



GENDER DIVERSITY AND INSTITUTIONAL PERFORMANCE: WHAT MANAGEMENT OF TERTIARY INSTITUTIONS SHOULD KNOWⁱ

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Abstract:

This study investigated gender diversity and institutional performance in public tertiary institutions in Western Region of Ghana. The purpose of the study was to determine how gender is diversified in the selected institutions and the effect of gender diversity on institutional performance in these institutions. Quantitative method was used for the study. A sample size of 400 senior members was drawn from a population of 592 via purposive and convenient sampling techniques. A self-developed closed-ended questionnaire was used to collect the data. The data were analysed quantitatively with IBM Statistical Package for the Social Sciences (SPSS) version 25. Two research questions and two hypotheses were formulated to guide the study. Descriptive statistics such as means, standard deviations, percentages and Pearson correlation were used to analyse the data. The major findings of the study were that (1) gender diversity in Institution A differed from that of Institution B, and (2) there was a significant positive relationship between gender diversity and employee performance in public tertiary institutions in the Western Region of Ghana. Management of public tertiary institutions in Western Region should form diverse gender teams and apply good gender diversity strategies to improve employee/institutional performance.

Keywords: gender diversity, management, public tertiary institution, performance

Résumé:

Cette étude a porté sur la diversité des genres et les performances de la direction dans les établissements tertiaires publics de la région occidentale du Ghana. Le but de l'étude était

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de déterminer comment le genre est divergé dans les établissements sélectionnés et l'effet de la diversité des genres sur les performances institutionnelles dans ces établissements. Un échantillon de 400 membres du cadre supérieurs des établissements tertiaires a été prélevé sur une population de 592 par des techniques d'échantillonnage ciblées et pratiques. Un questionnaire fermé a été déployé pour recueillir les données. Une méthode quantitative a été utilisée pour l'analyse à l'aide du logiciel statistique IBM pour les sciences sociales (SPSS) version 25. Deux questions de recherche et deux hypothèses ont été formulées pour guider l'étude. Des statistiques descriptives telles que les moyennes, les écarts-types, les pourcentages et la corrélation avec Pearson ont été utilisées pour analyser les données. Les principales conclusions de l'étude sont : (1) la diversité des genres dans l'établissement A diffère de celle de l'établissement B et (2) il existe une relation positive significative entre la diversité des genres et les performances des employés dans les établissements tertiaires publics dans la région occidentale du Ghana. La direction des institutions tertiaires dans la région de l'Ouest devrait former des équipes de genre diversifié et appliquer de bonnes stratégies de diversité des genres pour améliorer la performance des employés/établissements.

Mots clés : diversité des genres, direction, établissement tertiaire, performance

1. Introduction

Due to rapid environmental changes, many countries are changing to accommodate the increasingly diverse workforce in their organisations (Elsaid, 2012). Today's organisations have many more female employees than those in the past, so it is natural that there are many more mixed-gender teams at work (Kyalo & Gachunga, 2015). Gender diversity has been associated with enhanced employee performance through increased employee satisfaction affecting overall organisational productivity which results in a reduction in labour costs. Productivity, efficiency and performance have been the major concerns of practitioners, policymakers and researchers. Gender diversity in a workplace means that men and women are recruited at a comparable rate, paid evenly, and given the same working opportunities with equal promotions (Barak, 2016). According to Bell et al. (2021), women account for 40 per cent of the global workforce, yet only about 5 per cent of those are in upper management positions. Warranting fair representation of women in the workplace, especially at the uppermost position, can have positive outcomes across the organisation. Excellence does not discriminate between genders, instead, it identifies skill and good management. That is why the most respectable organisations are open to a diverse and equitable work environment, promoting gender equality (Mwatumwa, 2016). Gender diversity is an essential resource that can provide a firm with a sustained competitive advantage.

