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Exploring the Influence of Age and Education Diversity on Employee Performance at Bhatbhateni Supermarket in Kathmandu Valley

Shiva Raj Ghimire[1], Ujen Manandhar[2], and Sabina Ghimire[2]*

ABSTRACT

In today's diverse workplaces, understanding the relationship between workforce diversity and employee performance is crucial. Age diversity and education diversity are taken as independent variables, and employee performance is the dependent variable in this study. This study aims to examine the effects of these independent variables on the employee performance of Bhatbhateni Supermarket located at Thimi, Satdobato, Krishna Galli, and Koteshwor. Grounded in human capital theory, this study employs descriptive, relational, and causal research designs along with correlation and regression, which are used as major statistical tools considering the research objectives. The convenience sampling method was used in this study, where the survey utilized a self-administered questionnaire as the data collection tool and collected responses from 146 employees. The findings concluded that there is a positive and significant relationship between age diversity and education diversity on employee performance. The study revealed that when there is a mix of ages and education levels in the workplace, employees tend to perform better. Therefore, this research highlights the important role of these two dimensions of workforce diversity in enhancing employee performance.

Keywords: Age diversity, education diversity, employee performance, Bhatbhateni

1. Background of the problem

Diversity in the workplace has become a significant area of interest for organizations worldwide due to its potential impact on employee performance. Understanding the intricacies of employee performance and workforce diversity presents a multifaceted

[1] *Saraswati Multiple Campus, Tribhuvan University*
[2] *Freelance researchers, *Corresponding author: sabinaghimire545@gmail.com*

challenge for organizations striving for excellence in today's competitive business landscape. The convergence of these two critical dimensions encapsulates the essence of organizational success, impacting productivity, innovation, and overall effectiveness. Employee performance serves as the linchpin for organizational prosperity, reflecting the ability of employees to meet objectives, contribute positively to their roles, and drive strategic outcomes (Robbins & Coulter, 2019). Workforce diversity encompasses the rich tapestry of differences among employees, including but not limited to age, gender, ethnicity, cultural background, and experiences (Cox & Blake, 2021). One of the primary challenges organizations face regarding employee performance lies in the complexity of measuring and evaluating performance accurately. Traditional performance appraisal systems often fail to capture the nuances of employee contributions, leading to subjective assessments and biased outcomes (Aguinis, 2019). This can result in misaligned incentives, demotivation among employees, and suboptimal performance outcomes. The evolving nature of work and job roles further complicates performance management, necessitating a shift towards more agile and data-driven approaches (Boswell, Boudreau, Tichy, & Brockner, 2020).

In the realm of workforce diversity, organizations encounter challenges related to fostering inclusion and equity and effectively leveraging the strengths of diverse talent pools. While diversity brings unique perspectives, skills, and creativity to the table, managing diverse teams requires navigating communication barriers, cultural differences, and unconscious biases (Herring, 2022). Failure to address these challenges can lead

to conflicts, reduced collaboration, and hindered innovation within teams. Another critical aspect is leadership's role in shaping employee performance and workforce diversity. Effective leadership practices are instrumental in creating a culture of inclusivity, respect, and belonging, which are essential for optimizing employee performance and harnessing the benefits of diversity (Gardner, Avolio, Luthans, May, & Walumbwa, 2023). Employees from different age groups and educational backgrounds may offer innovative solutions, enhance teamwork, and contribute to organizational learning (Cox & Blake, 2021). However, ineffective leadership can exacerbate challenges related to performance management and diversity, technological advancements leading to disengagement, turnover, and diminished organizational outcomes. The impact of remote work arrangements on employee performance and diversity cannot be overlooked.

The dynamics between employee performance and changes in the work environment are deeply interconnected. As highlighted by Jackson, Schuler, and Jiang (2020), adapting strategies and practices to new work dynamics, such as collaboration tools, flexible work arrangements, and the need for employee leadership skills, is crucial. Failure to embrace these changes not only hinders performance but also limits diversity inclusion efforts. In Nepal, optimizing employee performance and embracing workforce diversity are multifaceted challenges. Shrestha and Parajuli (2021) emphasize the importance of inclusive practices that promote harmony and collaboration among employees from diverse backgrounds, considering Nepal's diverse demographic landscape. Poudel and Shrestha (2020) further note

that remote work arrangements, digital transformation, and shifting employee expectations necessitate adaptations in performance management practices and diversity strategies to ensure equity and inclusivity. Achieving sustainable growth in Nepal's competitive business landscape requires enhancing employee performance while addressing obstacles that hinder effectiveness and productivity. This holistic approach integrates data-driven performance management, inclusive leadership, and effective diversity management to unlock the full potential of the workforce and drive innovation. In addition, this study attempts to answer these questions among employees working in Bhatbhateni supermarket within the Kathmandu Valley:

- What is the relationship between age and education diversity and employee performance?

