.61-3.40	Fair
2	1.81-2.60	Low
1	1.00-1.80	Very low

Moreover, there is a diverse participation in GAD Focal Point Systems by designating a representative per college in the GAD structure and making sure that Harmonized Gender and Development Guidelines (HGDG) are integrated into institutional projects,

programs and activities as required within the institution by means of a memorandum from the ASIST president. This result suggests that such diversity is a normative and embedded part of the organizational culture rather than a compliance-driven practice. When diversity practices are

integrated into institutional systems, they are more likely to influence employee commitment and performance outcomes (Nishii & LeRoy, 2022; Zhao et al., 2025).

The very high extent rating reflects a collective acknowledgment that gender diversity is meaningfully integrated into institutional guidelines and professional interactions. The finding also implies that ASIST has likely flourished in fostering an environment of inclusion where individuals, regardless of gender, are valued, supported, and provided equal opportunities for participation and growth, even for the new and just entered employees in the institution. In conducting advancement opportunities in the institution, all employees are covered, for instance, in curriculum review for different colleges, everyone is included, and no one is left behind. Furthermore, the GAD office conducts gender sensitivity training for new employees to adapt to the institution's new environment. The Gender and Development Office, in collaboration with the Office of Human Resource Management Unit, is conducting a seminar annually for the newly hired faculty and non-teaching staff of the institution. This aims to level off the expectations of the institution from the personnel with regard to their participation in the programs of the Gender and Development Office and their performance at work. The new employees come from different backgrounds with diverse awareness of their gender roles. The seminar workshop helps them become more gender sensitive individuals and provides better options in dealing with other people especially in work-related processes.

Another is in celebration of the annual Women's Month and 18-day campaign; all employees and students are welcome to participate in every approved activity of the Gender and Development Office. Such environment can improve employee engagement, work satisfaction, and institutional commitment as employees feel more empowered in their workplaces, thus promoting productivity (Sharma et al., 2023). Moreover, the integration of gender diversity across instruction, research, and extension activities indicates that gender considerations are being mainstreamed into core functions of the institutions, strengthening their sensitivity to diverse stakeholder needs and encouraging socially responsive academic practices.

The very high extent is attributed to several institutional factors. These may include the presence of gender responsive compliance with national mandates spearheaded by the Gender and Development (GAD) office, conducting regular gender sensitivity trainings, and carrying out gender mainstreaming strategies across administrative and academic units. In Philippine higher education, gender mainstreaming is legally guided by CHED Memorandum Order No. 01, s. 2021, which institutionalizes GAD operation in academic institutions (CHED, 2021). This strong advancement for gender diversity benefits not only employees but also the institution's capacity to provide equitable education, research, and extension services, aligning the institutional mandate to support development goals. Gender equality in

higher education is strictly aligned with Sustainable Development Goal 5, which encourages schools to institutionalize gender responsive policies across teaching, research, and extension (UNESCO IESALC & THE, 2022).

The highest rated item pertains to "gender-fair hiring and recruitment" ( $\bar{X}= 4.57$ ), which corresponds to a very high extent. This shows that employees strongly believe that the recruitment and selection processes are fair and free from gender discrimination. Fair and transparent selection systems are foundational to achieving gender equality (European Commission, 2024). The very high extent reflects an exceptional level of institutional credibility and trust in human resource practices, signifying that merit-based principles are observed constantly, regardless of gender. The prominence of this indicator infers that unbiased hiring practices are a visible and tangible expression of ASIST's commitment to gender equality and underpin employees' confidence in institutional fairness and transparency. This finding is supported by literature, which emphasizes that gender diversity, particularly in professional roles, contributes to productivity (Ali et al., 2023; Ariana & Sands, 2024).

Other items with very high mean scores include the participation of women in the organization's decision-making processes, gender-responsive training programs, fair treatment of workers regardless of gender, chances for growth and progress for women, and encouragement of career development. These findings denote that gender diversity extends beyond recruitment into career development and participation in governance. Additionally, women actively participate in governance and decision-making alongside men, and receive equal training and growth opportunities. The institution ensures every employee is evaluated and respected based on competence, not gender, actively provides women equal access for professional growth, supports continuous learning and skill-building for all employees, and integrates gender awareness into policies and actively involves women in shaping institutional direction in strategic planning, project management, and policy-making. Literature suggests that inclusive leadership and equal advancement opportunities boost creative performance and institutional outcomes (Martínez León & Olmedo-Cifuentes, 2022).

The indicators "being positive about gender diversity in the workplace" also obtained a very high extent ( $\bar{X}= 4.39$ ), reflecting a favorable employee attitude toward gender diversity. Positive diversity views are important in shaping workplace climate and team effectiveness (van Knippenberg, 2021). According to Zhao et al. (2025), when employees perceive diversity initiatives as reliable and just, productivity tends to improve.

In contrast, the lowest rated item is "The performance criteria for success are expected to be higher for men than for women" ( $\bar{X}= 3.32$ ), which is equivalent to a fair extent. This suggests that some employees perceive the possibility of unequal expectations between

men and women. Even in institutions with strong diversity contexts, unclear observations of bias may persist (European Commission, 2024). Research on diversity highlights who perceive inequities may influence motivation and organizational trust if not addressed (Zhao et al., 2025). This highlights to an area for continued policy review, communication, and strengthening of gender equitable values in ASIST.

The extent of the perceived impact of workplace diversity in ASIST along age diversity is presented in the table that follows.