Gender-based differences in organisations are fortified and justified by generalisations and preferences that describe positive attributes and hence a higher obvious quality to the males (Cunningham, 2008). Thus, organisations have a preference

to contract male workforce compared to females since they should have better performance and abilities to manage their jobs. Cunningham explored a positive relationship between group sexual orientation, differing qualities and intra-bunch cooperation and just inside of those areas which were generally more different as far as sex. Overall, the section of organisations with more gender-based diversity at managerial and non-managerial levels was more cooperative and collaborative. Men's and Women's differences may provide insights into the different needs of male and female employees. Researchers like Kidder (2002) and Green et al. (2002) have further argued that men and women may also have different cognitive abilities, a combination of which may enhance overall team cohesion, creativity, and innovation leading to improved organisational performance. The results of Kidder (2002)'s research on "The influence of gender on the performance of organisational citizenship behaviours" demonstrated a significant difference in line with traditional gender roles.

The organisational performance comprises the actual output or results of an organisation as measured against its intended outputs or goals and objectives (Selvaraj, 2015). A report by Stirling (2007) on the benefits of gender diversity in the workplace indicated that diversity in age, ethnicity, gender, and race go a long way to varied perspectives, improved collaboration, a more comprehensive talent pool, increased staff retention, more innovation, enhanced productivity, flexibility, reliable workforce, contented employees, better employee targeting and improved quality of life. It is so because teams of employees make important decisions in organisations and are central to many institutional operations. As teams have become a mainstay in organisational practices, research has increasingly become focused on what elements make a team most successful. One potential determinant of a team's effectiveness is its gender diversity, as the gender mix of a team may offer an assortment of knowledge and skills.

Researchers such as Kyalo (2015), Mwatumba (2016), Eugene et al. (2011) and Dwight et al. (2003) have shown that mixed-gender teams are more generous and egalitarian and that teams with a larger percentage of women perform better by building meaningful relationships and creating successful work processes. In a study conducted in the banking sector in Kenya by Kyalo (2015), he reported that gender diversity was significantly related to employee performance. Kyalo further observed that the recruitment strategies in the banking sector favour and promote women, hence most of the banks' benefit from the varied skills and knowledge of diverse gender teams. He argued that high levels of gender diversity are a source of competitive advantage. Also, Mwatumba (2016) argues that gender diversity is positively linked to the employee and organisational performance. Eugene et al. (2011) work on gender diversity and employee performance at a Malaysian airline, found out that there was a significant positive relationship between gender diversity and employee performance. Furthermore, Eugene et al. (2011) found out that a 10% increase of women in the airline industry for the past five decades resulted in an increase in productivity and GDP by 5% and 1%, respectively. Utilising two studies in an attempt to realise convergence, Dwight et al. (2003) found empirical evidence to suggest that there is indeed a relationship between gender diversity

and organisation performance. Furthermore, they have found that a more balanced gender composition is associated with higher organisation performance than is proportional dominance by either gender.

Similarly, a research study of Mulenga (2019) on the “Impact of age and gender diversity on employee performance in an organisation in Zambia’s Compulsory Standard Agency” found that gender diversity has a high predictive power on employee performance. Thus, organisations that create an inclusive environment for all employees irrespective of gender and create policies that eliminate discrimination in the workplace can benefit from gender diversity. He also found a significant relationship between gender diversity and work performance which showed that employees like to work with the opposite gender so long as they can carry out their job professionally. He concluded that gender diversity is a vital factor for organisational performance. This is because it has both internal and external values that facilitate organisational performance. Achieving gender diversity is not only important because it is the right thing to do in a society in which gender equality is a major issue, but it also has the potential to facilitate the attainment of internal and external corporate objectives (Amla, 2017).

Based on the literature, it can be argued that a well-balanced gender composition of employees may help create constructive collaboration leading to positive organisational outcomes. However, both Kahneman and Frederick (2002), and Frederick (2005) found that men perform better than women when they are in homogenous gender groups. They also observed that both men and women overestimate their performance, yet no significant gender effects in overestimation were found in their heterogenous groups. Also, Dimovski and Brooks (2006) reported no direct relationship between gender diversity and firm performance. The argument goes on in literature and whether gender diversity indeed affects employee performance is what this study wants to find out.