- How do age and education diversity impact employee performance?

- Which dimension of workforce diversity has more influence on employee performance?

2. Objectives of the study

The primary aim of this study is to investigate the factors influencing employee performance among individuals employed at Bhatbhateni supermarket within the Kathmandu Valley. Hence, the specific purposes of this study include the following:

- To analyse the relationships of age and education diversity with employee performance.

- To explore the impact of age and education diversity on employee performance.

- To identify the most influential dimension of workforce diversity on employee performance.

3. Literature survey

A variety of theories are employed to explain the multifaceted concept of employee performance, highlighting the diverse perspectives and approaches to understanding workforce dynamics. One such prominent theory is the human capital theory developed by Becker (1993), which posits that the skills, knowledge, and experiences of employees are valuable assets that contribute significantly to organizational productivity and success. Human capital theory emphasizes the importance of investing in employee development, training, and education to enhance employee capabilities and performance levels. Schultz (1993) developed human capital theory, rooted in macroeconomic development theory, which asserts that an individual's characteristics are tied to their productivity, making productive individuals valuable assets for firms and driving increased firm performance. Becker (1993) further emphasized that diversity in human capital, including knowledge, skills, and experiences, can provide a competitive advantage. This theory has influenced the discourse on the knowledge economy, highlighting the importance of investing in education, training, and perks to enhance human capital. The theory posits that investments in human resources can lead to greater productivity and earnings, supporting the justification for eliminating discriminatory practices in

the workplace. Harbison (1973) noted that human resources are the wealth of nations, and the theory suggests that education and skills training can enhance individuals' productive capacity. Organizations leverage human capital theory to optimize their workforce through development programs, recognizing employees as investments with long-term returns in terms of performance, satisfaction, and organizational success. The application of human capital theory extends across sectors, shaping hiring practices in business and efforts to enhance skills in healthcare. By aligning human capital development with organizational goals, businesses create a cycle of improved performance that contributes to overall growth and sustainability. In essence, human capital theory underscores the value of investing in employees to drive organizational success and competitiveness.

In an investigation led by Sohail, Sufyan, Uddin, and Basit (2019), exploring how age diversity impacts employee performance in higher education revealed a positive correlation. Similarly, in the research conducted by Shrestha and Parajuli (2021) on the impact of age diversity on employee performance, significant insights were uncovered. The results indicated a considerable positive influence of age diversity on employee performance. Similarly, Dangol's (2022) study on workforce diversity and its effects on employee performance in commercial banks in Nepal revealed a positive association between age diversity and employee performance. The following hypothesis is consequently proposed:

Age variation among employees does not lead to a significant change in their performance.

A study conducted by Shrestha and Parajuli (2021) revealed no significant relationship between education diversity and employee performance. Similarly, a study conducted by Sohail, Khan, Sufyan, and Basit (2019) on the effect of workforce diversity on employee performance in the higher education sector revealed that education diversity has a significant impact on employee performance. Correspondingly, Dangol (2022) found that there was a significant and positive relationship between education diversity and employee performance. The subsequent hypotheses are thereby formulated:

Investigating the influence of educational variety on employee performance reveals no notable impact of educational diversity on work effectiveness.

The research framework of the study is shown in *Figure 1*. At the core of this investigation is identifying employee performance as the dependent variable, while age diversity and education diversity are considered the independent variables of interest. The research framework played a pivotal role in defining and exploring the variables under examination, thereby shedding light on their potential impact and intricate interrelationships.

Age diversity refers to the range of ages represented within a workforce, encompassing individuals from various generational backgrounds and life experiences. In the context of employee performance, age diversity introduces a rich tapestry of perspectives, skills, and knowledge that can greatly benefit organizations. From a performance standpoint, age diversity can lead to increased collaboration, knowledge
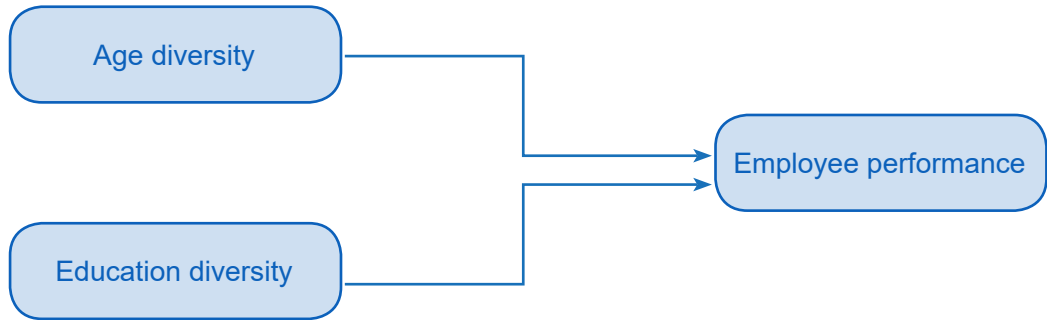
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┌─────────────────────┐
│   Age diversity     │───────┐
└─────────────────────┘       │        ┌──────────────────────────┐
                              ├───────▶│  Employee performance    │
┌─────────────────────┐       │        └──────────────────────────┘
│  Education diversity │───────┘
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Figure 1. Research framework of the study