Table 4 Extent of the Perceived Impact of Workplace Diversity on Age Diversity

<b>Age Diversity</b>		<b><math>\bar{X}</math></b>	<b>DE</b>
1. This organization provides me with equal opportunities for training and career development.		4.42	VH
2. My team leaders include all members at different ages in problem solving and decision making.		4.52	VH
3. The age differences in work group do not cause conflict.		4.22	VH
4. At work, I experience lack of bonding with people of different age group.		4.14	H
5. I am positive about age diversity in this workplace.		4.47	VH
<b>Mean</b>		<b>4.35</b>	<b>VH</b>
<b>Legend:</b>			
<b>Numerical Rating</b>	<b>Statistical Limit</b>	<b>Descriptive Equivalent</b>	
5	4.21-5.00	Very High	
4	3.41-4.20	High	
3	2.61-3.40	Fair	
2	1.81-2.60	Low	
1	1.00-1.80	Very low	

The findings also demonstrate that employees view age diversity as a substantial contributor to effective institutional operations, thereby fostering a work environment where age differences are viewed as assets rather than barriers. In higher education institutions, age diversity in the workforce has been connected to institutional innovation and knowledge integration (Tambunan et al., 2025). The combination of institutional knowledge from innovative senior employees and creative technological expertise from younger staff harnesses intergenerational strengths within the institution. This dynamism can enhance organizational culture, adaptability, and sustainability.

The results further imply that ASIST has established mechanisms that support age diverse practices, resulting an environment of mutual respect and teamwork. Such mechanisms include diverse training sessions designed for employees of all ages, like mental health awareness, providing strategies, reducing stigma, and promoting well-being, fostering long-term mental health practices. Another is specialized programs for senior citizens' wellness and serenity, highlighting ASIST's commitment to providing an inclusive culture and empowerment for the elderly. This environment fosters social cohesion and supports sustainable productivity by lessening age-based marginalization that encourages collective responsibility across generations. In an institutional perspective, this level of age diversity incorporation can advance workforce stability, knowledge transfer, and sequential planning, which are all key for higher education's evolving workforce demographics.

As indicated in Table 3, the extent of the perceived impact of workplace diversity along age diversity in ASIST has an overall mean of 4.35, which corresponds to a very high extent. This shows that age diversity is positively perceived in the institution, suggesting that employees recognize and value the contributions of different age groups within the workplace. A positive perception of age diversity strengthens the institution's capacity to leverage an environment that promotes cooperation, respect, and support for sustainable organizational productivity.

The high perception ratings may be attributed to policies that uphold equal access to training, encourage cross generational cooperation, and institutions that value experience along with innovation. These factors collectively contribute to the strong perception of age diversity at ASIST that highlights positive outcomes for institutional efficiency, stability, and long-term resilience.

The highest rated indicator resulting to a very high extent includes inclusion of different age groups in problem solving ( $\bar{X}$ = 4.52). This result denotes that employees across different age groups are actively involved in undertaking institutional challenges by intentionally including diverse age perspectives. With the inclusion of everyone across age groups, the institution benefits from a combination of fresh ideas, creative approaches, and the experiences of senior personnel. This not only improves the quality and innovative solutions but also encourages team cohesion across generations, making it a foundation of ASIST's age-diverse workplace culture. Another item is "decision making and positive attitude to age diversity" ( $\bar{X}$ = 4.47), which suggests that age diversity in ASIST is not only demographic but functionally cohesive into institutional developments. The very high rating of inclusion in decision-making processes signifies that ASIST fosters a participative management practice that employs generational diversity as a tactic. Additionally, the positive attitude towards age diversity also signals a healthy diversity climate. A positive diversity environment is connected with stronger relationships, creative job behavior, and shared knowledge (Lee & Shin, 2024).

Though the lowest rated item, yet still perceived to be high, is the lack of bonding across age groups ( $\bar{X}$ =4.14). This point is that while professional relationships across age groups are strong, personal and relational integration may be comparatively less developed. Research revealed that diversity can really impact performance, but its benefits take full advantage when accompanied by strong social cohesion and inclusive climates (Nishii & LeRoy, 2022). It further shows that firming mentoring schemes, intergenerational communication, and team-building programs may enhance cohesion across age groups at ASIST. Consistent with broader diversity operations, the incorporation of diverse age viewpoints improves decision quality, knowledge exchange, and long-term institutional sustainability (Ahmed & Farooq, 2022)

The extent of the perceived impact of workplace diversity in ASIST, along with educational background diversity, is presented in Table 4.

The extent of the perceived impact of workplace diversity along educational background diversity in ASIST has an overall mean of 4.13, which is high, indicating that educational diversity in ASIST is positively managed fairly and inclusively. This suggests that employees perceive the institution as valuing diverse educational qualifications and academic pathways, and these differences are well integrated into workplace practices.

Employees have different areas of specialization ranging from teaching, research, extension services, technical and vocational skills, to administrative and management capabilities, which are incorporated into workplace practices.

