EFFECT OF DIVERSITY MANAGEMENT TRAINING ON EMPLOYEES' PERFORMANCE IN FEDERAL CIVIL SERVICE COMMISSION (FCSC), ABUJA, NIGERIA

Chidinma Vivian Ajaero[1] & Mohammed Nuhu[2]
[1]Doctoral Student, Department of Business Management and Marketing, Faculty of Management and Social Sciences, Baze University, Abuja, Nigeria.
Email: chidinma8724@bazeuniversity.edu.ng; +2348061170650.
[2]Associate Professor, Department of Business Management and Marketing, Faculty of Management and Social Sciences, Baze University, Abuja, Nigeria. Email: nuhu.mohammed@bazeuniversity.edu.ng

Abstract

This study examined the effect of diversity management training on employees' performance in the Federal Civil Service Commission (FCSC), Abuja, Nigeria, operationalising diversity management training through three proxies: diversity awareness training, inclusive leadership development, and cultural competency building. Using a positivist approach through quantitative methods, primary data were collected via structured questionnaires distributed to 390 employees of the FCSC selected through stratified random sampling. Multiple linear regression was used to analyse the data. The results showed that diversity awareness training delivers the strongest effect on employees' performance (B = 0.434, p < 0.001), followed by inclusive leadership development (B* = 0.288, p < 0.001), while cultural competency building exerts a significant positive and independent effect (B* = 0.214, p = 0.001). The study concluded that employees' performance in the FCSC is most powerfully shaped by structured diversity awareness training, and that inclusive leadership development and cultural competency building constitute distinct and statistically robust complementary determinants. It was recommended that the FCSC management should institutionalise mandatory diversity awareness training for all cadres, embed inclusive leadership modules in its annual training calendar and design structured cultural competency programmes that build cross-ethnic and cross-religious collaboration skills among civil servants.*

Keywords: Diversity Management Training, Employee Performance, Diversity Awareness Training, Inclusive Leadership Development, Cultural Competency Building

1. Introduction

The performance of employees in Nigeria's federal public service institutions has attracted sustained scholarly and policy attention, owing to the persistent gap between the size and resource endowments of federal agencies and the quality-of-service outcomes they deliver to citizens. The Federal Civil Service Commission (FCSC), as the apex institution responsible for the appointment, promotion, transfer, and discipline of federal civil servants in Nigeria, occupies a particularly strategic position in the performance landscape: its operational effectiveness directly determines the quality of human capital management across the entire federal public service (Usman & Bello, 2026; Chukwura et al., 2026). Yet, despite the FCSC's central mandate, documented evidence consistently points to persistent performance deficits attributable to inadequate workforce management practices, including the underutilisation of diversity as a strategic performance resource. Nigeria's federal workforce is among the most demographically diverse in sub-Saharan Africa, bringing together employees from over 250 ethnic groups, multiple religious affiliations, diverse educational backgrounds, and varying generational cohorts, creating both an enormous potential source of organisational capability and a persistent challenge for effective workforce integration (Ajayi et al., 2026; Eyanuku & Ibrahim, 2026).

Diversity management training emerges in the management literature as a structured institutional response to the challenge of converting workforce diversity into a performance asset. Unlike passive diversity policies that merely prohibit discrimination, diversity management training actively builds employees' capacity to leverage diversity through structured learning interventions that develop awareness of bias and difference, inclusive leadership behaviours, and cross-cultural competencies (Shenphgavalli et al., 2026; Tamuno-Opubo et al., 2026). The international evidence base consistently documents that organisations with systematic diversity training programmes outperform those that rely on informal or policy-only diversity management, particularly on measures of task performance, collaborative output, and employee engagement (Owolewa et al., 2026; Usman, 2026). However, the Nigerian empirical literature on diversity management training and employees' performance in federal public service institutions remains thin, fragmented, and largely theoretical, with no published study simultaneously examining the independent performance contributions of diversity awareness training, inclusive leadership development, and cultural competency building within the FCSC or comparable federal agencies.

Two critical gaps motivated this study. First, to the present researcher's knowledge, no published Nigerian study has simultaneously estimated the

independent effect of diversity awareness training, inclusive leadership development, and cultural competency building as distinct predictors of employees performance within a single regression framework, making it impossible to compare their relative effect sizes and to derive construct-specific training investment and policy recommendations for the FCSC. Second, the empirical evidence base has not firmly established whether diversity management training constitutes an independent and statistically robust predictor domain for employees' performance in the Nigerian federal civil service context where institutional culture, seniority hierarchies and ethnic diversity patterns may moderate training effectiveness differently from private sector settings (Chukwura et al., 2026; Ajayi et al., 2026). This study addressed both gaps directly. The remainder of this paper is structured as follows: Section 2 reviews the conceptual, theoretical, and empirical literature; Section 3 details the methodological framework; Section 4 presents and critically interprets the empirical results; and Section 5 dwells on conclusions and actionable policy recommendations.