sharing, and mentorship opportunities across different age groups. This diversity encompasses the inclusion of individuals across various age groups within the organizational context, fostering a dynamic amalgamation of experiences, perspectives, and skills.

Conversely, educational diversity refers to the inclusion of employees with diverse educational backgrounds, ranging from different levels of formal education to specialized training. It is important to emphasize that in this research, employee performance is not limited to completing tasks; rather, it encompasses how well employees meet and exceed their employers' expectations regarding job responsibilities, tasks, and overall objectives. Employee performance refers to the effectiveness, productivity, and contributions of individuals within an organization who come from diverse backgrounds.

Workforce diversity acknowledges that employees differ not only in terms of demographics such as age, gender, ethnicity, and education but also in terms of their unique talents, capabilities, and cultural backgrounds. Therefore, assessing employee performance in the context of diversity involves evaluating how individuals leverage diverse attributes to enhance teamwork, problem solving, creativity, innovation, and overall organizational outcomes, which also involves creating an inclusive environment that fosters equal opportunities for all employees to thrive and succeed based on their merits, regardless of their background comprehensive view of employee performance, which considers various aspects such as work quality, efficiency, adaptability, teamwork, and contribution to organizational goals. Such a holistic approach offers a framework for comprehensively assessing workforce dynamics and organizational efficacy. By exploring these multifaceted dimensions of employee performance, this study aims to gain deeper insights into the intricacies of educational diversity and its impact on organizational success. The sources of the variables are depicted in *Table 1*.

4. Research methodology

This study seeks to assess the impact of the independent variables: age diversity and education diversity on employee performance. To achieve this goal, the study utilized a quantitative research design from

Table 1
Sources of the variables

Variables	Sources
Age diversity	Sohail, Khan, Sufyan, and Basit (2019), Shrestha and Parajuli (2021), Dangol (2022)
Education diversity	Sohail, Khan, Sufyan, and Basit (2019), Shrestha and Parajuli (2021), Dangol (2022)
Employee performance	Fauzy, Chin and Nadifatin (2015), Farooq, Shams and Naizi (2022), Dahkoul (2018), Ghebregiorgis (2018), Tuffaha (2020), Shrestha and Parajuli (2021), Chalise and Pokharel (2022), Goet (2022).

a methodological perspective. Additionally, the study employed a deductive reasoning approach based on human capital theory. From a methodological standpoint, the quantitative research design allowed for the collection of numerical data that could be analysed statistically. This approach is particularly useful when seeking to establish correlations, trends, and relationships between variables, which are essential for understanding the impact of various factors on employee performance. The methodology employed in this study followed a deductive reasoning approach, which began with a theoretical framework, namely, the theory of human capital. Subsequently, specific hypotheses derived from this theory were tested to validate their applicability and relevance to the research objectives. This logical approach helps to ensure that the study's findings are grounded in established theories and contribute to the existing body of knowledge in the field. In terms of research design, the study employed several approaches to address different aspects of the research objectives. A descriptive research design was utilized to provide statistical information and describe the sample characteristics, including various components of workforce diversity that influence employee performance. This

design aimed to present a comprehensive profile of the respondents and offer quantitative data related to the relationship between workforce diversity and employee performance. Overall, the methodology section of the research report serves as a roadmap for how the study was conducted, outlining the research design, reasoning approach, and specific methods used to gather and analyse the data.

A relational research design was applied to analyse the degree of the relationship between workforce diversity and employee performance. It involves measuring and assessing the relationship between them with no manipulation of an independent variable. The causal research design was used to identify the extent and nature of the cause-and-effect relationships between the variables that involve age and education diversity as independent variables and employee performance as the dependent variable. It further focused on determining how the dependent variable was influenced by the variation in dependent variables along with the explanation of patterns of relationships between variables. The study's target population is employees working in Bhatbhateni supermarket in the Kathmandu Valley. There are a total

