

Examining Age Diversity, Gender Diversity and Teaching Performance in Higher Education in the Kathmandu Valley

Amit Gharti

PhD Scholar, Faculty of Management

Dr. K. N. Modi University, Newai, Rajasthan, India

Email: amitgharti1987@gmail.com

Received: August 03, 2023; Revised & Accepted: September 19, 2023

©Copyright: Gharti (2023)



This work is licensed under a [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Abstract

Educational institutions worldwide strive for enhanced teaching quality and equitable practices, this brings understanding the potential influence of demographic factors on teaching effectiveness has become crucial. In this regard, the study focused on examining Age Diversity, Gender Diversity and Teaching Performance in Higher Education in the Kathmandu Valley. The study draws on comprehensive data collected from 421 faculty members utilizing a quantitative method. The study is confined solely to private management colleges and the primary tool utilized to gather data was a questionnaire. Frequency, Chi-square, and Pearson Correlation were used as a means to assess the objective. Findings show that private management colleges in the Kathmandu Valley have given greater importance to age with the intention of improving the performance of their teaching faculty. Gender differences were generally no-significant, except in fresher recruitment views. The research established a significant relationship between age diversity and teaching performance. This study employed cross-tabulation techniques combining age diversity and gender diversity as independent variables with teaching performance as the dependent variable. This particular approach is unique, as it has not been extensively investigated in prior studies within the Kathmandu Valley context, setting this study apart. Future research could extend this study to encompass educational, experiential, and ethnic diversity's impact on teaching performance.

Keywords: Colleges, Education, Employees, Management, Teachers, Private

1. Introduction

Teaching is a capacity of educator to give information productively (Reimers, 2020). A teacher who is competent, has knowledge and skill, and can use that knowledge and skill in the classroom to achieve a teacher's goal is an effective teacher. It is said that experience and age emphatically affects educating (Fajri, 2020). Teachers perform a range of roles and responsibilities in the classroom, at school, and across the community because they are actors. Their commitment fosters the development of the school community's skills, information, creativity, intelligence, devotion, and attitudes. In addition to performance, the demographic diversity of the instructors has an effect on the school community's level of commitment (Agrawal & Jain, 2020).

However, there is a shift in observations over time. Views among students are shifting. In not many of the new examinations understudies have picked educators with great information, relational abilities and understudy agreeable nature. In this concentrate the greater part of the understudies didn't feel orientation or mature as a hindrance in educating until the educator is dynamic and keen on educating and they felt, experience impacts educating. In any case, it is seen that the females favored females as they naturally suspected it was not difficult to collaborate with them. Females, according to many students, are kind, honest, and have a high-pitched voice that can be heard. (Shah & Udgaonkar, 2018).

The competence of educators is pivotal in improving the efficiency and success of teaching techniques, ultimately benefiting learners by boosting their learning abilities, enriching their knowledge, and refining their skills. Assessing teachers' performance is essential for gauging their proficiency, and this assessment is a complex process that goes beyond merely considering students' academic results. Employing diverse methods to evaluate teachers' performance empowers them to improve their abilities and tactically channel their efforts, thus enhancing their opportunities for career progression. It's worth emphasizing that evaluating teachers' performance should encompass multiple approaches that address various aspects of teaching rather than relying on a single method (Azeem & Omar, 2018).

Assessing teaching performance is a principal means to further develop showing quality and can assume a significant part in fortifying the administration of advanced education organizations. Teaching performance assessment is a successful instrument to keep up with the nature of instructing and, in this manner has been standing out from instructive establishment chiefs (Chen, Hsieh, & Do, 2015).

Judging teaching performance is likewise not a simple errand as it includes human dynamic which is loose, dubious and unsure. This paper evaluates teaching performance at one of Malaysia's public universities using the fuzzy evaluation method and fuzzy Jaccard ranking index. The exceptions information which are identified by utilizing the standard score idea were managed off and in this manner had limited the variety inside the information. Discoveries presume that educating is the critical figure assessing the instructing execution. Teaching performance evaluation has a bright future with the proposed method, which provides accurate results and a more rational and intelligent evaluation (Ramli, Mohamad, & Sulaiman, 2010).