2. Literature Review

Conceptual Review

Employees' performance is operationalised in this study as the degree to which employees fulfil role-specific responsibilities, achieve assigned targets, demonstrate required competencies and contribute to organisational effectiveness in ways that are observable, measurable, and aligned with the Commission's strategic objectives (Olaleye, 2026; Idiong, 2026). This operationalisation is consistent with the dominant usage in the Nigerian public sector performance literature, which foregrounds the task, contextual, and adaptive dimensions of performance as jointly constitutive of employees' overall performance profile. In the FCSC context, employees' performance encompasses accuracy and timeliness in processing appointments and promotions, quality of advisory services to ministries, departments, and agencies, effectiveness in disciplinary case management, and the degree to which employees contribute to institutional learning and continuous service improvement (Usman & Bello, 2026).

Diversity management training is conceptualised in this study as a structured, institutionally designed set of learning interventions intended to increase employees' awareness of diversity-related dynamics, develop their capacity for inclusive leadership behaviour, and build cross-cultural competency skills that enable effective collaboration across the full range of demographic differences present in the FCSC workforce (Shenphgavalli et al., 2026; Owolewa et al., 2026). It is distinguished from general training programmes by its specific focus on diversity-related knowledge, attitudes, and skills and from passive diversity policies by its active, programme-based character that requires deliberate investment in curriculum design, facilitation and evaluation. The performance consequences of diversity management training operate through three interconnected mechanisms: cognitive mechanisms through which training raises awareness of bias and difference, enabling more accurate and equitable performance judgements; relational mechanisms through which inclusive leadership and cultural competency skills improve interpersonal collaboration and reduce conflict; and motivational mechanisms through which recognised inclusion increases employee engagement, reciprocity and discretionary effort (Eyanuku & Ibrahim, 2026; Tamuno-Opubo et al., 2026).

On the other hand, diversity awareness training (DAT) is operationalised as the degree to which the FCSC provides structured programes that enable employees to recognise unconscious bias, appreciate the value of workforce diversity and develop behavioural strategies for equitable treatment of colleagues regardless of ethnic, religious, gender, or generational difference (Ajayi et al., 2026; Chukwura et al., 2026). DAT is theoretically grounded in contact theory and social identity theory, both of which predict that structured, positive intergroup contact through training reduces intergroup bias and improves cross-group cooperation. Inclusive leadership development (ILD) is operationalised as the extent to which the FCSC invests in training programmes that equip supervisors and managers with the leadership behaviours associated with inclusion: actively soliciting diverse perspectives, recognising and mitigating exclusionary dynamics, creating psychologically safe team environments, and distributing developmental opportunities equitably (Usman, 2026; Olaleye, 2026). Meanwhile, cultural competency building (CCB) is operationalised as the extent to which the FCSC provides training that builds employees' capacity to communicate effectively, collaborate productively, and resolve conflict constructively across the cultural differences arising from Nigeria's ethnic, religious, and regional diversity (Idiong, 2026; Peiris & Wanigasekara, 2026).

Theoretical Review

Social Learning Theory

Social Learning Theory (SLT) was developed by Bandura (1977) and extended through subsequent empirical research on observational learning and self-efficacy. It provides the primary theoretical foundation for this study. SLT posits that behaviour is acquired, modified, and sustained through the interaction of cognitive, behavioural, and environmental factors and that learning from the observation of others' behaviour and its consequences is among the most powerful mechanisms of behavioural change in organisational settings. Applied to the context of diversity management

training, SLT predicts that diversity awareness training, inclusive leadership development, and cultural competency building programmes raise employees' performance by providing modelled examples of inclusive and effective cross-cultural behaviours, enabling practices and mastery experiences through role-plays and simulations, and establishing performance-relevant efficacy beliefs about one's capacity to work effectively across diverse groups (Shenphgavalli et al., 2026; Ajayi et al., 2026). The theory's emphasis on the conditions under which modelled behaviour is adopted, including attention, retention, reproduction, and motivation, provides a framework for predicting which training designs are most likely to translate into sustained performance improvement.

Human Capital Theory

Human Capital Theory was originally developed by Becker (1964) and extended by subsequent scholars in the economics of education and training. It provides the second theoretical pillar for this study. The theory posits that investments in employees' knowledge, skills, and competencies raise individual and organisational productivity by expanding the cognitive and behavioural resources that employees bring to their tasks. Applied to diversity management training, Human Capital Theory predicts a direct performance return on diversity training investment: employees who receive systematic training in diversity awareness, inclusive leadership and cultural competency accumulate a specific form of human capital, namely the capacity to function effectively in diverse teams and inclusive organisational environments, that translates into higher task performance, more effective collaboration, and stronger advisory and service delivery outcomes (Usman & Bello, 2026; Chukwura et al., 2026). The theory further predicts that the performance return on specific training investments will be proportional to the quality and intensity of the training design, provide a theoretical basis for the expectation that more structured and comprehensive diversity training programmes yield larger performance effects than informal or one-off awareness sessions.