of twelve Bhatbhateni supermarket stores located in the Kathmandu Valley (Bhat Bhateni Supermarket and Departmental Store, 2023). Among these, four stores situated in Koteshwor, Thimi, Krishna Galli, and Satdobato were selected as the study samples. The study used the convenience sampling method to determine the sample size of 146 respondents from a population of 4500 employees. This approach requires sampling at a 95% confidence level with a ± 8% margin of error (Daniel, 1999). Before the visits, managers were briefed and asked for permission to collect data from employees at Bhatbhateni supermarket. Data collection began at the Koteshwor branch on Februray 12, 2023, when 40 questionnaires were distributed and 36 valid responses were collected. Following permission, questionnaires were distributed to all employees at the Satdobato branch on the same day, resulting in 40 questionnaires being distributed and four being returned incomplete. On Februray 14, 2023, data were collected at the Krishna Galli branch, with 40 properly completed questionnaires obtained. Concurrently, 40 questionnaires were distributed to Thimi Bhatbhateni supermarket employees, and 34 were returned with complete information. The survey questionnaire was designed to generate the primary data. The research instrument utilized for the study was a questionnaire.

A structured questionnaire employing a 5-point Likert scale (ranging from strongly disagree to strongly agree) was crafted and physically distributed to employees at Bhatbhateni supermarket. For assessing age diversity, three items were selected from scales developed by Cox (1994), Shore et al. (2009), and Van and Schippers (2007). Similarly, education diversity was evaluated using three items from studies conducted by Cox and Blake (1991), Jackson and Ruderman (1999), and Cox (1994). Employee performance was gauged through two items derived from the scale developed by Clark (2019) and one item from Anderson (2016). The questionnaire commenced with an overview of the study's purpose and confidentiality measures. Participants were asked about their gender, age, work experience, and educational background in the general background section. The subsequent section included a range of question types, such as yes/no inquiries, multiple-choice queries, rank-order questions, and Likert scale items. These questions were designed to probe the impact of age and education diversity on employee performance, providing a comprehensive assessment of variables relevant to the study.

5. Presentation and analysis of the data

After the survey data were collected, the information was input into Microsoft Excel. Subsequently, a comprehensive analysis was conducted using a variety of statistical methods. For this purpose, SPSS software was utilized extensively for coding, recording, and processing the collected data. The primary objective of the study was to shed light on the factors that have an impact on employee performance. The questionnaire used in the survey was structured to collect data across various sections, including general background information, responses to yes/no questions, multiple-choice inquiries, ranking orders, and Likert scale assessments. These diverse sets of data were meticulously organized, tabulated, and carefully examined to facilitate several analytical techniques,

including descriptive statistics, correlations, and regression analyses.

By employing these statistical methods, this study aimed to uncover patterns, trends, and relationships within the data that could provide insights into the factors influencing employee performance. This thorough analysis allowed for a deeper understanding of how variables such as demographics, responses to specific questions, and Likert scale assessments contribute to the overall dynamics of employee performance within the surveyed population. Within the survey questionnaire, employee demographics were delineated based on several criteria, such as gender, age groups, and educational background, and provided valuable insights into the diverse perspectives within the workforce. The data analysis was conducted using IBM SPSS software version 20. The tables presented below are derived from the data output produced by SPSS software and subsequently refined and formatted in Microsoft Excel to improve clarity and readability. The study adopted the following two simple regression models:

$$Y = a + b_1x_1 + e$$
$$Y = a + b_2x_2 + e$$

where

- Y = employee performance,
- a = intercept,
- x_1 = age diversity, and
- x_2 = education diversity.
- b_1 = coefficient of age diversity,
- b_2 = coefficient of education diversity, and
- e = error terms

Figure 2 provides an insightful glimpse into the demographic composition of respondents categorized by their gender. Within this dataset, a total of 146 individuals were surveyed, with 95 identified as females, representing approximately 65.1% of the surveyed population. In contrast, 51 male respondents constituted the remaining 34.9%. This distribution indicates a notable prevalence of female participants compared to their male counterparts, highlighting a significant difference in percentages between the two genders within the sample. Such data not only underscore the gender diversity within the surveyed group but also suggest potential implications for gender-related analyses and considerations within the context of the study.
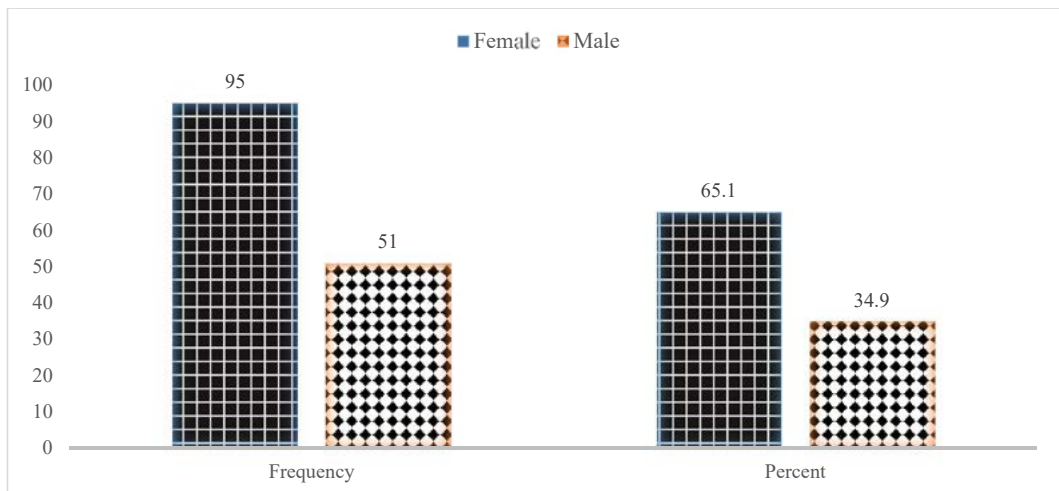