In the context of Nepal, government-run colleges can be observed as being heavily funded by the UGC and other organizations to improve the education sector. However, when compared to the private educational sector, government colleges are perceived as less attractive in terms of performance and academic results. This study has piqued my curiosity about why academic performance and results tend to be better in private educational colleges and institutions. This curiosity has motivated me to investigate whether there is a relationship between age and gender diversity in teaching performance in private management colleges of the Kathmandu valley.

Research Objective

- a. To explore the Gender perception regarding Age Diversity on Teaching Performance
- b. To identify the relationship between Age Diversity and Teaching Performance.

Research Hypothesis

H₀₁: There is no significant relationship between Age Diversity and Teaching Performance.

Conceptual Framework

Figure 1 shows the relationship between the dependent and independent variables. The independent variables are Age diversity and Gender diversity, and the dependent variable is the Teaching Performance.

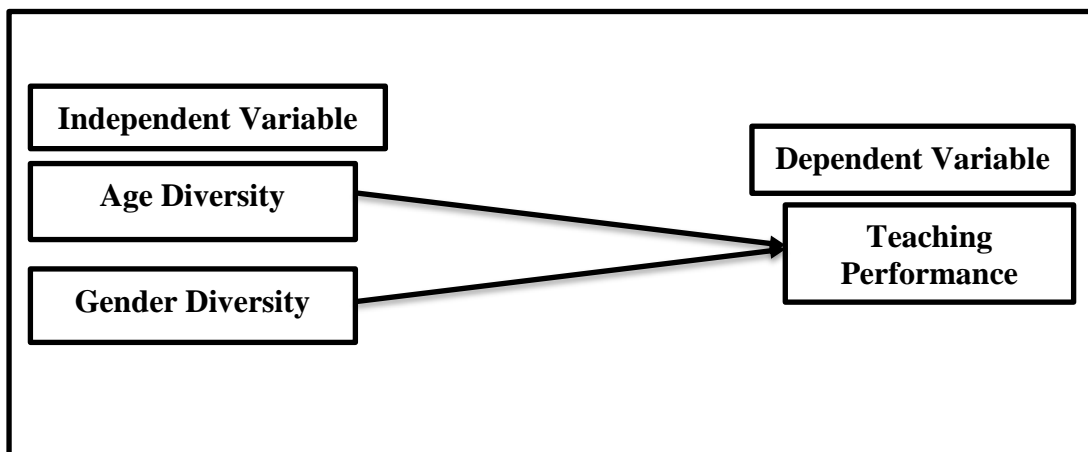


Figure 1: Framework

2. Literature Review

Diversity in management, and gender diversity in particular, is becoming a more important strategic concern. The information, views, and abilities that lead to creativity, invention, and the ability to make decisions inside businesses are said to be improved by workforce diversity. However, even though women are crucial to an organization's success, they are still underrepresented in positions of power (Calabrese, Bianco, & Anjomrouz, 2023).

Gender diversity was looked at as a mediator in the relationship between employee engagement and performance measures. Orientation variety to some degree intervened the impact of full of feeling commitment on relevant execution and assignment execution. In such manner, a decent blend among people, equivalent open doors for administrative positions, an

ideal blend of the sexes in work distribution, equivalent open doors in vocation improvement, and an orientation portion strategy inside the association can all give a climate to emotional commitment to apply a positive effect on representative execution (Amsi, Kiflemariam, & Ngui, 2022).

The rising global phenomenon of increased diversity in workplace age has garnered more research attention towards understanding the outcomes that age-diverse employee groups have on organizations. Additionally, we investigate how the functional variety within workplaces and the adoption of inclusive management practices related to age influence the impact of age diversity on the collective human and social resources within the organization. The findings reveal that higher age diversity is connected to improved organizational performance, primarily due to the augmentation of human and social resources. Furthermore, the presence of functional diversity and the implementation of age-inclusive management strategies intensify the favorable effects of age diversity on human and social resources. This study illuminates the mechanism through which workforces characterized by a range of ages can contribute value by enhancing knowledge-driven organizational assets, specifically human and social resources (Li, et al., 2021).