Table 5 Extent of the Perceived Impact of Workplace Diversity on Educational Background Diversity

<b>Educational Background Diversity</b>	<b><math>\bar{X}</math></b>	<b>DE</b>
1. The recruitment plan of the organization is based on the education background of the employees.	4.30	VH
2. The organization provides paid study leave to employees who further their education.	4.02	H
3. Opportunities for growth and advancement exist for employees who have lower qualification in education.	3.83	H
4. The differences in education background do not encourage conflict.	4.04	H
5. The team leader includes all members at different education level in problem solving and decision making.	4.19	VH
6. The organization gives equal treatment when it comes to the diversity of education background.	4.40	VH
<b>Mean</b>	<b>4.13</b>	<b>H</b>

<b>Legend:</b>		
<b>Numerical Rating</b>	<b>Statistical Limit</b>	<b>Descriptive Equivalent</b>
5	4.21-5.00	Very High
4	3.41-4.20	High
3	2.61-3.40	Fair
2	1.81-2.60	Low
1	1.00-1.80	Very low

For instance, faculty members ensure that diverse expertise is represented in curriculum development and policy judgements. Moreover, trainings, seminars, programs, and career advancement workshops are intended to comprise diverse knowledge and skill sets of employees. Rather than seeing the differences in educational background, respondents show that these distinctions are an edge in contributing to a more holistic and capable workforce. This is supported by studies indicating that educational level diversity has been related to improved employee performance among staff due to the incorporation of different knowledge bases and competencies (Acta Innovations, 2023).

The result also implies that ASIST has developed structures and norms that support equal recognition of employees' credentials. In an academic context, such diversity is important as institutions must act to meet complex demands that involve interdisciplinary intelligence and different technical expertise. The

integration of workers with varying educational profiles improves the capability of the institution to address instructional and administrative functions effectively. Higher education institutions that acknowledge diverse educational backgrounds are well situated to boost research productivity and organizational performance (Anthony & Trajico, 2024; Uwizeye et al., 2022).

The high extent rating further suggests that ASIST is able to leverage educational diversity to increase team efficiency and institutional performance. Employees' positive perception indicates that the institution likely promotes collaboration across educational boundaries, facilitating the exchange of perspectives and knowledge. The interdisciplinary engagement aids more knowledgeable decision-making and encourages institutional learning characterized by growing policy requirements, accreditation standards, and community concerns.

Institutional factors may have contributed to the high ratings shown. It includes merit-based hiring and promotion practices that distinguish diverse academic educations, specialized development opportunities that allow employees to upgrade their credentials, and the culture of the organization that highlights respect for different forms of expertise. Likewise, ASIST has developed an environment in which educational background diversity is not only acknowledged but also deliberately employed in enhancing institutional success. This is demonstrated through strategic assignments given to specific personnel in the institution based on their academic qualifications and areas of specialization, making sure that employees contribute in roles aligned with their expertise. For instance, faculty members with advanced and specialized degrees are designated to handle major courses, assigned to manage research functions and accreditation-related tasks, while others with vocational and technical backgrounds provide support to skill-based instruction, laboratory, and extension services. The institution also maximizes diverse academic competencies in program implementation and support services for students allowing employees to utilize discipline-specific knowledge in achieving the goals of the organization. By this, well-designed placement of roles and qualifications, ASIST truly harnesses diverse educational backgrounds as a resource for advancing instructional quality, operational efficacy, and institutional performance in general.

The highest rated item, “the organization gives equal treatment when it comes to the diversity of educational background” ( $\bar{X}$  = 4.40), is perceived to be of a very high extent. It underscores a strong perception of equity regardless of educational level within the institution. This suggests that employees are not discriminated against when it comes to their educational level. Moreover, workers, regardless of educational background, are valued for their skills and contributions within the institution rather than being judged by their professional qualifications. Fairness that is perceived is central to fostering employee commitment, engagement, and trust in administration (Nishii & LeRoy, 2022). Diversity and inclusion interventions positively influence employee attitudes and outcomes when workers perceive practices as equal and authentic (Zhao et al., 2025). Hence, the strong view of equal treatment at ASIST likely highlights positive work behavior that results in sustainability and productivity.

Also attributed to a very high extent of rating, the recruitment plan of the organization is based on the educational background of the employees ( $\bar{X}$  = 4.30, Very High Extent), indicating that ASIST deliberately considers diverse educational background qualifications in hiring and placement decisions. This is shown in merit-based recruitment practices that align personnel with roles corresponding to their academic credentials and areas of knowledge. By strategically assigning faculty with specialized degrees to facilitate hiring for major courses, research functions, skill-based instruction, and extension services, the institution ensures that diverse expertise is

represented throughout the recruitment process. Such diversity has been shown to strengthen team performance, especially in higher educational institutions (Lee & Shin, 2024). Additionally, research also denotes that when diverse knowledge bases are added in team processes, innovation and judgement quality significantly improve (van Knippenberg et al., 2004).

The lowest rated item, on opportunities for progress exist for employees with lower qualification in education ( $\bar{X}$  = 3.83), is still highly perceived. Even though advancement opportunities are perceived to exist, they may view it as less accessible for employees who have lower educational qualifications. This finding reiterates a potential area of improvement as limited observations of rising progress may weaken motivation, growth, and retention. Opportunities for advancement appear limited or infrequent in the institution, making employees feel that their efforts and performance are not translating into visible progress, such as aiming for higher positions. This may be attributed to factors like a flat organizational hierarchy for administrative staff, strict qualification or experience requirements for promotion and a limited number of positions, which are very common in higher education institutions. As a result, their professional skills may grow at a slightly slower pace, but it does not totally hinder progress. Research in higher education institutions reiterates the access to personal development and equal human resource strategies in maintaining competitiveness and employee motivation (Adrias, 2022; Soriano, 2022). By welcoming diverse educational backgrounds and integrating them into institutional processes, the organization increases its intellectual assets, decision-making competence, and alignment with inclusive and sustainable development principles in higher education (Croitoru et al., 2022; UNESCO IESALC, 2022).