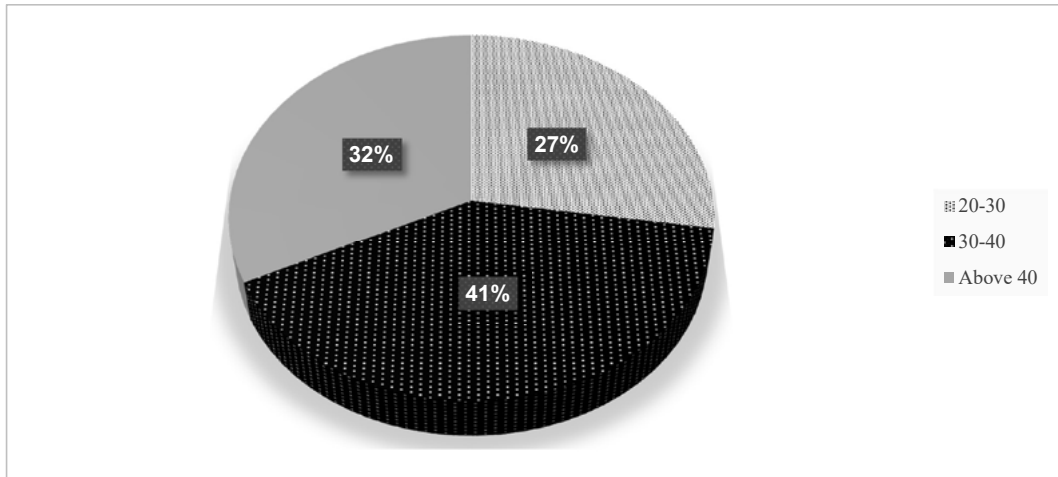*Figure 2. Gender of the respondents*

Figure 3. Age group of the respondents

Figure 3 displays a pie chart illustrating the age group distribution of the respondents in the survey. The chart is divided into three segments representing different age categories: 20-30, 30-40, and above 40 years. The largest segment corresponds to the 30-40 age group, comprising 41% of the respondents, followed by the above 40 age group with 32%. The smallest segment represents the 20-30 age group, comprising 27% of the respondents. This visual representation provides a clear overview of how the respondents are distributed across these age categories, with the 30-40 age range having the highest representation among the surveyed population.

Figure 4 illustrates the educational background of the respondents categorized into four groups: high school, bachelor's degree, master's degree, and illiterate. Among the respondents, the largest group held a bachelor's degree (35.6% of the total), followed by those with a high school
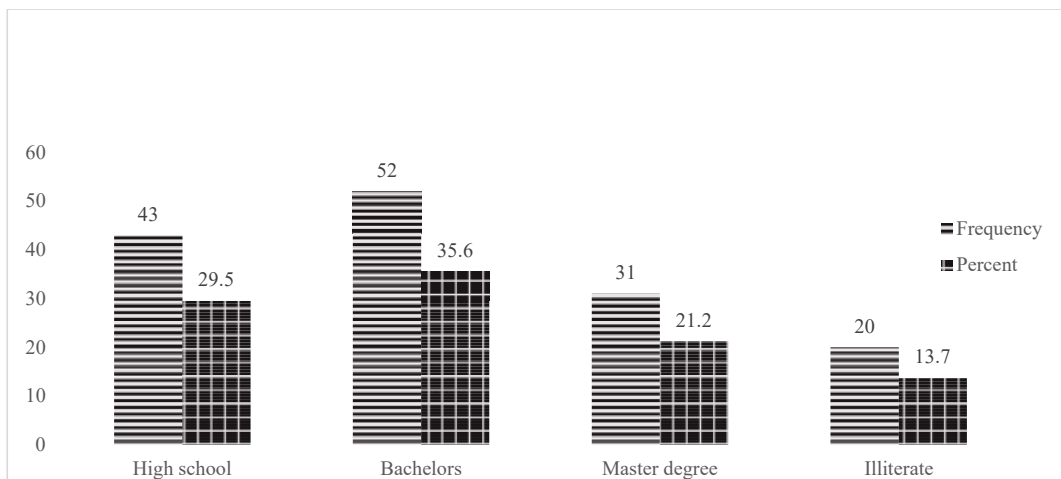