The study has shown that gender differences have a high tendency to predict employees' performance. Furthermore, gender diversity can bring great benefits to organizations that create an inclusive environment for all staff irrespective of their sex and put into practice policies against discrimination in the workplace. The fact that employees prefer to work with the opposite sex so long as they can perform their professional duties has been demonstrated by an important correlation of gender diversity and performance at work. The study found that firms with an objective of a stable workforce, increased production, productivity and profits are very much dependent on age diversity (Chrine, C., Mulenga, Siwale, & Kukano, 2020).

The study determined that employees with varied educational background encourage advanced levels of consistency, creativity because of their exclusive viewpoints. A wider range of knowledge, values, and preferences is provided by age diversity in the workplace. Including an assorted orientation inside the association prompts a more extensive ability pool, supports various perspectives and approaches that come from various valuable encounters and the association to challenge orientation generalizations. In order to boost creativity and innovation, the study suggested that the company hire educators from a variety of backgrounds. Because both older and younger employees have the potential to make significant contributions to the organization in their own distinct ways, it is of the utmost importance for the organization to come up with efficient solutions to the difficulties posed by age diversity. The association ought to urge group pioneers to choose assorted bunches for activities to guarantee the sexual orientations don't normally separate (Barang'a & Maende, 2019).

The study looked at the connection between organizational success in the banking sector and age diversity. Additionally, attention has been paid to how age diversity affects how well organizations solve issues and function as a whole. The study's findings showed a strong correlation between organizational effectiveness and the age diversity of the workforce. Additionally, a strong association between the age diversity of the workforce and the

organization's capacity for and attitude to problem-solving was discovered. The bank's personnel perform better and experience fewer organizational issues the more diverse their ages are (Shaheen, Hussain, Ali, Mateen, & Ali, 2017).

Regarding teachers' impressions of gender-based inequalities among their primary school colleagues, the following conclusions are suggested by a thorough evaluation of the data and an analysis and synthesis of findings: Overall, male primary school instructors are seen more poorly than their female counterparts. The majority of participants believe that male and female teachers vary, notably in terms of their capacity to serve as role models and the duties they are required to do in the elementary context (Wood, 2012).

Data from 4,538 federal tax workers working in 222 natural work unit groups was used to study the impact of age and gender mix on group performance and self-reported health issues. Age diversity showed a robust association with health-related issues, primarily within groups engaged in regular decision-making tasks. Interestingly, groups with a high percentage of female employees performed sub-optimally and reported a higher incidence of health problems compared to teams with a more balanced gender composition, emphasizing the importance of gender diversity in group performance. Additionally, when examining gender diversity, the effects of age diversity became evident, and vice versa. This suggests that the combined presence of age and gender diversity has a distinct impact on both productivity and well-being (Wegge, Roth, Neubach, & Schmidt, 2008).

Theoretical Framework

Intersectionality Theory: In 1989, Kimberlé Crenshaw introduced the concept of intersectionality to the field of legal studies by presenting her essay titled "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Policies" (Duran & Jones, 2020). Intersectionality fosters the idea that individuals are influenced by the interplay of various social factors, such as 'race,' ethnicity, Indigenous identity, gender, socioeconomic class, sexual orientation, geographical location, age, disability or ability, migration status, and religion. These interactions take place within a framework of interconnected systems and power structures, including laws, policies, governmental bodies, political and economic organizations, religious institutions, and media. This interplay gives rise to interlinked systems of advantage and disadvantage, which are influenced by colonialism, imperialism, racism, homophobia, ableism, and patriarchy (Hankivsky, 2014). Intersectionality theory can be valuable in exploring how individuals' experiences in higher education are shaped by the intersection of age and gender, and how this may impact teaching performance.