Social Exchange Theory

Social Exchange Theory (SET) was developed by Homans (1958) and elaborated by Blau (1964). It serves as the third theoretical layerof this study and is particularly relevant to explaining the relational mechanism through which diversity training programmes raise employees' performance. SET posits that social relationships, including those between employees and their organisations, are characterised by a norm of reciprocity: when organisations invest in employees' development, employees respond by increasing their commitment, effort, and performance in reciprocation of the perceived organisational investment. Applied to diversity management training, SET predicts that employees who receive diversity awareness training, inclusive leadership development, and cultural competency building programmes will interpret these investments as evidence of organisational commitment to their development and creation of an inclusive workplace, and will reciprocate through elevated task performance, stronger organisational citizenship behaviour, and greater collaborative effectiveness (Ojokuku & Salaam, 2026; Owolewa et al., 2026). The theory provides a specific mechanism through which the institutional investment in diversity training translates into the discretionary performance improvements most resistant to measurement by conventional supervisory appraisal.

Empirical Review

The empirical literature on diversity management training and employees' performance in Nigeria and comparable developing economy public service contexts has grown in recent years thereby providing a base of evidence that is convergent in direction but limited in methodological precision. Chukwura et al., (2026) examined the effect of workforce diversity on employees' performance in federal tertiary educational institutions in Benue State, Nigeria and found significant positive relationships between diversity management practices and multiple dimensions of employees' performance. The study highlighted that institutions with more systematic diversity training programmes reported higher levels of employees' collaboration, task quality, and job satisfaction, though it did not isolate the specific training programme components responsible for performance improvement. Also, Ajayi et al., (2026) investigated workforce diversity management practices and organisational performance in the Ondo State Internal Revenue Service. Their findings revealed that bundled diversity management practices produced superior performance outcomes compared to single-dimension interventions, with training-based practices showing stronger effects than policy-only approaches.

Eyanuku and Ibrahim (2026) documented the impact of workforce diversity on organisational innovation in the Nigerian Bottling Company. The study established that diversity management practices, including structured diversity training, were positively associated with innovation performance indicators, with the relationship mediated by employees' perceived inclusion and cross-functional collaboration quality. Usman (2026) offered a theoretical synthesis of the interplay between workforce diversity, management practices, and employees performance, arguing that the performance dividend of diversity is contingent on the quality of institutionalised diversity training that enables employees to convert demographic diversity into cognitive and collaborative diversity. Shenphgavalli et al., (2026) assessed inclusive human resource

practices in special education institutions and found that systematic training in inclusive practices significantly predicted employees' effectiveness, with training breadth and frequency emerging as the strongest institutional predictors of performance outcomes.

Olaleye (2026) studied the performance consequences of structured support programmes in the Nigerian education sector. The revealed that employees who received more systematic institutional development support, including diversity-relevant training, reported significantly higher job performance scores. Idiong (2026) einvestigated workplace policies and their impact on employees' productivity. The study found that structured policy-aligned training programmes produced larger productivity gains than awareness campaigns alone. The finding is relevant to the FCSC context where formal training programmes can be mandated and systematically evaluated. Tamuno-Opubo et al., (2026) assessed the performance consequences of workplace discrimination. They discovered that organisations that invested in diversity training to reduce discriminatory dynamics reported significantly lower rates of workplace deviant behaviour and higher employees' performance across task and contextual dimensions.

Taken collectively, the reviewed empirical studies converge on three principal findings. First, diversity management training is positively and significantly associated with employees' performance across diverse Nigerian institutional and sectoral contexts. Second, training-based diversity interventions produce stronger performance effects than policy-only approaches, underscoring the importance of active rather than passive diversity management. Third, and most critical for the present study, no existing Nigerian study has simultaneously estimated the independent performance effect of diversity awareness training, inclusive leadership development, and cultural competency building within a single regression model in a federal public service institution, leaving a critical evidence gap that this study filled.