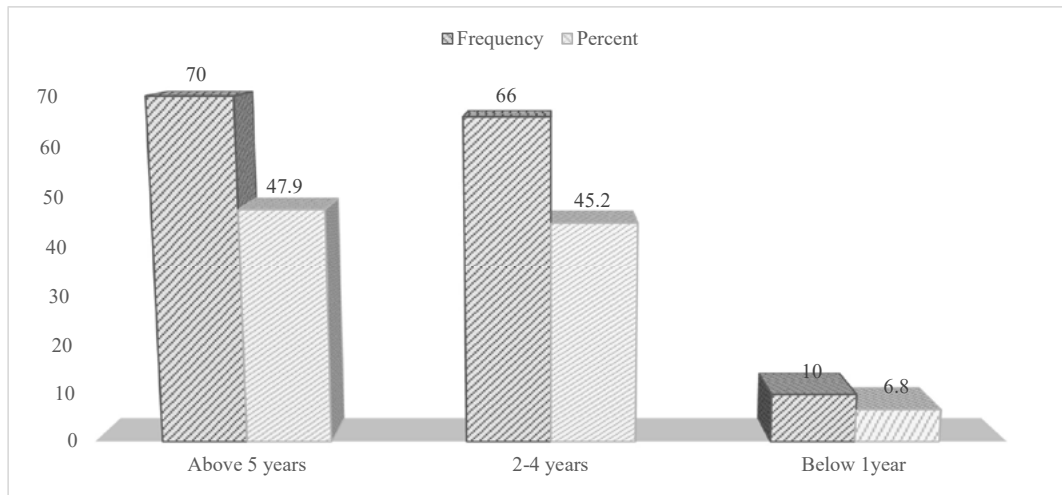*Figure 4. Education of the respondents*

Figure 5. Experience of the respondents

education (29.5%). The master's degree holders account for 21.2% of the respondents, while the smallest group consists of illiterate individuals, accounting for 13.7%. This breakdown offers insights into the distribution of educational qualifications among the surveyed population, showcasing the diversity of educational backgrounds represented in the study.

The bar diagram in *Figure 5* represents the distribution of experience levels among respondents. The majority of respondents, accounting for 47.9% of the total, had over 5 years of experience. Those with 2-4 years of experience followed closely behind, accounting for 45.2% of the respondents. A smaller proportion, just 6.8%, had less than 1 year of experience. This distribution provides insight into the varying levels of experience among the surveyed population.

The Pearson Chi-Square in *Table 2* shows a value of 107.797 with 90 degrees of freedom (df) and a significance level of 0.097, suggesting a weak association between the variables. The likelihood ratio test, with a value of 79.198, and the linear-by-linear association test, with a value of 11.743, also indicate similar findings of weak association. Additionally, the information provided mentions that 101 cells have an expected count of less than 5, which can affect the reliability of the chi-square test results, particularly when the expected counts are too low.

Table 2
Chi-square test

Chi-Square Tests	Value	df	Sig. (2-sided)
Pearson Chi-Square	107.797a	90	0.097
Likelihood Ratio	79.198	90	0.785
Linear-by-Linear Association	11.743	1	0.001

a 1 cells (91.8%) have an expected count of less than 5. The minimum expected count is .01.

Table 3
Descriptive statistics

Variables/Statistics	Mean	Median	Std. Deviation	Variance
Age Diversity	3.94	4.00	0.56	0.31
Education Diversity	3.85	4.00	0.55	0.30
Employee Performance	4.12	4.33	0.62	0.38

Table 3 presents statistics for three variables: age, education, and employee performance. The mean scores indicate the average ratings given by respondents for each variable, with age diversity at 3.94, education diversity at 3.85, and employee performance at 4.12. The median values show moderate scores, with all variables having a median of 4.00, suggesting a central tendency in respondents' perceptions. The standard deviation and variance reflect the spread and dispersion of ratings, with employee performance showing slightly greater variability than age and education diversity, as indicated by its greater standard deviation and variance values. Overall, the data suggest generally positive perceptions across these variables, with employee performance showing slightly more variability in ratings.