The extent of the perceived impact of workplace diversity in ASIST, along with work experience diversity, is presented in Table 5.

Of the workplace diversity dimensions, work experience obtained the highest overall mean, demonstrating that respondents strongly observe that diversity in work experience is highly beneficial to employee effectiveness and productivity in the workplace.

Table 6 Extent of the Perceived Impact of the Workplace Diversity on Work Experience Diversity

<b>Work Experience Diversity</b>	<b><math>\bar{X}</math></b>	<b>DE</b>
1. I believe that work experience helps employees to face stressful condition well in working.	4.58	VH
2. I believed that employees who have experienced help other employees to perform well.	4.55	VH
3. I believe that the differences in experiences do not encourage conflict.	4.11	H
4. In this organization include all members with different experience in problem solving and decision making in working.	4.18	H
5. Experienced employees help new employees to adapt to organizational culture shortly.	4.28	VH
6. This organization provide opportunities for participate training and development program for all employees who have diverse experience in work.	4.45	VH
7. I believe that experience allows employees to effectively perform their tasks without errors.	4.51	VH
<b>Mean</b>	<b>4.38</b>	<b>VH</b>

<b>Legend:</b>		
<b>Numerical Rating</b>	<b>Statistical Limit</b>	<b>Descriptive Equivalent</b>
5	4.21-5.00	Very High
4	3.41-4.20	High
3	2.61-3.40	Fair
2	1.81-2.60	Low
1	1.00-1.80	Very low

This shows that employees recognize the value of having colleagues with varying levels of tenure, professional expertise, and career backgrounds. It also implies that ASIST has developed an environment where employees who have different years of experience, ranging from early career to long tenured workers, are able to collaborate in ways that take advantage of each strength. This rating indicates a favorable extent in terms of experiential diversity within the institution; long tenured employees provide deeper institutional understanding and strategic insights while early career employees contribute creative ideas and openness to new technologies. These fosters a culture where differences in work experience are seen as strengths rather than a barrier. This finding supports the contention that informational and experiential diversity increases institutional results when rooted in collaborative job schemes (Patricio & Franco, 2022).

The very high extent rating additionally suggests that diversity in work experience is notably connected to employees' view on effectiveness, learning and academic progress. Exposure to co-workers with diverse career records can be an effective means in establishing mentoring relationships, uplift sharing of knowledge and hasten talent development in the workforce. Colleagues' exposure with diverse job records occurs through cross functional collaborations such as working together on institutional programs and activities campus wide encourages peer learning and appreciation of diverse professional journeys. Another is through joint research and extension projects; it naturally brings both junior faculty, senior faculty and staff allowing experienced personnel to guide new employees while also gaining fresh ideas. Moreover, professional development activities such as seminars, trainings or workshops attended by employees in diverse career stages create chances for interaction beyond daily job routines which strengthens team learning and support social integration. These dynamics are very much important in academic institutions where continuous educational learning, policy

change adaptation and understanding the stakeholders' needs are significant. The strong view of the respondents that employees work experience diversity are practical daily contributor in the institution and they enjoy its benefits in improving work processes and outcomes. This denotes that ASIST's workforce may already reflect actual diversity management practices associated with strategic agenda in State Universities and Colleges (Adrias, 2022).

The very high extent result can be attributed to contextual factors, which includes, deliberate employment and deployment strategies that assign employees with offices in different level of experience, administration practices that value both tenure and fresh viewpoints and workforce norms that encourage cooperation and shared learning. Furthermore, institutional structured mentoring systems, and peer coaching and collective project task that can emphasize the favorable effects of work experience diversity. The academic and public sector setting, support this for a more balanced problem-solving skills and decision making within the institution which are key to productivity. Such forces at work are particularly imperative for the reason that institutional resilience be subject to learning continuity, research partnership and policy responsiveness (Almerez & Duping, 2022).

The highest-rated item was the belief that experienced employees effectively manage stressful conditions ( $\bar{X}$ = 4.58, Very High Extent). The finding highlights that work experience is important in strengthening stress management within ASIST. The finding signifies that experienced employees act as stabilizing agents in the workplace especially in times of high operational challenges, extreme workloads and institutional demands. Their familiarity with the processes of the institution and prior exposure to wide range of situations enables them to respond to stress better in a more composed and efficient way compared to personnel with less experience. This capacity for resilience contributes to

general workplace stability and improves institutional performance. Research revealed that work experience diversity reinforces flexibility and resilience in the institution since experienced employees offer guidance in complex and high-pressure circumstances (OAPUB, 2022).

Another item that obtained a very high rating is: experienced employees assist others in performing well ( $\bar{X}$ = 4.55, Very High Extent), which highlight that work experience actually strengthens stress management and peer support within the institution. Furthermore, the very high rating on peer assistance which denotes that experienced employees serve as knowledge sources and mentors who guide co-workers in solving problems at works, accomplishing tasks well and enhancing performance. By continuous interaction, effective practices in the workplace help newer employees adjust more quickly to their functions by means of collaborative work culture where expertise is not only retained but also pass on across diverse work experience levels. Diversity in work experience in higher education has been related to competency enhancement and institutional creativity by sharing expertise with colleagues and facilitate guided learning (Tambunan et al., 2025). In academic institutions, this mentoring dynamic is very necessary in preserving best practices and continuity of operations despite worker transitions.