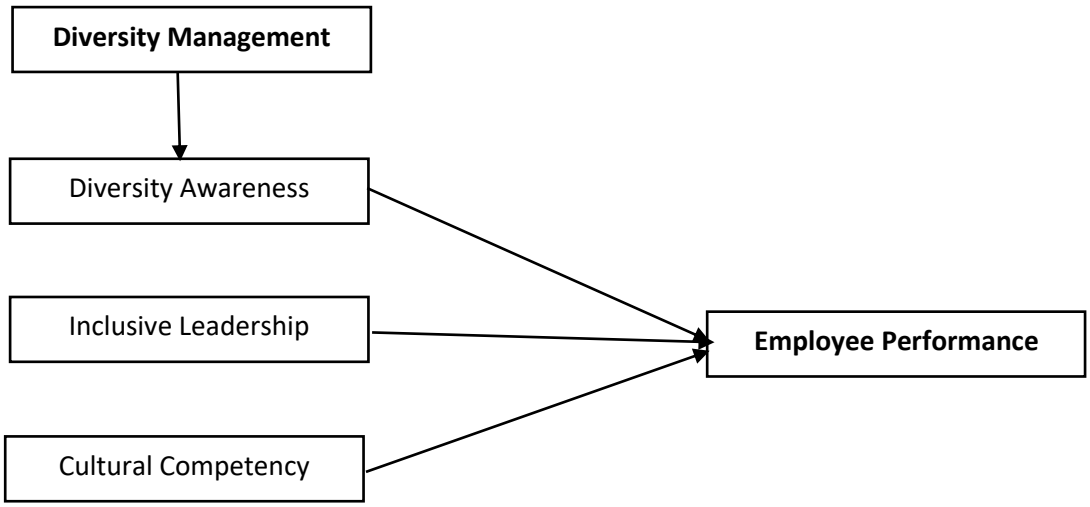
Summary of Reviewed Empirical Studies

Table 2.1 below consolidates the empirical studies discussed in Section 2.3 and summarises the year, methodology, key conclusion, and evidence gap associated with each to make explicit the basis on which the present study's research gap is derived.

Table 2:1 Summary of the Empirical Literature

Author(s)/Year	Methodology	Key Conclusion	Gap Identified
Chukwura et al., (2026)	Survey; quantitative analysis of diversity management practices in federal tertiary institutions, Benue State	Diversity management practices positively associated with employee collaboration, task quality, and job satisfaction	Did not isolate which specific training programme components drove the performance improvement
Ajayi et al., (2026)	Survey; workforce diversity management practices, Ondo State Internal Revenue Service	Bundled diversity management practices outperformed single-dimension interventions; training-based practices outperformed policy-only approaches	Did not disaggregate the independent effect of each training component
Eyanuku & Ibrahim (2026)	Survey; workforce diversity and organisational innovation, Nigerian Bottling Company	Diversity training was positively associated with innovation, mediated by perceived inclusion and cross-functional collaboration	Outcome was innovation rather than performance; private-sector manufacturing context
Usman (2026)	Theoretical/conceptual synthesis	The performance dividend of diversity is contingent on the quality of institutionalised diversity training	No empirical or quantitative test of the proposition
Shenphgavalli et al., (2026)	Survey; inclusive human resource practices in special education institutions	Training breadth and frequency were the strongest institutional predictors of employee effectiveness	Sector-specific (special education) rather than federal public-service context
Olaleye (2026)	Survey; institutional development support and job performance, Nigerian education sector	Systematic institutional development support, including diversity-relevant training, raised job performance	Training treated as part of a broader support bundle rather than isolated as an independent predictor
Idiong (2026)	Survey; workplace policy and employee productivity	Structured, policy-aligned training produced larger productivity gains than awareness campaigns alone	Did not examine diversity-specific training constructs
Tamuno-Opubo et al., (2026)	Survey; workplace discrimination and deviant behaviour, Nestlé Nigeria	Investment in diversity training reduced workplace deviant behaviour and raised task and contextual performance	Private-sector manufacturing context; framed around discrimination reduction rather than performance training

Source: Compiled by the author from the empirical studies reviewed in Section 2.3.



Source: *Conceptul Framework, 2026*

Building on the gaps identified above, the specific objectives of this study were to: (i) examine the effect of diversity awareness training on employees' performance in the FCSC; (ii) assess the effect of inclusive leadership development on employee performance in the FCSC; and (iii) investigate the effect of cultural competency building on employees' performance in the FCSC, with all three effects estimated independently within a single multiple regression framework. Correspondingly, the study tested the following null hypotheses:

H_{01}: Diversity awareness training has no significant effect on employees' performance in the FCSC, Abuja.

H_{02}: Inclusive leadership development has no significant effect on employees' performance in the FCSC, Abuja.

H_{03}: Cultural competency building has no significant effect on employees' performance in the FCSC, Abuja.