2. Statement of the problem

Gender diversity is a global workplace and marketplace phenomenon. Therefore, any organisation that intends to be successful must have a borderless view and an underlying commitment to ensuring that gender diversity is part of its day-to-day organisational conduct (Croson and Gneezy, 2009). However, Kirton and Greene (2015) argued that most organisations do not realise these benefits as gender-based imbalances still persist in organisations. This is because, according to Nishii (2013), most cultures around the world still adhere to the notion that men dominate the world. As such, the corporate world holds the same belief and organisations thus prefer to recruit men compared to women because men are perceived to have better performance and ability to manage their jobs while women are stereotyped against feminine characteristics (Nishii, 2013). Kirton and Green (2015), however, stated that providing equal employment opportunities for women is important to improve employee performance in organisations. Based on their findings, gender diversity was found to be positively

affecting employee performance even though it was not an area of concern in the organisation.

Gender differences and their effect on organisational outcomes have attracted increasing attention, both on social media and in economic literature, however little is known about it in higher educational institutions. The concept of organisation gender diversity has captured notable attention in many industries, including banking, IT, legal and some academic effort. Despite this considerable attention and effort, almost no empirical research has specifically addressed this question in and especially in tertiary institutions in Ghana. Hence, whether gender diversity influences the performance of employees in tertiary institutions and even other organisations in Ghana positively or negatively remains a gap in the literature. This study, therefore, intends to bridge the gap by examining whether gender diversity has an effect on employee performance in public tertiary institutions in Western Region of Ghana.

2.1 The purpose of the study

The purpose of the study was to determine how gender is diversified in public tertiary institutions in Western Region and the effect of gender diversity on the performance of these institutions.

2.2 Objectives of the study

This study sought to:

- 1) assess how gender is diversified in the two institutions in this study.
- 2) identify how gender diversity strategies practised in the institutions affect their performance.

2.3 Research questions

The study is guided by the following research questions:

- 1) How is the institutional gender composition diversified?
- 2) How do gender diversity strategies practised in the institutions affect their performance?

2.4 Research hypotheses

H₀₁: There is no significant difference in gender diversity between Institution A and Institution B in this study.

H₀₂: There is no significant relationship between gender diversity and employee performance in public tertiary institutions in Western Region.

3. Theoretical perspective

Theories that were considered closely related to this study are Human Capital Theory (Becker, 1985), Resource Dependence Theory (Pfeffer and Salancik, 2003) and Social Identity Theory (Tajfel and Turner, 1986).

- The Human Capital Theory examines the effect of an individual's cumulative repository of skills, education, and experience in developing productive and cognitive capabilities, which in turn, benefit the individual and his/her organisation. In the context of institutional performance, diverse and unique human capital of staff and Management is viewed as a key resource for the institution.
- Pfeffer and Salancik (2003) use the resource dependence theory perspective to argue that staff linkages provide counsel, legitimacy and communication channels. An extension of resource dependence theory suggests that diverse staff provide diverse beneficial resources to the institution.
- Social Identity Theory examines the role of group membership in groups, such as gender, race, class, and occupation on an individual's identity. These identities create group boundaries and may provide higher evaluations of in-group members, further reinforcing higher entry barriers for out-group members. For example, a male-dominated board may strengthen group boundaries and exclude women from board directorship.

4. Methodology

4.1 Research design

The study adopted a quantitative research design.

4.2 Sampling population

The data was collected from public tertiary institutions in the Western Region of Ghana, namely, University of Mines and Technology (UMaT) and Takoradi Technical University (TTU). The target population comprised a total of 592 senior members from the two public tertiary institutions, including 226 (41 females and 185 males) from UMaT and 366 (112 females and 254 males) from TTU. The purposive and convenient sampling methods were used to draw a sample size of 400 (153 female and 247 males) senior members from various sections, units and departments of the institutions.

4.3 Data collection instrument/procedure

A structured questionnaire was used to collect the data. The questionnaire which contained a five-point Likert rating scale ranging from 1 = strongly disagree, 2 = disagree, 3 = satisfactory, 4 = agree and 5 = strongly agree was used to record survey responses and these questionnaires were administered among respondents to collect data for the research. After examining the first data, 23 responses out of 400 responses had incomplete

information filled by the respondents. The researchers collected extra 23 responses to make up for the initial 23 incomplete responses.