Items 6 and 7, both rated as very high extent ratings, are relatively lower compared to other indicator, suggesting areas of further improvement. Item 6 implies that while training and advancement opportunities are provided there may still be a need to guarantee its accessibility across levels. Similarly, item 7 indicates that even if experience contributes to efficient work performance, continues support and skill updating is still necessary to maintain adaptability and accuracy. Reinforcing constant learning and strengthening training programs can further maximize the benefits of work experience diversity.

The lowest rated item but still favorable is regarding on “whether differences in work experience discourage conflict” ( $\bar{X}$ = 4.11, High Extent). It suggests that comparatively lower confidence that work experience diversity is entirely free of conflict. While experiential diversity contributes to intellectual richness, research recognizes that tenure differences and expertise can create status distinction disparities if not managed properly. This observation aligns with Liu et al., (2023), who emphasized that learning oriented behaviors is important in managing the potential unlikely effects of diversity and guaranteeing that dissimilarities become productive rather than divisive. The findings therefore implies that ASIST manages experiential diversity positively but to guarantee its benefits, structured diversity mechanisms can be used such as formal mentoring, peer coaching and cross generational collaboration programs.

➤ *Problem 3 What is the level of employee productivity in ASIST?*

The level of employee productivity in Abra State Institute of Sciences and Technology was summarized in Table 6.

Table 7 Level of Employee Productivity in ASIST

Items	$\bar{X}$	DE
1. I enjoy my tasks and the division’s work approach.	4.48	VH
2. I am committed to the mission and direction of my organization.	4.77	VH
3. I am motivated to complete the task that is assigned to me.	4.72	VH
4. I co-operate well with my colleagues.	4.67	VH
5. Opposite gender can perform well and I enjoy working with them.	4.66	VH
6. My performance level affects my salary level.	3.41	H
7. I am satisfied with my current salary level.	3.77	H
8. I am given the chance to try my own method of doing the job.	4.43	VH
9. By learning more skills through courses/training, I can improve my task performance.	4.79	VH
10. Good employee performance is important for the future growth of my organization.	4.86	VH
<b>Mean</b>	<b>4.45</b>	<b>VH</b>

<b>Legend:</b>		
<b>Numerical Rating</b>	<b>Statistical Limit</b>	<b>Descriptive Equivalent</b>
5	4.21-5.00	Very High
4	3.41-4.20	High
3	2.61-3.40	Fair
2	1.81-2.60	Low
1	1.00-1.80	Very low

As shown in the table, the level of employee productivity in ASIST obtained an overall mean of 4.45, interpreted as very high. This indicates that employees generally see themselves as highly productive, motivated and engaged in their work roles. The result reflects not

only strong worker performance but also a supportive organizational workplace that enables employees to perform their effectively and commendably. The result also suggests that ASIST has a working condition that promotes constant determination, concentration, and

dedication to institutional goals. The findings further imply that productivity in ASIST is likely driven by both individual and organizational aspects, which may include clarity of roles, good-natured administration, accessibility of resources, and a workplace that fosters accountability and nonstop improvement. The result is consistent with Almendras et al. (2025), who found that positive workplace values in Philippine higher education significantly improve worker engagement and performance.

The very high productivity of employees also echoes the intellect of employees on competence and efficacy demonstrating that they feel capable of accomplishing work demands and providing meaningful outcomes to clients. In higher educational institution setting, such high levels of productivity are very important as they translate into improvements of learning delivery, research outputs, quality extension services and administrative efficiency. Uwizeye et al. (2022) pointed that research enabling environment, governing structure and organizational support as a significant determining factor of productivity in higher education institutions.

The findings further suggest that employees experience a solid alignment between personal goals and institutional objectives. When employees know that their work is supported and appreciated, they are more likely to show exceptional effort, especially in the face of challenges and proactive work performances. Moreover, the very high level of productivity may have contributed to effective supervisory practices, performance management systems that provide feedback and recognition, specialized opportunities for all, and a positive institutional environment characterized by teamwork and trust. Also, ASIST has established a high-performing workplace in which employees are empowered to deliver quality outcomes and a sustainable high level of effort associated to individual and organizational effectiveness. This is consistent with empirical evidence that workforce diversity and inclusive systems favorably influence productivity (Mehari et al., 2024; Salam et al., 2023; Tariq et al., 2022).

The highest-rated item, “good employee performance is important for future growth” ( $\bar{X}=4.86$ ), which corresponds to a very high level of productivity, reflects a strong commitment and shared responsibility towards institutional success. This result suggests a high degree of organizational identification, wherein employees perceive their work roles not only as routine job functions but also as an integral contribution to institutional progress. In ASIST, employee performance is regularly monitored through established performance evaluation systems, the Individual Performance Commitment and Review (IPCR), teaching performance evaluations, research and extension monitoring and evaluation, and administrative performance indicators that ensure quality of work and customer satisfaction rating per office or unit. This insight is particularly significant since institutional advancement is closely linked to employee productivity in teaching, research, extension, and

administrative roles. When employees know the importance of their performance, they show more positive proactive actions, responsibility and constant engagement that results in improved institutional competence (Uwizeye et al., 2022; Almeréz & Duping, 2022).