3.0 Methodology

This study employed a positivist research paradigm operationalised through quantitative methods, using primary data collected via a structured questionnaire to examine the independent effects of diversity awareness training, inclusive leadership development and cultural competency building on employees' performance in the FCSC, Abuja. A cross-sectional survey design was adopted because it is well suited to the estimation of independent variable-outcome relationships across a large institutional sample within a defined timeframe and enables the collection of simultaneously measured construct scores required for multiple regression analysis (Creswell & Creswell, 2018). The target population comprised all employees of the FCSC at the Officer level (Grade Level 07 and above) who had been in service for a minimum of one year and had been exposed to at least one cycle of the Commission's formal training programme. This sampling frame targeted Officer-level staff specifically because they carry the decision-making, case-processing, and advisory responsibilities through which the effect of diversity-related training on performance is most directly observable, while the one-year minimum service threshold ensured that every respondent had completed at least one full training cycle before assessment, thereby avoiding measurement error from staff with no exposure to the constructs under study. This population numbered 2,850, based on the FCSC's 2025 staff establishment records.

Applying Krejcie and Morgan's (1970) sample size formula at a 5% significance level with a 95% confidence interval yielded a minimum required the sample of 338 respondents. Because staff surveys conducted within federal civil service institutions typically record non-response and questionnaire-disqualification rates in the region of 20% to 25%, the administered sample was set at 450, approximately one-third above the statistical minimum, to ensure that the final usable sample would remain comfortably above 338 after anticipated attrition; the eventual loss of 60 questionnaires (13.3%) confirmed that this buffer was appropriate. The 450 questionnaires were distributed using stratified random sampling with proportional allocation across three departmental strata: Human Resource Management, Administration and General Services, and Planning, Research and Statistics. These three departments were selected, rather than the FCSC's full departmental structure, because they are the units through which the Commission's core statutory mandate of appointment, promotion, transfer, and discipline is directly administered, making them the departments in which the training-performance relationships under investigation are most directly

observable; departments performing predominantly support functions (for example, Legal Services, Information and Communications Technology, and Servicom) were excluded to preserve the homogeneity of job roles captured by the Employee Performance scale. This restriction is acknowledged as a scope boundary in Section 5.0. Three hundred and ninety (390) completed questionnaires were retained as usable after excluding 38 incomplete responses and 22 that failed embedded attention-check items, representing an effective response rate of 86.7%. Ethical clearance was obtained from Baze University's institutional review board prior to data collection; participation was entirely voluntary, responses were anonymised, and no identifying information was collected.

The structured questionnaire operationalised four constructs through validated multi-item Likert scales. Employees' Performance (EP, 6 items) was measured using items adapted from Koopmans et al., (2011) and contextualised for the Nigerian federal civil service following Usman and Bello (2026) and Olaleye (2026) capturing task performance quality and timeliness, collaborative effectiveness, and adaptive performance under changing institutional demands. Diversity Awareness Training (DAT, 6 items) was measured using items adapted from Chukwura et al., (2026) and Shenphgavalli et al., (2026), capturing the frequency, quality, and perceived usefulness of bias-awareness and diversity-value training programs received from the Commission. Inclusive Leadership Development (ILD, 5 items) was measured using items adapted from Ajayi et al. (2026) and Eyanuku and Ibrahim (2026), capturing the extent to which leadership training in the FCSC explicitly addresses inclusion, equitable opportunity, and the management of diverse teams. Cultural Competency Building (CCB, 5 items) was measured using items adapted from Owolewa et al., (2026) and Tamuno-Opubo et al., (2026), entailing training-delivered capacity for cross-ethnic and cross-religious communication, conflict resolution, and productive collaboration. All items were rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). A pilot study on 48 individuals outside the main sample confirmed acceptable reliability, with Cronbach's alpha values of 0.863 for EP, 0.847 for DAT, 0.831 for ILD, and 0.839 for CCB, all above the 0.70 threshold.

The primary analytical method is multiple linear regression estimated via Ordinary Least Squares (OLS). All analyses, including the reliability checks, the regression model, and the five diagnostic tests reported below were conducted in IBM SPSS Statistics, Version 26.0. The regression model is specified as: EP = B0 + B1DAT + B2ILD + B3CCB + e, where EP is Employee Performance, DAT is Diversity Awareness Training, ILD is Inclusive Leadership Development, CCB is Cultural Competency Building, B0 is the model constant, and e is the error term. Composite construct scores were computed as the mean of their respective Likert items after confirmation of scale reliability. Five diagnostic tests were conducted prior to interpreting results: normality of residuals (skewness and kurtosis), multicollinearity (VIF and Tolerance), homoscedasticity (visual inspection of standardised residual scatterplot), independence of residuals (Durbin-Watson statistic), and common method bias (Harman's single-factor test). Grade level and department were included as demographic control variables to confirm that main effects remain robust to the inclusion of compositional controls.