4.4 Data analysis

The data from the quantitative survey were analysed and interpreted using IBM SPSS version 25. The Cronbach’s alpha coefficient test was done for the pilot test and the total sample obtained and the values ranged from 0.79-0.92, indicating a high level of inter-item consistency and reliability for the variables. Descriptive statistics such as means, standard deviations, frequencies and percentages were used to answer research questions one (1) and two (1) and hypothesis one (H₀₁) while hypothesis two (H₀₂) was tested using correlation analysis.

5. Results Analyses, Discussions and Findings

5.1 Demographic characteristics of respondents

The demographics of the participants are presented in Table 1.1. The Table shows that the total respondents were 400, 200 (50.0%) came from each of the two public tertiary institutions in this study, that is, University of Mines and Technology, Tarkwa and Takoradi Technical University, Takoradi. It also shows that 38.3% (153) of respondents are females while 61.7% (247) forming the majority of the respondents are males.

Table 1.1 also indicates that 27.3% (109) respondents fell within the 31 – 40 years age range, 33.0% (132) respondents fell within the 41 – 50 years age range, 36.0% (144) respondents fell within the 51 – 60 years age range whereas the remaining 3.7% (19) respondents were above 60 years. This means that the highest number of respondents are matured, and understood and gave the required responses to the questions. The Table clearly shows that the majority, 68.6% (274) of the respondents have Master’s Degree while 31.4% (126) have a PhD Degree as their highest level of education. It also shows that only 32.5% (130) have spent less than 5 years in their institutions. The remaining 67.5% had worked for more than 5 years in their institutions which shows experienced employees with good understanding of the organisational setting, values, vision and mission.

Table 1.1: Demographic characteristics of respondents (N = 400)

Characteristics	Frequency	Percentage (%)
Name of institution		
UMaT	200	50.0
TTU	200	50.0
Total	400	100.0
Gender distribution		
Female	153	38.3
Male	247	61.7
Total	400	100.0
Age distribution		
31-40 years	109	27.3

41-50 years	132	33.0
51-60 years	144	36.0
Above 60 years	15	3.7
Total	400	100.0
Highest level of education		
Master's degree	274	68.6
PhD degree	126	31.4
Total	400	100.0
Length of years in institution		
Less than 5 years	130	32.5
5 - 10 years	138	34.5
11 - 15 years	113	28.2
16 - 20 years	19	4.8
Total	400	100.0

Source: Field data, 2023

5.2 Gender diversity in the two institutions

Research question one sought to assess how gender is diversified in the two institutions, A and B in the Western Region of Ghana. The results of research question 1 are presented in Table 1.2.

Table 1.2: Descriptive statistics of gender diversity in the two institutions (N = 592)

Institutions	N	No. of Females (f)	No. of Males (m)	(m/f)	Gender Diversity Ratio
Institution A	226	41	185	4.512	1:5
Institution B	366	112	254	2.268	1:2

Source: Field data, 2023.

The descriptive statistics in Table 1.2 indicate that institution A has 41 female and 185 male senior members with a gender diversity ratio of 1:5 (1 female is to 5 males). In the same vein, institution B has 112 female and 254 male senior members with a gender diversity ratio of 1:2 (1 female is to 2 males). The results in Table 1.2 also reveal that Institution B is more gender diversified than Institution A. This observation is also confirmed by respondents in Table 1.3. In Table 1.3, 93.2% of respondents were in agreement that the number of male staff in their institution outnumbers the female staff with a mean score of 4.213 and a standard deviation of 1.953.

5.3 Effect of gender diversity strategies on institutional performance

Research question two (2) sought to identify how gender diversity strategies practised in the institutions affect their performance. The 400 senior members (153 female and 247 males) from the two selected institutions' views were sampled on how gender diversity strategies practised in the institutions affect their performance. The respondents were asked to indicate their agreement or otherwise on a number of items on how gender diversity is practised in their institutions. It was clear that respondents' institutions practise some form of gender diversity and the result is presented in Table 1.3. The data

discussed in this section seeks to find answers to research question two (2) which states “How do gender diversity strategies practised in the institutions affect their performance?”