Research Gap

Previous studies have primarily examined age diversity or gender diversity separately but have not explored the combined impact of both factors on teaching performance, so research has addressed this gap by examining their interactions and joint effects. Thus, this study aims to bridge this research gap by specifically investigating age and gender diversity in the context of

higher education in the Kathmandu Valley, while also assessing its impact on teaching performance. By focusing on this region, this study also seek to provide localized insights that can inform educational policy and practice and contribute to the broader discourse on diversity and teaching effectiveness in higher education.

3. Materials & Methods

Cross-sectional research serves as the sole foundation for the study. This study used a descriptive research technique to examine the correlation between age diversity, gender diversity, and teaching performance (Parajuli, Mahat, & Lingden, 2022). To collect the data, this study employs a pen-and-paper self-report survey (Neupane, 2014). In this study descriptive research technique is used as descriptive research aims at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method (Manjunatha.N, 2019). Primary sources were employed as the information's source, and quantitative analysis was used to get the data. Cronbach's alpha was used to evaluate the validity of the questionnaire. From Cronbach's alpha, the value of age diversity is 0.71, gender diversity is 0.75 and teaching performance is 0.88. All the respondents were chosen solely from private management colleges in the Kathmandu valley using simple random selection (Mahat & Aithal, 2022). The collected data was analyzed by using Statistical Package for the Social Sciences, or SPSS 20 (Mahat & Agrawal, 2019). The Likert five-point scale was used to design a questionnaire to allow the respondents to express their level of agreement to listed questions. In conducting this study, a comprehensive framework of ethical considerations was meticulously observed. Informed consent was obtained from all participants. Participants were assured of their voluntary participation and the confidentiality of their responses.

Sample Size and Sample Distribution

Sample Size formulation for unknown population:

$$n = \frac{z^2 \times \hat{p}(1-\hat{p})}{\epsilon^2}$$
$$n = \frac{1.96^2 \times 0.5(1-0.5)}{0.05^2} = 384.16$$

To account for non-responses, 36 additional participants were included, resulting in a final sample size of 421 respondents.

4. Results & Discussion

In this study, Cross-tabulation serves as a valuable tool to investigate how age diversity and gender diversity in higher education relate to teaching performance. By using cross-tabulation, this study can shed light on how different age groups and genders experience and perceive teaching quality differently. This information is critical for understanding the dynamics of

diversity within educational settings. Their understanding concerning the testing of hypotheses relies on several basic principles in statistical analysis that stem from probability theory. When we examine strictly independent events with two separate characteristics, and we organize them in a contingency table, we can apply probability principles to predict the values within the table's cells based on the marginal totals (both rows and columns). This prediction assumes that the variables are statistically unrelated (White, 2004).

The primary objective of this study was to examine the Age Diversity, Gender Diversity and Teaching Performance in Higher Education of Kathmandu Valley. In this study, the findings of a reliability analysis of the data gathering tools are presented and discussed.

4.1 Age Diversity on Teaching Performance from Gender Perception

Table 1 Proper mix of employees from all Age

Count		Crosstab					Total
		<u>Proper mix of employees from all the age groups in the organization.</u>					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender	Male	18	21	33	140	86	298
	Female	10	9	18	52	33	122
	Other	0	0	0	1	0	1
Total		28	30	51	193	119	421
		Chi-Square Tests					
			Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square			3.229 ^a	8	.919		

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .07.

Source: Field Survey, 2023

Respondents were asked whether “There is a proper mix of employees from all the age groups in the organization”. As presented in Table 1, the majority of participants, specifically 193 respondents, expressed their agreement with this statement. Among these, 119 respondents showed strong agreement, while 51 remained neutral, neither agreeing nor disagreeing. Conversely, 30 participants held a contrary viewpoint, indicating disagreement, and an additional 28 respondents strongly disagreed. Collectively, a total of 312 respondents confirmed the presence of a proper balance of employees from diverse age groups within the private management colleges in the Kathmandu Valley.

From the table 1, it can be concluded that the statistical Pearson Chi-Square analysis test reveals that $p=0.919$, value is higher than 0.05 which shows that there is no significant association between female and male respondents regarding proper blend of employees from all the age groups in private management colleges in the Kathmandu Valley.