4. Results and Discussion

Table 1: Respondent Demographic Profile (N = 390)

Characteristic	Category	Frequency (%)
Gender	Male	223 (57.2%)
	Female	167 (42.8%)
Grade Level	Officer Level (GL 07 to 12)	201 (51.5%)
	Senior Level (GL 13 to 16)	189 (48.5%)
Department	Human Resource Management	138 (35.4%)
	Administration and General Services	121 (31.0%)
	Planning, Research and Statistics	131 (33.6%)
Work Experience	1 to 5 years	94 (24.1%)
	6 to 10 years	172 (44.1%)
	Above 10 years	124 (31.8%)
Educational Qualification	OND/NCE	63 (16.2%)
	HND/B.Sc.	218 (55.9%)
	Postgraduate	109 (27.9%)

Source: Primary survey data (N = 390). Fieldwork, 2026.

Table 1 presents the respondent demographic profile. The usable sample of 390 respondents comprised 57.2% male and 42.8% female, broadly consistent with the gender composition of the FCSC's officer-level workforce as documented in its 2025 annual report. By grade level, 201 respondents (51.5%) were at the Officer level (GL 07 to 12) and 189 (48.5%) were at the Senior Officer and above

level (GL 13 to 16), providing a balanced representation of both supervisory and subordinate cadres. By department, Human Resource Management contributed 138 respondents (35.4%), Administration and General Services 121 (31.0%), and Planning, Research and Statistics 131 (33.6%). By years of work experience, 94 respondents (24.1%) had between 1 and 5 years of service, 172 (44.1%) between 6 and 10 years, and 124 (31.8%) above 10 years, indicating a workforce with substantial institutional experience and therefore substantial cumulative exposure to the Commission's training programs.

Table 2: Descriptive Statistics and Reliability (N = 390)

Construct	Mean	SD	Min	Max	Cronbach a
Employees' Performance (EP)	3.69	0.71	1.40	5.00	0.863
Diversity Awareness Training (DAT)	3.81	0.64	1.60	5.00	0.847
Inclusive Leadership Development (ILD)	3.57	0.69	1.20	5.00	0.831
Cultural Competency Building (CCB)	3.44	0.77	1.00	5.00	0.839

Source: Primary survey data. All Cronbach's alpha values exceeded the 0.70 reliability threshold. Fieldwork, 2026.

Table 2 presents the descriptive statistics for all four constructs. Employees' Performance recorded a mean score of 3.69 (SD = 0.71) across the full sample, indicating a moderately positive self-assessed performance level that is consistent with the partially favourable performance assessment of federal civil servants in recent Nigerian public sector studies (Usman & Bello, 2026; Chukwura et al., 2026). Among the three predictor constructs, Diversity Awareness Training recorded the highest mean (mean = 3.81, SD = 0.64), indicating that awareness-level training is the most frequently and consistently delivered diversity programme in the FCSC, followed by Inclusive Leadership Development (mean = 3.57, SD = 0.69), while Cultural Competency Building recorded the lowest mean of the three predictors (mean = 3.44, SD = 0.77). The lower mean for cultural competency building is consistent with the observation in the broader Nigerian diversity training literature that skill-based cultural competency programmes require more intensive facilitator expertise, longer delivery cycles, and greater institutional commitment than awareness programmes, and are therefore less consistently implemented across the Nigerian public service (Owolewa et al., 2026; Ajayi et al., 2026). All four Cronbach's alpha values exceeded 0.83, confirming strong internal consistency for the adapted scales and validating their use in the regression analysis.

Table 3: Multiple Regression Results: Effect of Diversity Management Training on Employee Performance (N = 390)

Predictor	B	SE	B*	t	P
(Constant)	0.714	0.183		3.902	< 0.001
Diversity Awareness Training (DAT)	0.481	0.059	0.434	8.153	< 0.001
Inclusive Leadership Development (ILD)	0.297	0.063	0.288	4.714	< 0.001
Cultural Competency Building (CCB)	0.198	0.057	0.214	3.474	0.001
Model Summary					
$R = 0.741$	$R^2 = 0.549$	Adj. $R^2 = 0.545$	$F(3, 386) = 156.82$	$p < 0.001$	

VIF (all predictors) < 2.0; Durbin–Watson = 1.97; Harman single-factor = 26.4%

Source: Primary survey data. Dependent variable: Employee Performance (EP). Fieldwork, 2026.