The responses displayed in Table 1.3 with reference to the interpretation of the percentages, means and standard deviations show how gender diversity affects institutional performance. From the data in Table 1.3, the majority (80.3%) of respondents disagreed that “There is an equal number of males and females in the leadership/management of my institution (Mean=1.268; sd=1.459). This indicates that there is no gender diversity in the leadership/management of their institutions. The result corroborates with Singh and Vinnicombe (2004) who discovered that women are almost if not completely absent when it comes to occupying senior positions in organisations. They added that male directors often form an elite group at the top of the corporate world and only very few women are able to break through this glass ceiling into this elite group, despite making inroads into middle management. This points out that gender on the board of directors in some big organisations is a barrier to career advancement. Singh & Vinnicombe (2004) argued that this is a matter of concern because the talents of women are not being fully utilised. Also, it is evidenced from a study by Emiko and Eunmi (2009) on diversity management and its effects on employees’ organisational commitment that, gender diversity has a positive effect on employee organisational commitment. The result also confirms the results of the study by Jerono (2012) on women’s participation in university leadership which showed that women’s involvement in leadership was below one-third of the constitutional requirement and was only concentrated in the lower hierarchy of university leadership. Worthley et al. (2009) study found statistically significant positive relationships between managerial gender diversity and organisational performance. Bae and Skaggs (2017) study analysed the effects of gender diversity in management on organisational performance using Korea Workplace Panel Survey data for 2005, 2007, and 2009 and found that gender diversity in management has a considerable influence on the productivity of Korean firms through interactions with family-friendly policies. McMillan-Capehart (2003) used the resource-based view of the firm to argue that gender diversity at the management and organisational levels can provide a firm with a competitive advantage.

Table 1.3: Descriptive statistics of gender diversity strategies practised in the selected institutions (N = 400)

Gender Diversity Items	A (%)	D (%)	Mean	SD
There is an equal number of males and females in the leadership/management of my institution.	19.7	80.3	1.268	1.459
The number of male staff in my institution outnumber the female staff.	93.2	6.8	4.213	1.953
There is an equal number of male and female staff in my unit/department.	20.5	79.5	1.257	1.104
My institution puts extra effort into recruitment of females	24.8	75.2	2.430	1.653
There is an equal number of males and females in	16.2	83.8	1.053	0.257

teams/committees in my unit/department/institution.				
Committees with an equal number of males and females perform better than committees with only males/females.	76.1	23.9	3.534	0.362
Gender-diverse teams/committees include females in their leadership.	47.9	52.1	2.492	1.591
Institutional training programs are diverse and meet needs of both genders.	69.2	30.8	3.512	0.251
Opportunities for growth and promotion exist equally for both male and female staff.	68.4	31.6	3.493	0.462
Gender diversity is an asset for cooperating image.	83.8	16.2	3.955	0.078
Gender diversity improves organisational/institutional performance.	88.0	12.0	4.155	0.173
Mean	56.0	44.0	2.576	0.719
Key: A = Agreement, D = Disagreement, % = Percentage				

Source: Field data, 2023.

Also, from Table 1.3, 76.1% of respondents agreed that committees with an equal number of males and females perform better than committees with only males/females (Mean=3.534; sd=0.257) confirming the study of Odhiambo, Gachoka and Rambo (2018) who studied the relationship between gender diversity and employee performance of Public Universities in Western Kenya and found out that gender diverse groups perform better than gender homogenous groups in their institutions.

Moreso, 83.8% of respondents strongly agreed that gender diversity is an asset for cooperate image (Mean=3.955; sd=0.078). This result relates to that of Cox (2001) who found that gender diversity in an organisation improves its attractiveness in the labour market. Also, Odhiambo et al. (2018) found that *“to a large extent the concept of gender diversity is an asset for cooperate image in public universities”* (p. 263).

Again, 68.4% of respondents agreed that opportunities for growth and promotion exist equally for both genders (Mean=3.493, sd=0.462). The result relates to that of Odhiambo, Gachoka and Rambo (2018) whose result showed that 89.3% of respondents agreed on the fact that their universities give opportunities for growth and promotion to the female employees. Similarly, Green et al. (2002) in their study on diversity in the workplace found it beneficial to provide growth and opportunity equally for both male and female employees in the workplace and that providing equal opportunity to both gender improves employee performance in the workplace.