The item, learning additional skills through training and attending courses, I can improve task performance ( $\bar{X}=4.79$ ), obtained a very high level, highlighting a recognition among employees that continuous learning and professional growth is important for productivity gains. The finding suggests that workers value openings for personal improvement and acknowledge that training and career opportunities positively result in improved work performance. Professional development is essential to higher education institutions for the reason that academic and administrative responsibilities are continuously evolving due to high-tech advancements, policy modifications, and rising institutional demands. Consequently, access to training programs enables workers to reinforce their skills, sustain high levels of performance, and adapt to new work requirements within the institution.

Likewise, the very high ratings for “being committed to the mission and direction of the organization” ( $\bar{X}=4.77$ ) and “being motivated to complete assigned tasks” ( $\bar{X}=4.72$ ) signify a deep sense of organizational identification and intrinsic work drive in employees. The result suggests that employees do not merely perform their duties for compliance but also align their individual targets and the overall objectives of the institution. This alignment often merges organizational vision, planned direction, and human resource system, which are clearly shared and continuously strengthened. Adrias (2022) emphasized that strategic human resource management in State Universities and Colleges reinforces employee commitment by promoting clarifications clarification of institutional goals and role expectations. Correspondingly, strong institutional principles within the higher education context have revealed that it significantly impacts employee performance and engagement, as employees who perceive consistency in mission have a tendency to show higher work motivation and sustained productivity (Almendras et al., 2025). The very high level may also be credited to the academic and professional nature of the higher education workforce, where qualifications, institutional tasks, and skill development are connected to productivity outcomes.

The comparatively lower rating for “performance level affects my salary level” ( $\bar{X}=3.41$ ), interpreted as a fair level, implies a perceived disconnection between performance and financial benefits. This indicates that while employees are intrinsically motivated and committed, extrinsic reward mechanisms such as performance-based compensation may not be strongly institutionalized. Salary structures are often regulated by national compensation classifications, which may limit performance-based incentives, thus affecting workers' discernment of merit-based connections (Fores, 2025). Despite this, the high satisfaction with the current salary

level ( $\bar{X}=3.77$ ) suggests that employees generally perceive their compensation as adequate. However, this rating still falls under the high level; it remains one of the relatively lower-rated items, denoting that satisfaction with compensation may not be as strongly perceived compared with other indicators. This may reflect the reality that while employees accept their current salary level, compensation may not be the primary factor driving their work motivation.

The findings highlight that this is an important area to look at for institutional improvement. In diverse and knowledge-driven institutions like ASIST, strengthening the link between performance and financial rewards may further increase motivation and reinforce a strong work

environment that may contribute to sustained institutional progress and efficacy.

➤ *Problem 4 Is there a significant relationship between the perceived impact of workplace diversity and employee productivity in ASIST?*

Table 7 presents the correlation between the perceived impact of workplace diversity and employee productivity.

The table shows a significant positive strong correlation between the perceived impact of workplace diversity and employee productivity in Abra State Institute of Sciences and Technology, as evidently shown in the correlation coefficient of 0.61 and a p-value of .00 which is less than .05 level of significance.

Table 8 Correlation between the Perceived Impact of Workplace Diversity and Employee Productivity

Correlates	Correlation Coefficient	p-value	Interpretation
Workplace Diversity	0.61	.00	Significant
Employee Productivity			

\*.05 level of significance

This implies a strong association suggesting the higher level of perceived workplace diversity is linked with higher levels of employee productivity in ASIST. The significance of the relationship confirms that workplace diversity is not merely a marginal factor but is significantly related to how employees perceive their own effectiveness, motivation and overall performance. When employees feel valued and respected regardless of gender, age, educational background and work experience, they are more likely to share ideas freely, contribute actively and offer constant effort in their roles. Hidayati and Amalia (2020) reported that workplace diversity suggestively predicts employee productivity in Philippines State University and Colleges strengthening the relevance of the relationship particularly in higher education context.

The result also indicates that these two concepts are not only independently strong but also systematically associated. It provides clearer evidence that diversity is an indispensable organizational resource that influence performance-based outcomes rather than representational and compliance only. Anthony and Trajico (2024) affirms that diversity-oriented policies notably improve employee productivity, emphasizing diversity initiatives go beyond compliance but is translated into tangible performance gains.

The significant relationship between the perceived impact of workplace diversity and employee productivity provides a strong empirical support for the study's theoretical framework that is grounded in the Information/Decision-making perspective. This perspective posits that diversity enhances institutional outcomes by expanding the range of knowledge and experiences available for decision making and problem solving (Bantel & Jackson, 1989; van Knippenberg et al., 2004; van Knippenberg et al., 2021). The findings corroborate the framework's assumption that well-managed diversity enables more effective

communications, information processing and high-quality decisions that could result to individual and collective productivity.

The correlation result underscore the importance of maintaining and further strengthening diversity in ASIST, given the significant relationship with productivity, sustaining support to gender age, educational background and work experience diversity likely yields to continuous gain in worker performance and organizational outcomes. Furthermore, the findings suggest that workplace diversity plays a key role in shaping employee productivity and positively contributes to achieving ASIST's organizational goals.

➤ *Problem 5. What workplace diversity management framework may be developed to improve employee productivity in ASIST?*

➤ *Rationale*

Based on the findings of this study, a Workplace Diversity Management Framework is proposed to further enhance employee productivity in Abra State Institute of Sciences and Technology. The proposed framework is anchored to the Information/Decision-Making Perspective established by Bantel and Jackson (1989) and further developed by van Knippenberg (2004) and van Knippenberg et al. (2021) which states that diversity improves institutional functioning by expanding the range of knowledge, skills and viewpoints available for solving problems and making right decisions.