The diagnostic tests described in Section 3.0 were conducted prior to interpreting the regression results. Skewness values for the four constructs ranged from 0.28 to 0.41 and kurtosis values from 0.44 to 0.53, both within the acceptable range, indicating no material departure from the normality assumption for the regression residuals. Multicollinearity diagnostics showed Tolerance values ranging from 0.612 to 0.719 and VIF values ranging from 1.39 to 1.63 for all three predictors, well within acceptable ranges and confirming that the moderate positive intercorrelations among the three predictors do not materially distort the regression coefficient estimates. Visual inspection of the standardised residual scatterplot showed no discernible funnel pattern, supporting the homoscedasticity assumption. The Durbin-Watson statistic of 1.97 falls within the acceptable 1.5 to 2.5

range, confirming no material autocorrelation among residuals. Harman's single-factor test extracted a first unrotated factor accounting for 26.4% of total variance, well below the 50% threshold, indicating that common method bias does not constitute a material threat to the validity of the results.

The full multiple regression results are presented in Table 3. Employees' performance is most strongly predicted by Diversity Awareness Training (DAT), which shows a standardised regression coefficient of $B^* = 0.434$ ($B = 0.481$, $t = 8.153$, $p < 0.001$), exceeding the coefficients for Inclusive Leadership Development (ILD, $B^* = 0.288$, $B = 0.297$, $t = 4.714$, $p < 0.001$) and Cultural Competency Building (CCB, $B^* = 0.214$, $B = 0.198$, $t = 3.474$, $p = 0.001$). The three-predictor model achieves an R^2 of 0.549 and Adjusted R^2 of 0.545, meaning that diversity awareness training, inclusive leadership development, and cultural competency building together explain 54.9% of the variance in employees' performance in the FCSC.

Discussion of Findings

The finding that diversity awareness training is the dominant predictor of employees' performance in the FCSC is theoretically consistent with all three frameworks deployed in this study. Under Social Learning Theory, awareness-level training provides the modelled behavioural examples and attitudinal foundations from which inclusive workplace behaviours are first acquired, making it the foundational mechanism upon which the performance effects of more advanced training components rest (Shenphgavalli et al., 2026; Chukwura et al., 2026). Under Human Capital Theory, diversity awareness training represents the broadest and most universally applicable component of diversity-related human capital investment, generating performance returns across all employees regardless of supervisory status, and its consistent delivery in the FCSC makes it the most cumulative source of diversity-related performance capital across the workforce (Usman & Bello, 2026). Under Social Exchange Theory, the institutionalised delivery of diversity awareness training signals organisational commitment to equity and inclusion in a form that is visible and credible to all employees, generating the broadest reciprocity effect on discretionary performance effort (Ojokuku & Salaam, 2026; Eyanuku & Ibrahim, 2026). The magnitude of the DAT co-efficient is also consistent with Ajayi et al.,'s (2026) finding that bundled diversity training practices produced superior performance outcomes in Nigerian public service institutions, with awareness components showing the strongest independent effects.

Inclusive Leadership Development (ILD) exerts a significant, positive, and independent effect on employee performance ($B^* = 0.288$, $t = 4.714$, $p < 0.001$), confirming that training supervisors and managers in inclusive leadership behaviours constitutes a distinct and statistically robust predictor of workforce performance in the FCSC, even after controlling for diversity awareness training and cultural competency building. The significant independent co-efficient for inclusive leadership development demonstrates that its contribution to employees' performance is not simply a by-product of its positive correlation with the other training components: once DAT and CCB effects are accounted for. ILD retains a substantial residual relationship with performance. This finding is consistent with Olaleye (2026) who established that institutional support systems, including leadership-level commitment to inclusion, significantly enhanced job performance among Nigerian public sector employees, and with Usman (2026), who submitted that inclusive leadership is the critical mediating mechanism through which diversity training investments are converted into organisational performance outcomes. The mechanism is straightforward: inclusive leadership behaviours create the psychological safety, equitable opportunity, and bias-free assessment conditions that enable diverse employees to contribute their full performance potential, and without leadership-level inclusion skills, diversity awareness training at the employee level cannot fully translate into performance improvement (Owolewa et al., 2026).

Cultural Competency Building (CCB) exerts a significant positive and independent effect on employee performance ($B^* = 0.214$, $t = 3.474$, $p = 0.001$), confirming that training in cross-cultural communication, conflict resolution, and collaborative skills constitutes a statistically distinct third determinant of performance in the FCSC. The smaller co-efficient for cultural competency building relative to the other two predictors is theoretically interpretable: cultural competency building operates primarily through the interpersonal and collaborative dimensions of performance, which, while important, are more distal determinants of individual task performance outcomes than the motivational and attitudinal mechanisms activated by awareness training and leadership development (Idiong, 2026; Tamuno-Opubo et al., 2026). The lower mean score for CCB (3.44) relative to DAT (3.81) also suggests that the FCSC's investment in cultural competency building is less consistent and comprehensive than its awareness-level training, which may partly suppress the CCB coefficient below its true population-level effect. This finding is consistent with Peiris and Wanigasekara (2026), who identified cultural competency as a significant but contextually moderated predictor of employee performance in diverse institutional settings.