In addition, only a few (20.5%) respondents, with a mean score of 1.257 and a standard deviation of 1.104, indicated that there is an equal number of male and female staff in their unit/department. Also, the majority, that is 75.2% of respondents, indicated that their institutions do not put in extra effort in the recruitment of females (Mean=2.430; sd=1.653). This shows that the selected universities do not make conscious effort in recruiting female employees. The result agrees with Cunningham (2008), who concluded that organisations have a preference to contract male workforce compared to females since they think males have better performance and abilities to manage their jobs.

Furthermore, 83.8% (Mean=1.053; sd=1.591) disagreed that “There is an equal number of males and females in teams/committees in my unit/department/institution”. Also, 52.1% (Mean=2.462; sd=1.591) of respondents indicated that gender-diverse teams/committees do not include females in their leadership. This relates to Cunningham (2008)’s result but in contrast with the results of Odhiambo et al. (2018) who found out that female employees are included in the leadership of gender-diverse teams and committees in public universities. Kidder (2002) supported by Green et al. (2002) argued that men and women may also have different cognitive abilities. They added that a combination of different cognitive abilities in a gender-diverse team enhances overall team cohesion, creativity, and innovation leading to improved organisational performance.

Similarly, 88.0% of respondents with a mean score of 4.155 (sd=0.173) strongly agreed that gender diversity improves organisational/institutional performance. Yukiko’s (2015) research tested whether increasing gender diversity is associated with improved firm performance for Japanese listed companies, which have different cultural backgrounds from Western companies, after controlling for size and firm age, he found that gender diversity is positively linked to improved firm performance.

Finally, there is mean of agreement (A) score of 56.0% indicating that some form of gender diversity strategies are practised in the institutions. However, the mean of means score of 2.576 shows that public tertiary institutions in Western Region perform satisfactory in gender diversity strategies employed in their institutions.

5.4 Gender diversity differences between the two institutions

Research hypothesis 1 sought to assess the differences between gender diversity in the two selected institutions in the Western Region of Ghana. Table 1.4 shows the descriptive statistics of gender diversity in the two institutions. The data under this section seeks to discuss the null hypothesis 1 which states that “There is no significant difference between the gender diversity in the two selected schools.”

Table 1.4: Descriptive statistics of gender diversity in institutions (N = 592)

Institutions	N	No. of Females	%	Mean	Std. Deviation	Std. Error Mean
Institution A	226	41	18.1	3.742	0.591	0.037
Institution B	366	112	30.6	2.363	0.712	0.064

Source: Field data, 2023.

The descriptive statistics in Table 1.4 indicate that only 18.1% of staff in Institution A as well as 30.6% of staff in Institution B, are females. The results in Table 1.4 also reveal that Institution B is more gender diversified with a mean score of 3.742 (sd=0.591) than Institution A with a mean score of 2.363 (sd= 0.712). Similarly, a 1.379 (3.742-2.363) means difference exists between the two institutions on their respective gender diversity scores in this study with a 0.027 (0.067-0.037) difference in the standard error of means as well. This implies that gender diversity differs from Institution A to Institution B in this study.

This confirms the results of Brown (2008) who posits that gender diversity differs in different organisations. The result is also supported by Carrel (2006) who found out that gender diversity differs from one organisation to the other and it is unique for each organisation.

5.5 Relationship between gender diversity and employee performance

Research hypothesis 2 sought to examine the relationship between gender diversity and employee performance in public tertiary institutions in Western Region of Ghana. Table 1.5 shows the correlation between the two variables, gender diversity and institutional performance. Pearson correlation analysis was used in this study to portray the relationship between the dependent variable (performance) and the independent variable (gender diversity). The data under this section sought to discuss the null hypothesis 2 which states that “There is no significant relationship between gender diversity and employee performance in public tertiary institutions in Western Region.”

Table 1.5: Correlation between gender diversity and institutional performance

		Stress	Performance
Gender diversity	Pearson correlation	1	.597**
	Sig. (2-tailed)		<.038
	N	400	400
Institutional performance	Pearson correlation	.597**	1
	Sig. (2-tailed)	<.038	
	N	400	400
**Correlation is significant at the 0.01 level (2-tailed)			

Source: Field data, 2022.