The proposed Workplace Diversity Management Framework was developed based on the findings on the study which revealed that workplace diversity in ASIST exists across gender, age, educational background and work experience. These dimensions contribute to a very high level of employee productivity. The results indicated that employees generally perceive the institution in

promoting fairness, teamwork and equal opportunity for participation regardless of diverse background. However, findings also suggest the need to further strengthen institutional mechanisms that will sustain diversity and maximize its impact to productivity.

The framework provides a structured approach for managing workplace diversity by connecting diversity assets with diversity management practices, collaborative work environment and institutional support schemes. It emphasizes that diversity alone does not automatically lead to productivity, rather it is strategically managed and reinforced by inclusive leadership and supported by organizational policies and mechanisms for monitoring and evaluation. By establishing this framework, it guarantees that diversity is consistently used as a source for enhancing employee engagement, collaboration, knowledge sharing and overall performance in the workplace.

➤ *Goals*

The proposed framework aims to attain the following goals:

- To efficiently utilize workplace diversity in terms of gender, age, educational background and work experience as significant institutional resources for overall productivity.

- To strengthen diversity management practices through inclusive recruitment, mentoring and leadership approaches that promote equal participation and career advancement.
- To foster an inclusive work culture and teamwork equipped by trust, solidarity and employee engagement.
- To institutionalize diversity management through policies, plans and monitoring mechanisms making sure that diversity initiatives will lead to sustainable outcomes.
- To improve employee productivity and work performance by continuously aligning diversity management practices with the goals of the institution.

➤ *Sustainability*

To guarantee long-term effectiveness, the framework recommends regular diversity climate evaluation, policy alignment and review such as inclusion of national Gender and Development (GAD) mandates, incorporation of diversity indicators into institutional strategic plan and continuous policy monitoring of productivity indicators. By institutionalizing this diversity management framework, ASIST can maintain its very high level of productivity, strengthen employee retention and commitment, enhance creativity and align diversity programs with planned institutional goals.

Table 9 Workplace Diversity and Employee Productivity Sustainability Matrix

Key Areas	Key Indicator	Strategies/ Activities	MOV	Time Frame	Responsible office
<b>Diversity climate</b>	Mean diversity climate score	Conduct gender sensitivity trainings, diversity awareness seminars and feedback consultation to strengthen inclusive workplace values.	Survey	Annually	HRMU, GAD, Planning Unit
<b>Policy Alignment</b>	Approved GAD Plan & Budget	Ensure alignment of institutional programs with GAD policies by preparing and submitting the annual GPB and implementing gender-sensitive and gender responsive programs, projects and activities within the institution.	Endorsed GPB, GAD AR	Annually	GAD office, COA
<b>Strategic Integration</b>	Diversity KPIs in strategic plan	Integrate diversity and inclusive institutional strategic planning in all PPA ensuring its alignment to HGDG tool and allocate resources/budgets for diversity programs.	Strategic plan document, budget allocation reports	Every 3 years	Planning Unit, Finance, GAD
<b>Productivity Linkage</b>	Mean productivity score	Support performance management systems by connecting employee productivity indicators to career growth programs, training opportunities and performance evaluations (e.g., IPCR), also recognize high-performing employees and promote continuous capability development.	Performance evaluation reports/IPCR, accomplishment reports	Annually	HRMU, Heads, VPAA



Fig 2 Proposed Workplace Diversity Management Framework

The framework is structured using connected circles which embody a system of interrelated components that collectively influence employee productivity. The surrounding circles represent the core elements that contribute to productivity. The workplace diversity circle reflects the institution's existing diversity specifically in terms of gender, age, educational background and work experience. These diversity dimensions serve as valuable resource of skills, knowledge and perspectives as evident in the findings of the study.

The Diversity Management circle emphasizes how the institution actively manages differences through inclusive culture, training, mentoring and leadership. Through these efforts, diversity is not just recognized but also strategically used to improve employee participation and collaboration which eventually leads to the development of a Collaborative Environment where trust, teamwork and engagement are reinforced letting employees to work more cohesively toward common goals. To sustain these outcomes, the Institutional Support circle plays an important role by providing clearer policies, strategic directions and monitoring systems in maintaining diversity initiatives. Consequently, the findings suggest that strengthening institutional mechanisms can take full advantage of the benefits of diversity that will ultimately enhance employee productivity.

The connected structure of the circles indicates that the four elements are mutually dependent and continuously reinforcing. Workplace diversity becomes meaningful when supported by management practices that fosters a collaborative environment, sustained by institutional support and in turn, institutional systems help strengthen diversity within the institution. The framework establishes that employee productivity is not the result of a single factor but the outcome of an integral system. It establishes that employee productivity is not the result of

a single factor but the outcome of an integral system. The interaction among workplace diversity, diversity management practices, collaborative work culture and institutional collaboration produces an environment where employee productivity can be sustained and improved over time.

## V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusion based from the results of the study and the recommendations forwarded by the researcher.

### ➤ Summary of Findings

Based from the data gathered, the following findings were attained.