5. Conclusion and Recommendations

This study examined the effect of diversity management training on employees' performance in the Federal Civil Service Commission (FCSC),

Abuja, Nigeria, operationalising diversity management training through three constructs: diversity awareness training, inclusive leadership development, and cultural competency building.

The study's concluded that carry diversity awareness training carries the largest standardised co-efficient (B* = 0.434) and is the strongest of the three predictors. Therefore, there is a need for the Commission's Human Resource Management Department to institutionalise mandatory annual diversity awareness training for all employees from GL 07 upward, standardise the curriculum content across departments using the evidence-based bias-awareness and diversity-value frameworks as supported by Chukwura et al., (2026) and Ajayi et al., (2026), and commission annual training evaluation studies to ensure that programme quality and coverage are maintained.

Based on the findings of the study the following recommendations were made . First, the FCSC should embed structured inclusive leadership modules into its Senior Officers' Management Development Programme and make completion of such modules a prerequisite for promotion from GL 12 to GL 13. Second, the Commission should develop a structured cultural competency curriculum informed by the sociolinguistic and intergroup dynamics of Nigeria's federal workforce, prioritising cross-ethnic communication skills, religious difference navigation, and geopolitical zone integration.

References

Ajayi, M. O., Ogunyemi, F. F., & Arokoyo, S. E. (2026). Workforce Diversity Management Practices and Organisational Performance in Ondo State Internal Revenue Service (ODRIS). *Journal of Science, Technology and Innovation Research*, 2(1), 311-330.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. https://doi.org/10.1037/0033-295X.84.2.191

Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. University of Chicago Press.

Blau, P. M. (1964). *Exchange and power in social life*. Wiley.

Chukwura, O. F., Ucherwuhe, S. I., & Umogbai, M. E. (2026). Workforce diversity and employee performance of federal tertiary educational institutions in Benue State, Nigeria. *International Journal of Business and Entrepreneurship Research*, 15(3), 61-79.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Eyanuku, E. J. P., & Ibrahim, A. A. (2026). Impact of workforce diversity on organisational innovation in the Nigerian Bottling Company, Lagos, Nigeria. *Nigerian Journal of Business Administration*, 24(1), 274-289.

Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597-606. https://doi.org/10.1086/222355

Idiong, M. E. (2026). Work life balance policies and their impact on women bank employees' productivity. *International Journal of Labour and Gender Rights Law*, 2(1), 102-112.

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet, H. C. W., & van der Beek, A. J. (2011). Conceptual frameworks of individual work performance: A systematic review. *Journal of Occupational and Environmental Medicine*, 53(8), 856-866. https://doi.org/10.1097/JOM.0b013e318226a763

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610. https://doi.org/10.1177/001316447003000308

Ojokuku, R., & Salaam, R. (2026). Effect of welfare policies and family responsibilities on the performance of broadcasters in government-owned broadcasting organisations in Southwest, Nigeria. *International Journal of Business Economics and Management Science*, 11(7), 66-78.

Olaleye, D. O. (2026). Work-life balance, counselling support, and job performance among secondary school teachers in Abeokuta, Ogun State. *Islamic University Journal of Social Sciences*, 5(1), 352-365.

Owolewa, M. A., Nzekwe-Excel, C., Ajonbadi, H. A., & Jan, S. (2026). Decolonising management practices to support work-family balance. In *Decolonising the Organisation: Emerging Frontiers and New Perspectives* (pp. 233-259). Springer Nature Switzerland.

Peiris, D. P. M. S. M., & Wanigasekara, W. M. S. K. (2026). How conducive is the workplace? Work culture, work-life balance, gender, and employee well-being in Sri Lankan banks. *Kelaniya Journal of Management*, 15(1), 188-201.

Shenphgavalli, S., Shindhe, M. V., Rai, M. K., Tiwari, M., Singh, R. K., & Varghese, S. (2026). Inclusive human resource practices in special education institutions: Strategies for workforce diversity and organizational effectiveness. *International Journal of Special Education*, 41(13s), 982-989.

Tamuno-Opubo, A. T., Olanle, M. A., Nwankwo, C. D., Edisemi, A. P., & Babatunde, O. K. (2026). Quality of life and workplace discrimination as predictors of workplace deviant behavior among employees of Nestle Limited, Sagamu, Nigeria. *European Review of Applied Sociology*, 19(32), 46-59.

Usman, C. J. (2026). Interplay between workforce diversity, management, and employee performance: A theoretical perspective. *African Journal of Economics and Sustainable Development*, 9(2), 143-155.

Usman, F. Z., & Bello, P. D. (2026). Influence of human resource management practices on employee performance in Modibbo Adama University, Yola, Adamawa State. *Journal of Management Science and Career Development*, 12(7), 89-102.