The results in Table 1.5 indicate that the dependent variable (performance) relates positively with the independent variable (gender diversity) showing a higher value ($r = .597$, $p < .05$). This indicates that there is a significant relationship between gender diversity and employee performance in public tertiary institutions in Western Region. Which implies that as gender diversity in committees or institutional staff increases, institutional performance increases and vice versa. Therefore, the study rejects the null hypothesis 2 and concludes that there is a significant positive relationship between gender diversity and employee performance in public tertiary institutions in Western Region.

The results confirm the study conducted by Ngao and Mwangi (2013) in the Kenyan Port Authority which revealed similar findings that gender diversity had a hugely positive effect on employee and organisational performance. Ngao and Mwangi further stated that the main reason for the positive effect is that females and males think differently, thus, if their ideas are put together, they lead to better decision-making, creativity and innovation and improved employee performance. In addition, Joseph and Selvaraj (2015) found gender diversity positively related to employee performance. Similarly, McMillan-Capehart (2003) who used the resource-based view of the firm found

out that gender diversity is positively linked to an organisation's performance. Also, Elsaid (2012) study explored the impact of gender, age, and educational background on employee performance in the Egyptian Pharmaceutical industry which is renowned to employ a highly diversified workforce. The study results indicated that employee performance is significantly improved when different workforces work together.

5.6 Summary of findings

The findings of the study revealed that gender diversity in Institution A differs from that of Institution B. Also, the majority of respondents agreed that committees with equal numbers of males and females perform better than committees with only males/females. They strongly agreed that gender diversity improves organisational/institutional performance. Also, respondents strongly agreed that gender diversity is an asset for cooperate image. It was further found that gender diversity in an organisation improves the its corporate image. Again, respondents indicated that there is no gender diversity in the staffing, teams, committees, leadership, and management of their institutions. They also stated that their institutions do not put in extra effort in the recruitment of females.

Similarly, it was found that there is a significant positive relationship between gender diversity and employee performance in public tertiary institutions in Western Region of Ghana. This indicates that as gender diversity in committees or institutional staff increases, institutional performance increases and vice versa.

6. Conclusion

The study concludes that gender diversity differs from one institution to the other. Also, there is a significant positive relationship between gender diversity and employee performance in public tertiary institutions in Western Region of Ghana. This indicates that as gender diversity in committees or institutional staff increases, institutional performance increases and vice versa.

7. Recommendations

The study recommends that Management of public tertiary institutions in Western Region of Ghana form diverse teams for better employee performance. The organisation should make diverse teams for the best competition. The global economy requires a diverse workforce to effectively deal with diverse challenges, as diverse workforce improves creativity, problem-solving and the performance of an organisation. Due to this reason, institutions should make diverse teams to achieve higher employee performance as well as higher institutional performance.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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Participations: Bridging the Gap Through Technological Advancement and Digitalization, 2-day workshop organised by the Gender Mainstreaming Directorate, UEW on 8th & 9th March, 2023; Managing Opportunities in a Complex and Dynamic Business Environment, a CPD organised by the Chartered Institute of Administrators and Management Consultants (CIAMC) on 18th June, 2022; Women Empowerment Through Transformational Leadership, webinar organised by the Ghana Association of University Women (GAUW) on 1st June, 2022; Advancing Women in Leadership Skills, webinar organised by MASHAV Camel Training Centre, Israel on 28th January, 2021; Admins, the Pulse of the Office in Crises Situations, workshop organised by the CIAMC on 28th July, 2020, Accra; Enhancing Human Resource Skills of Registrars in UEW for Effective Administration, Capacity Building Workshop for Senior Members (Administration) on 13th – 16th January, 2020, Elmina Beach Resort; Corporate Communication and Branding Prospects, Workshop organised by the CIAMC on 30th November, 2019, Accra.

Rowland Philip Baffoe

Position: Assistant Registrar;

Academic Education: Master of Business Management (Project Management Option);

Research Interest: Project Management, Service Operations, Organisational Development and Total Quality Management.

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