- *On the Demographic Profile.*

The respondents are almost equally distributed by gender with one hundred twenty-nine (52.87%) females and one hundred fifteen (47.13%) males indicating a balanced gender representation. The largest age group is 26-35 years old with one hundred four respondents (42.62%), followed by employees aged 46-55 with fifty-two respondents (21.31%) and those aged 36-46 with fifty-one respondents (20.90%) which suggest a predominantly early to mid-career workforce that is typically considered a highly productive career-oriented stage. In terms of educational attainment, most respondents hold a Bachelor's degree with one hundred eight respondents (44.26%) while one hundred one respondents possess a master's degree (41.39%) and only thirty-five respondents (14.34%) have doctorate degree, which reflects a highly educated workforce. On work experience, nearly half of the respondents (48.77%) had 1-5 years of experience then those with 11-15 years of experience (17.21%) and 6-10

years' (15.16%), indicating a relatively young tenure profile combined with a mix of experiences workforce.

- *On the Extent of the perceived impact of Workplace Diversity and Employee Productivity.*

Workplace diversity is perceived to a High to Very High Extent across all dimensions including gender diversity (VHE), age diversity (VHE), educational background diversity (HE) and work experience diversity (VHE). Among the diversity dimensions, work experience diversity is rated the highest mean 4.38, followed by age diversity 4.35, fostering effective mentoring, intergenerational collaboration and diverse decision making. Furthermore, gender diversity and educational background diversity got the mean ratings of 4.27 and 4.13 respectively, indicating that ASIST functions as a strategic enabler of productivity and long-term sustainability within the institution.

- Employee productivity obtained an overall mean of 4.45, interpreted as a Very High Level of Productivity. This shows that employees generally see themselves as highly productive, motivated and engaged in their work roles with strong emphasis on good performance for institutional growth.
- A positive strong relationship is obtained between workplace diversity and employee productivity as evident in the value of  $r=0.61$  with the computed p-value of 0.00 which is significant at 0.05 level of significance.
- A structured data driven and sustainability-oriented diversity management framework is necessary in Abra State Institute of Sciences and Technology to institutionalize productivity gains and reinforce continuous institutional effectiveness.

➤ *Conclusion*

Based from the findings, the following conclusions were derived. Workplace diversity in Abra State Institute of Sciences and Technology functions as a meaningful institutional resource that reinforces employee productivity and overall efficiency. The overall findings indicate that diversity across gender, age, educational background and work experience contributes to a workplace characterized by, shared engagement, inclusivity and collaboration in institutional goals. Work experience diversity emerged as the strongest dimension, highlighting the value of experienced employees in mentoring and encouraging co-workers performance; age diversity reflects the presence of intergenerational teamwork and partaking in decision-making; gender diversity emphasized strong perceptions of fairness especially in hiring and recruitment processes; and educational background diversity even though positively perceived, showed varying levels of professional development engagement among employees. The significant positive relationship between workplace diversity and employee productivity is recognized effectively and supported through participatory institutional structures and equitable practices,

contributing to employees' willingness to collaborate with colleagues, contribute fresh ideas and effectively perform their roles in their respective workplaces. This demonstrates the capacity of workplace diversity in strengthening institutional performance by broadening viewpoints, encouraging more informed decision-making, enhancing knowledge exchange.

Diversity management in the institution can still be strengthened to make the most of its benefits. Certain view linked to career mobility, interpersonal bonding across employee diversity and performance-reward linkage are present but not yet completely institutionalized in all facets of the organizational systems. The significance of upgrading beyond compliance-oriented diversity initiatives toward a more integrated and strategic management approach is needed within the institution. The proposed Workplace Diversity Management Framework provides a mechanism to address these challenges by institutionalizing diverse recruitment process, offering training and development opportunities equally, mentoring systems and performance management that is transparent. By these mechanisms, diversity can be more systematically translated into stronger employee commitment, long-term institutional resilience and sustained productivity.

## RECOMMENDATIONS

Based on the conclusion drawn, the following recommendations are proposed:

- The administration may continue strengthening workplace diversity to sustain inclusive and balanced human resource policies that support equitable participation of employees across gender, age, educational background and work experience. Increasing professional advancement opportunities and mentoring systems may further boost growth and productivity of both early-career and experienced employees.
- The institution may strengthen current diversity practices by promoting knowledge sharing initiatives, promoting inclusive leadership and intergenerational collaboration that take full advantage of the benefits of gender, age, educational background and work experience diversity in organizational decision-making and teamwork.
- The administration may underpin employee productivity by maintaining supportive work environments that encourage motivation, engagement and appreciation of performance. Strengthening programs that connect employee contributions to institutional progress may enhance more commitment and job effectiveness.
- Considering the significant relationship between workplace diversity and employee productivity, the institution may integrate diversity-supportive and inclusive policies and participatory management culture that will lead to effective sharing of knowledge, encourage collaboration and combined problem solving among employees.

- The proposed Workplace Diversity Management Framework may be adopted and integrated into institutional planning and management practices. Implementing diverse recruitment systems, equitable training opportunities, participatory governance, intergenerational mentoring and transparent performance evaluation schemes can benefit lasting institutional efficacy and productivity gains.
- Future studies may consider incorporating additional variables such as ethnicity, leadership style, compensation systems and work environment to give a more comprehensive analysis of workplace diversity and its impact to employee productivity.
- Future researchers may adopt both subjective and objective measures of employee productivity. Objective indicators may include Individual Performance Commitment and Review (IPCR) and supervisory assessments while subjective may involve self-reported productivity scales. Using this combination can further improve the accuracy of productivity measures for employees.

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