Table 2 Organization recruits fresher's every year

Count		Crosstab					Total
		<u>The Organization recruits fresher's every year</u>					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender	Male	26	41	45	93	93	298
	Female	7	8	31	48	28	122
	Other	0	0	0	1	0	1
Total		33	49	76	142	121	421
Chi-Square Tests							
		Value		df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		15.660 ^a		8	.048		
a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .08.							

Source: Field Survey, 2023

Respondents were queried about the regularity of fresh graduate recruitment by the organization. As illustrated in Table 2, the majority of respondents, specifically 142 participants, indicated their consensus with this statement. Out of these, 121 respondents displayed strong agreement, while 76 individuals maintained a neutral stance, neither affirming nor negating. Conversely, 49 participants disagreed, expressing disagreement, with an additional 33 respondents strongly expressing their disagreement. Taken together, a cumulative total of 263 respondents affirmed the annual recruitment of fresh graduates by the organization within the private management colleges located in the Kathmandu Valley.

From the aforementioned Table 2, it can be realized that the statistical analysis using the Pearson Chi-Square test discloses a calculated p-value of 0.048. This value, being lower than the threshold of 0.05, signifies that there is significant association between the perspectives of male and female respondents concerning the organization's yearly recruitment of fresh graduates within the private management colleges in the Kathmandu Valley.

Table 3 Allows the employees to work post retirement Age

Count		Crosstab					Total
		<u>Organization allows the employees to work post retirement Age</u>					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender	Male	48	57	82	82	29	298
	Female	17	24	41	34	6	122

	Other	0	0	1	0	0	1
Total		65	81	124	116	35	421

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.185 ^a	8	.626

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .08.

Source: Field Survey, 2023

Respondents were inquired about the organization's policy on allowing employees to work beyond the retirement age. Illustrated in Table 3, the largest contingent of respondents, totaling 116 individuals, agreed with this statement. Within this group, 35 participants exhibited strong agreement. Notably, a majority of respondents, amounting to 124, opted for a neutral stance, neither endorsing nor rejecting the statement. Conversely, 81 respondents expressed disagreement, with an additional 65 respondents strongly voicing their disagreement. In summary, the data indicates prevailing neutrality among the majority of respondents, indicating mixed perspectives regarding the organization's stance on post-retirement employment.

From the above table, it can be concluded that the statistical Pearson Chi-Square analyse test reveals that $p=0.626$, value is higher than 0.05 which shows that there is no significant association between female and male respondents regarding organization allows the employees to work post retirement Age within the private management colleges in the Kathmandu Valley.

Table 4 Employees from all age involved in decision making & problem solving processes

Count		Crosstab					Total
		<u>Employees from all age groups are involved in decision making & problem solving processes</u>					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender	Male	46	60	60	102	30	298
	Female	11	29	37	33	12	122
	Other	0	0	0	1	0	1
Total		57	89	97	136	42	421

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.567 ^a	8	.227

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .10.

Source: Field Survey, 2023

Respondents were asked whether “Employees from all age groups are involved in decision making & problem solving processes”. As presented in Table 4, the majority of participants, specifically 136 respondents, expressed their agreement with this statement. Among these, 42 respondents showed strong agreement, while 97 remained neutral, neither agreeing nor disagreeing. Conversely, 89 participants held a contrary viewpoint, indicating disagreement, and an additional 57 respondents strongly disagreed. Collectively, a total of 178 respondents confirmed the employees of all age ranges actively participate in decision-making and troubleshooting procedures.

From the table 4, it can be concluded that the statistical Pearson Chi-Square analysis test reveals that $p=0.227$, value is greater than 0.05 which shows that there is no significant association between female and male respondents regarding employees of all age ranges actively participate in decision-making and troubleshooting procedures within the private management colleges in the Kathmandu Valley.

Table 5 Employees with different age groups bond well

Count		Crosstab					Total
		Employees with different age groups bond well					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender	Male	12	34	51	149	52	298
	Female	8	10	24	55	25	122
	Other	0	0	0	1	0	1
Total		20	44	75	205	77	421
Chi-Square Tests							
		Value		df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		4.264 ^a		8	.833		
a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .05.							