Table 4 shows the relationships between variables for all samples. There is a significant positive correlation between age diversity and education diversity (Pearson correlation = 0.925, p = 0.001), indicating that as age diversity increases, so does education diversity. Additionally, there is a moderate positive correlation between Age Diversity and Employee Performance (Pearson Correlation = 0.340, p = 0.001) as well as between Education Diversity and Employee Performance (Pearson Correlation = 0.285, p = 0.001). These findings suggest that age and education diversity may influence employee performance positively, although the correlation between education diversity and employee performance is slightly weaker than that between age diversity and employee performance.

Table 4
Relationships between variables for all samples

Variables		Age Diversity	Education Diversity	Employee Performance
Age Diversity	Pearson Correlation	1		
	Sig. (2-tailed)			
Education Diversity	Pearson Correlation	.925**	1	
	Sig. (2-tailed)	0.001		
Employee Performance	Pearson Correlation	.340**	.285**	1
	Sig. (2-tailed)	0.001	0.001	

** Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the cross-tabulation of the relationship between gender and comfort level when working with colleagues from different educational backgrounds. Overall, 94.5% of respondents were comfortable working with colleagues of various educational backgrounds, while only 5.5% were not. A similar trend was observed for gender, with 94.7% of females and 94.1% of males reporting comfort working with diverse colleagues. Additionally, a small proportion of both genders (5.3% of females and 5.9% of males) expressed discomfort in this regard. Overall, the majority of respondents, regardless of gender, are comfortable collaborating with colleagues from diverse educational backgrounds.

Table 6 presents the regression analysis results showing the impact of age diversity on employee performance. The coefficients reveal significant findings, with an unstandardized coefficient of 0.375 for age diversity. This coefficient indicates that for every unit increase in age diversity, there is a corresponding increase of 0.375 units in employee performance, highlighting a positive relationship. The t value of 4.341 further confirms the statistical significance of this relationship. Additionally, the constant coefficient of 2.644 suggests a baseline level of employee performance when age diversity is not considered. The F test value of 18.841 demonstrates the overall model's significance in predicting employee performance based on age diversity. The adjusted R-squared value of 0.11 indicates that age diversity accounts for approximately 11% of the variation in employee performance, emphasizing its

Table 5
Perceptions of working with people of different age groups

Gender		Are you comfortable working with colleagues of various educational backgrounds?		Total
		Yes	No	
Female	Count	90	5	95
	% within Gender	94.70	5.30	100.00
Male	Count	48	3	51
	% within Gender	94.10	5.90	100.00
Total	Count	138	8	146
	% within Gender	94.50	5.50	100.00

Table 6
Impact of age diversity on employee performance

Coefficients[a]	Unstandardized Coefficients		T	Sig.	F	Sig.	Adjusted R Square
	B	Std. Error					
(Constant)	2.644	0.344	7.679	0.001	18.841	.001	0.110
Age Diversity	0.375	0.086	4.341	0.001			

a Dependent Variable: Employee Performance

Table 7
Impact of education diversity on employee performance

Coefficients[a]	Unstandardized Coefficients		T	Sig.	F	Sig.	Adjusted R Square
	B	Std. Error					
(Constant)	2.893	0.349	8.287	0.001	12.690	.001	0.075
Education Diversity	0.319	0.090	3.562	0.001			

a Dependent Variable: Employee Performance

notable influence within the organizational context. These results underscore the importance of considering age diversity as a crucial factor in enhancing employee performance and organizational success.

Table 6 presents the regression analysis results examining the impact of education diversity on employee performance. The coefficients indicate that education diversity has a statistically significant positive effect on employee performance, with an unstandardized coefficient of 0.319. This coefficient implies that for every unit increase in education diversity, there is a corresponding increase of 0.319 units in employee performance. The t value of 3.562 and a significance level of 0.001 further confirm the robustness of this relationship. Additionally, the constant coefficient of 2.893 represents the baseline level of employee performance in the absence of education diversity considerations. The F test value of 12.69 with a significance level of 0.001 indicates the overall model's significance in predicting employee performance based on education diversity. The adjusted R-squared value of 0.075 suggests that education diversity explains approximately 7.5% of the variation in employee performance, highlighting its moderate influence within the organizational context.

6. Findings and discussion

This study aims to analyse the factors affecting employee performance in Bhatbhateni, Kathmandu Valley. The study explores the relationship between the dependent variable, employee performance, and the independent variables, age and education diversity. Additionally, the study assessed the variation across gender, age group, education, and work experience. The summary of the findings is presented as follows:

- The relationship between age and employee performance is positive and significant, which shows that employee performance is strongly influenced by age diversity.

- The relationship between education diversity and employee performance is positive and significant, showing that an increase in education diversity leads to better employee performance.