Source: Field Survey, 2023

Respondents were asked if they think employees of different ages get along well. According to Table 5, most of the people surveyed, specifically 205 participants said they agree with this idea. Out of these, 77 strongly agreed, while 75 didn't lean towards agreement or disagreement. On the other hand, 44 participants disagreed, and an additional 20 strongly disagreed. Altogether, 285 respondents confirmed that employees from various age groups have good relationships.

From the table 5, it can be concluded that the statistical Pearson Chi-Square analysis test reveals that $p=0.833$ value is greater than 0.05 which shows that there is no significant association between female and male respondents regarding employees with different age groups bond well within the private management colleges in the Kathmandu Valley.

Table 6 Easy to adjust to different aged employees at work

Count		Crosstab					Total
		<u>It is easy for me to adjust to different aged employees</u>					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender	Male	7	23	29	123	116	298
	Female	5	8	18	50	41	122
	Other	0	0	0	0	1	1
Total		12	31	47	173	158	421

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.367 ^a	8	.718

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is .03.

Source: Field Survey, 2023

Respondents were asked if they find it simple to get along with coworkers of varying ages. Looking at Table 6, most of the participants, about 173 of them, said they think it's easy. Out of these, 158 participants were very sure about this, while 47 didn't lean towards agreement or disagreement. On the flip side, 31 participants disagreed, and an additional 12 strongly disagreed. In total, 331 respondents agreed that they can easily adjust to working with colleagues of different ages.

Based on the information in Table 6, it can be concluded that the statistical Pearson Chi-Square analysis test reveals that $p=0.718$, value is greater than 0.05 which shows that there is no significant association between female and male respondents regarding their ease of adapting to coworkers of various ages within the private management colleges in the Kathmandu Valley.

Table 7 Working with age diversity help to increase performance

Count		Crosstab					Total
		<u>Working with different age groups help me increase my performance</u>					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender	Male	8	11	28	112	139	298
	Female	6	4	6	56	50	122
	Other	0	0	0	0	1	1
Total		14	15	34	168	190	421

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.823 ^a	8	.556

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .03.

Source: Field Survey, 2023

Respondents were questioned about whether collaborating with people of different age a group contributes to improved performance. As indicated in Table 7, most of the participants, particularly 168 of them, agreed with this idea. Out of these, 190 participants strongly agreed, while 34 didn't lean towards agreement or disagreement. On the other hand, 15 participants disagreed, and an additional 14 strongly disagreed. Altogether, 358 respondents confirmed that working with diverse age groups indeed enhances performance.

Based on the information in Table 7, it can be concluded that the statistical Pearson Chi-Square analysis test reveals that $p=0.556$, value is greater than 0.05 which shows that there is no significant association between female and male respondents regarding working with different age groups helps increase performance within the private management colleges in the Kathmandu Valley.

4.2 Relationship between Age Diversity and Teaching Performance

Odhambo, Gachoka & Rambo (2018) uncovered that age diversity exerts a beneficial influence on employee performance, and a majority of employees within public universities express a positive attitude toward age diversity initiatives. The study further proposes that organizational leadership should persist in their dedication to age diversity policies and practices to maximize the benefits of a diverse workforce. Additionally, it recommends the implementation of motivation programs aimed at recognizing the valuable contributions made by younger employees to team accomplishments. In the context of Nepal, researchers encouraged to identify the association between age and teaching performance. The table presented below displays the results.

Table 8 Relationship between Age Diversity and Teaching Performance

		Correlations	
		Age	Performance
Age	Pearson Correlation		.567**
	Sig. (2-tailed)	1	.000
	N	421	421
Performance	Pearson Correlation	.567**	1
	Sig. (2-tailed)	.000	
	N	421	421

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

Source: Field Survey, 2023

From the above table 8, the correlation coefficient is 0.567 which is interpreted as a large coefficient. The P-value is less than 0.001 ($p=0.000$) indicating a highly significant result. So, the hypothesis asserting no significant relationship between Age Diversity and Teaching Performance has been rejected. The result shows that age diversity and teaching performance have a significant positive correlation. This indicates that as age increases, performance tends to improve.

5. Conclusion and Recommendation

The aim of the study was to measure the Gender perception regarding Age Diversity on Teaching Performance and to identify the relationship between Age Diversity and Teaching Performance. From the analysis presented above, the results shows that majority of the respondents agree with the statements i.e. the organization has a balanced representation of employees across various age demographics. They hire new graduates annually, engage individuals of all age ranges in decision-making and addressing challenges. Employees from different age groups form strong connections, and respondents find it effortless to adapt to colleagues of varying ages. Collaborating with colleagues of diverse age groups enhances employee performance. However, in the statement 'Organization allows employees to work post-retirement age,' the responses appeared mixed. Results also show that out of seven variables, six variables indicate that there is no significant association between male and female perceptions." But in one variable it was found that there is significant association between male and female perception regarding the organization recruits fresher's every year. The hypothesis result shows that there is significant relationship between age diversity and employee performance. Conclusively, based on the study's findings, it is observed that private colleges in the Kathmandu Valley have rendered higher priority to age diversity through the lens of gender perception, aiming to enhance the teaching faculty's performance. Furthermore, future researchers could explore the effects of educational diversity, experiential diversity, and ethnic diversity on teaching performance."

In conclusion, while this study has made valuable contributions to our understanding, it is also important to acknowledge certain limitations. The findings are from a single geographic region i.e. Kathmandu Valley which may not be easily generalizable to other regions or countries with different cultural, educational, or socio-economic contexts. Also, in this study, only educators from privately operated management colleges were included, and there were no participants from government colleges.

6. References

- Agrawal, S., & Jain, B. (2020). Influence of Demographic Variables on Organizational Commitment of School Teachers: Evidence from the Kathmandu Valley, Nepal. *Quest Journal of Management and Social Sciences*, 2(2), 262-274. doi:<http://dx.doi.org/10.3126/qjmss.v2i2.33298>
- Amsi, F., Kiflemariam, A., & Ngui, T. (2022, 9). Affective Engagement, Gender Diversity and Employee Performance in the Tanzanian Textile Industry. *Open Journal of Business and Management*, 10(5), 2829-2850. doi:<https://doi.org/10.4236/ojbm.2022.105140>
- Azeem, N., & Omar, M. K. (2018). Exploring Teacher Performance: A Review of Concepts and Approaches. *Graduate Research in Education Seminar (GREduc) Revolutionising Research Practices in Education and Human Resource Development*, 108-118. Retrieved from <https://www.researchgate.net/publication/329880401>
- Barang'a, H. K., & Maende, C. (2019). Workforce Diversity on Employee Performance in the Office of the Attorney General and Department of Justice, Kenya. *International Journal of Current Aspects*, 3(5), 252-266. doi:<https://doi.org/10.35942/ijcab.v3iV.73>
- Calabrese, G., Bianco, R., & Anjomrouz, E. (2023). Gender diversity in the workplaces: Regulatory framework, public policies, and a possible future scenario. *Corporate Governance and Organizational Behavior Review*, 7(3), 27-41. doi:10.22495/cgobrv7i3p3
- Chen, J.-F., Hsieh, H.-N., & Do, Q. H. (2015). Evaluating teaching performance based on fuzzy AHP and comprehensive evaluation approach. *Applied Soft Computing*, 28, 100-108. doi:<https://doi.org/10.1016/j.asoc.2014.11.050>
- Chrine, C. H., Mulenga, M., Siwale, *, & Kukano, C. (2020). Impact of Age and Gender Diversity on Employee Performance in an Organisation - A Case Study of Zambia Compulsory Standards Agency (ZCSA). *International Journal of Scientific and Research Publications (IJSRP)*, 10, 447-457. doi: 10.29322/IJSRP.10.06.2020.p10253
- Duran, A., & Jones, S. R. (2020). *Intersectionality* (Vol. 2). Brill Print Publication . doi:https://doi.org/10.1163/9789004444836_041
- Fajri, C. (2020). Teacher's emphatic communication to improve learning motivation of special needs students. *International Journal of Communication and Society*, 2(1), 41-46.
- Hankivsky, O. (2014). *Intersectionality 101*. The Institute for Intersectionality Research & Policy, SFU.