The purpose of this study is to identify the factors influencing employee performance, namely, age diversity and education diversity. The findings revealed significant correlations between both age and education diversity and employee performance. The positive correlation coefficients suggest that as the diversity in age and educational

backgrounds among employees increases, there is a corresponding improvement in employee performance. The regression analyses further supported these correlations, demonstrating that age diversity has a significant positive impact on employee performance. However, it is noteworthy that while education diversity had a significant impact on the correlation analysis, its impact was not statistically significant according to the regression model. These findings underscore the importance of fostering diversity, both in terms of age and educational background, as it appears to be positively associated with enhanced employee performance within the study conducted in Bhatbhateni supermarket of Kathmandu Valley.

The results of this study align with previous research by Sohail, Khan, Sufyan, and Basit (2019), who found positive and moderate effects of age diversity, gender diversity, and education diversity on employee performance. Similarly, Shrestha and Parajuli (2021) also found supportive evidence for this, noting the positive effects of gender and age diversity on employee performance, although the impact was not statistically significant. Additionally, Dangol (2022) reported a strong and significant relationship between age diversity and education diversity, which directly influences employee performance. Furthermore, Barang and Maende (2019) observed that educational diversity, ethnicity diversity, age diversity, and gender diversity all significantly enhance employee performance.

examine the influence of independent variables such as age diversity and education diversity on the dependent variable, employee performance, within Bhatbhateni supermarket in the Kathmandu Valley. Data collection involved structured questionnaires, and analysis involved statistical measures such as frequency, mean, standard deviation, correlation, and regression analysis. The analysis led to the conclusion that when teams include individuals of varying ages, diverse perspectives, experiences, and skills are generated among the employees of Bhatbhateni inside Kathmandu Valley. This diversity fosters creativity, innovation, and problem solving as team members approach tasks and challenges from different angles. When individuals feel included, valued, and respected regardless of their age, they are more likely to be engaged and motivated in their work. This sense of belonging leads to higher retention rates, increased productivity, and overall better employee performance. Similarly, when employees with different educational backgrounds collaborate, they can leverage their unique skills and knowledge to achieve collective goals more effectively. This diversity of thought can lead to more creative problem solving, innovative ideas, and a broader understanding of complex issues. As individuals with diverse educational backgrounds work together, they develop skills in listening, empathy, and effective communication across differences. This can lead to stronger teamwork, better decision-making processes, and improved overall performance outcomes.

7. Conclusion

This study attempts to thoroughly assess variations, explore interrelationships, and

8. Implications of the study

The study examining how age and education diversity impact employee performance has

significant implications for organizations striving to optimize their workforce and improve productivity. These findings are particularly relevant for organizations with a sizable employee base. The study's outcomes offer practical insights for fostering collaboration and cohesion through inclusive leadership, mentorship programs, and training initiatives. These implications are applicable across industries, providing a blueprint for creating inclusive and high-performing environments. Implementing these insights can empower organizations to thrive in an increasingly global landscape.

Furthermore, the study's relevance extends to business owners, helping them discern employee trends and preferences while refining operational processes. It emphasizes the importance of inclusive leadership, mentorship programs, and training to cultivate harmonious relationships among employees of various ages and backgrounds, ultimately enhancing performance. These concepts are beneficial not only for established companies but also for startups, contributing to employee satisfaction and productivity. Additionally, the study aids researchers in selecting suitable subjects and methodologies, ensuring practical and meaningful outcomes. Its broad applicability spans diverse sectors, such as hospitality, healthcare, technology, finance, education, telecommunications, e-commerce, manufacturing, and beyond, emphasizing the universal value of fostering a welcoming and collaborative workplace culture. Ultimately, by embracing the study's insights, organizations can attract and retain top talent, foster innovation, and sustain long-term success in today's dynamic business landscape.

9. Limitations and direction for future research

The findings of this study are limited by several limitations that warrant acknowledgement. First, the research was exclusively conducted within the confines of Bhatbhateni, located in the Kathmandu Valley. Consequently, the generalizability of the results to other organizations or industries may be limited. Second, the study relied on a relatively small sample size and gathered data from a specific group of 146 participants. This limited data scope may affect the breadth and depth of the conclusions drawn. Additionally, the research predominantly utilized a quantitative methodology, which may have overlooked qualitative nuances and perspectives.

For future research endeavors, it is recommended to expand the scope beyond Bhatbhateni supermarket and encompass a more diverse range of organizations within the Kathmandu Valley or across Nepal. Increasing the sample size and incorporating broader participant demographics could enhance the study's robustness and applicability. Furthermore, adopting a mixed-methods approach that combines quantitative data with qualitative insights could provide a more comprehensive understanding of the interplay between workplace dynamics, diversity factors, and employee performance. Exploring additional variables such as organizational culture, leadership styles, or technological influences may also enrich the analysis and contribute to a more nuanced comprehension of organizational dynamics.

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