- Li, Y., Gong, Y., Burmeister, A., Wang, M., Alterman, V., Alonso, A., & Robinson, S. (2021). Leveraging Age Diversity for Organizational Performance: An Intellectual Capital Perspective. *Journal of Applied Psychology*, 106(1), 71–91. doi:<https://psycnet.apa.org/doi/10.1037/apl0000497>
- Mahat, D., & Agrawal, C. (2019). Gender Perspective on career development and opportunity in health service organization of Nepal. *World Wide Journal of Multidisciplinary Research and Development*, 5(1), 75-79.
- Mahat, D., & Aithal, P. S. (2022). Socio-culture and Women Career Development: References to Government Agencies of Nepal. *International Journal of Management, Technology, and Social Sciences*, 7(2), 242-249.
- Manjunatha.N. (2019). Descriptive Research. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 6(6), 863-867.
- Neupane, D. (2014). Gender Role in School Bullying. *Journal of Chitwan Medical College*, 4(7), 37-41. Retrieved from www.jcmc.cmc.edu.np
- Odhiambo, M. W., Gachoka, H. G., & Rambo, C. M. (2018, 11 25). Relationship between Age Diversity and Employee Performance of Public Universities in Western Kenya. *International Journal of Academic Research in Business and Social Sciences*, 8(11), 223-248. doi:10.6007/IJARBS/v8-i11/4897
- Parajuli, S. K., Mahat, D., & Lingden, B. (2022). Organization Learning, Dissemination of Knowledge and; Organizational Performance in Nepalese Banking Sectors. *Nepal Journal of Multidisciplinary Research*, 5(5), 75-85.
- Ramli, N., Mohamad, D., & Sulaiman, N. H. (2010). Evaluation of Teaching Performance with Outliers Data using Fuzzy Approach. *Procedia - Social and Behavioral Sciences*, 8, 190-197. doi:<https://doi.org/10.1016/j.sbspro.2010.12.026>
- Ramli, N., Mohamad, D., & Sulaiman, N. H. (2010). Evaluation of Teaching Performance with Outliers Data using Fuzzy Approach. *International Conference on Mathematics Education Research 2010 (ICMER 2010)*. Procedia Social and Behavioral Sciences.
- Reimers, F. M. (2020). Building Teacher Capacity to Educate the Whole Child. Lessons from Comparative Experience. In *Empowering Teachers to Build a Better World* (pp. 1-28). MA: Springer.
- Shah, S. R., & Udgaonkar, U. S. (2018). Influence of Gender and Age of Teachers on Teaching: Students Perspective. *International Journal of Current Microbiology and Applied Sciences*, 7(1), 2436-2441. doi:10.20546/ijcmas.2018.701.293

Nepal Journal of Multidisciplinary Research (NJMR)

Vol. 6, No. 3, September 2023. Pages: 129-144

ISSN: 2645-8470 (Print), ISSN: 2705-4691 (Online)

DOI: <https://doi.org/10.3126/njmr.v6i3.59700>

- Shaheen, N., Hussain, S., Ali, M., Mateen, A., & Ali, A. (2017). Impact of Age Diversity on Organizational Performance: A Case of Banking Sector in District Swat. *Journal of Managerial Sciences*, 11(4), 249-259.
- Wegge, J., Roth, C., Neubach, B., & Schmidt, K.-H. (2008). Age and Gender Diversity as Determinants of Performance and Health in a Public Organization: The Role of Task Complexity and Group Size. *Journal of Applied Psychology*, 93(6), 1301-1013. doi:10.1037/a0012680
- White, D. R. (2004). A Student's Guide to Statistics for Analysis of Cross Tabulations. *World Cultures*, 14(2), 179-193.
- Wood, T. D. (2012). Teacher Perceptions of Gender-Based Differences among Elementary School Teachers. *International Electronic Journal of Elementary Education*, 4(2), 317-345.