VOL. 11 NO. 2,
FEBRUARY, 2026
E-ISSN 3027-1533
P-ISSN 3026-8648

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of African Innovation & Advanced Studies (JAIAS)

Mediating Role of Organisational Support on Work Diversity and Employee Commitment in Higher Educational Institutions in Adamawa State Nigeria

Ahmadu Ibrahim; Maikudi Mohammed; & Abubakar Barkindo

Department of Business and Management, Federal Polytechnic Mubi, Adamawa State, Nigeria

TETFund Supported Publication

DOI: https://doi.org/10.70382/ajaias.v11i2.085

Abstract

Workforce diversity has become an increasingly salient feature of higher educational institutions, yet empirical evidence on how diversity translates into positive employee outcomes remains inconclusive, particularly in developing country contexts. This study investigates the mediating role of organisational support in the relationship between workforce diversity and employee commitment in higher educational institutions in Adamawa State, Nigeria, drawing on Organisational Support Theory as its theoretical foundation. Using a quantitative, cross-sectional research design, data were collected from 405 academic and non-academic staff across selected tertiary institutions through a structured questionnaire. The data were analysed using multiple regression analysis and Hayes' PROCESS Macro (Model 4) to test direct and indirect relationships among the study variables. The results indicate that workforce diversity has a significant positive effect on employee commitment and a strong positive influence on perceived organisational support. Organisational support also exerts a significant positive effect on employee commitment. Mediation analysis further reveals that organisational support partially mediates the relationship between workforce diversity and employee commitment, indicating that diversity enhances commitment both directly and indirectly through employees' perceptions of organisational care, fairness, and inclusion. These findings extend Organisational Support Theory by demonstrating how organisational support functions as a critical explanatory mechanism connecting diversity to employee attitudes in higher education settings. The study contributes context-specific evidence from Nigerian tertiary institutions and highlights the importance of supportive organisational practices in harnessing the benefits of workforce diversity. In conclusion, the study shows that workforce diversity is more likely

to foster employee commitment when embedded within supportive organisational environments, highlighting organisational support as a strategic impetus for enhancing commitment in diverse educational institutions.

Keywords: Workforce diversity; Perceived organisational support; Employee commitment; Higher educational institutions; Organisational Support Theory.

Introduction

Higher educational institutions increasingly function as socially complex organisations rather than insulated centres of teaching and research. Across universities and colleges, employees differ widely in professional roles, disciplinary orientations, employment status, age, ethnicity, gender, and cultural background. This expanding work diversity is no longer incidental; it is shaped by massification of higher education, labour market pressures, and public-sector reforms that have altered how institutions recruit and retain staff. In principle, such diversity should strengthen institutional capacity by enriching perspectives, encouraging collaboration, and enhancing problem-solving. Yet in practice, diversity within higher education frequently produces uneven outcomes, raising concerns about its implications for employee commitment and institutional sustainability.

Ideally, higher educational institutions would provide work environments where diversity is accompanied by strong organisational support manifested through fair policies, transparent decision-making, recognition of effort, and genuine concern for employee well-being. When employees perceive their institution as supportive, differences in background or role are less likely to translate into alienation and more likely to foster belonging and attachment. This expectation is consistent with social exchange principles, which suggest that employees reciprocate favourable organisational treatment with loyalty and commitment (Blau, 1964), and with Organisational Support Theory, which emphasises the role of perceived organisational care and valuation (Eisenberger et al., 1986). However, this ideal remains difficult to realise in many public higher educational institutions, particularly in developing contexts.

In Nigerian higher education, and especially within institutions in Adamawa State, structural constraints such as limited funding, bureaucratic governance, and uneven management practices shape employees' everyday experiences. Academic and administrative staff often navigate diversity without consistent institutional support, leading to perceptions of exclusion, unequal treatment, or neglect. Under such conditions, diversity may cease to function as an institutional asset and instead become a source of strain, weakening employees' emotional attachment and long-term commitment. These dynamics are especially consequential in public higher educational institutions, where employee commitment is central to teaching quality, administrative effectiveness, and the broader social mission of education.

Existing research reflects this tension. Studies on work diversity report mixed findings, with some suggesting positive effects on commitment through inclusion and learning, while others highlight conflict, subgroup formation, and withdrawal when diversity is poorly managed (Guillaume et al., 2017; Jonsen et al., 2021). At the same time, a substantial body of scholarship consistently links perceived organisational support to higher levels of employee commitment, trust, and discretionary effort across sectors

(Kurtessis et al., 2017; Caesens et al., 2019). Employees who feel supported are more willing to invest themselves in their organisation, even in challenging work environments.

Despite these advances, two important limitations persist in the literature. First, diversity and organisational support are often examined as independent predictors of commitment, rather than as interrelated processes. This has resulted in an overreliance on direct-effect models that do not sufficiently explain why diversity strengthens commitment in some institutional contexts but undermines it in others. Second, empirical evidence from higher educational institutions in sub-Saharan Africa remains limited, with Nigerian studies frequently focusing on isolated institutions, narrow diversity indicators, or private-sector organisations. Where employee commitment is examined, it is often detached from the institutional signals that shape how diversity is interpreted and experienced.

These gaps have tangible consequences. Weak employee commitment in higher educational institutions manifests not only in turnover intentions and reduced engagement but also in declining teaching quality, administrative inefficiencies, and resistance to institutional reform. Indirectly, such outcomes affect student learning experiences, institutional credibility, and the capacity of higher education to contribute to regional development. In a context such as Adamawa State, where higher educational institutions play a critical role in human capital formation and social cohesion—persistent commitment deficits pose both organisational and societal risks. This study responds to these unresolved issues by examining the mediating role of organizational support in the relationship between work diversity and employee commitment in higher educational institutions in Adamawa State, Nigeria. Grounded in Organisational Support Theor (Eisenberger et al., 1986) and informed by social exchange perspectives (Blau, 1964), the study advances the argument that diversity does not inherently shape commitment. Rather, its effects depend on whether employees perceive their institution as supportive, fair, and responsive. When organisational support is strong, diversity is more likely to foster belonging and attachment; when it is weak, diversity may intensify disengagement. By empirically testing this mediation model using a quantitative approach, the study integrates previously fragmented strands of research and provides context-sensitive evidence from a public-sector educational setting that remains underrepresented in the literature.

The primary objective of this study is to examine the mediating role of organisational support in the relationship between work diversity and employee commitment in higher educational institutions in Adamawa State, Nigeria. Specifically, by addressing these objectives, the study clarifies the mechanisms through which diversity influences commitment within higher educational institutions and identifies organisational conditions that can transform diversity into a source of institutional strength. From an academic perspective, the study contributes to higher education and organisational research by offering a mechanism-based explanation for inconsistent diversity outcomes, particularly in public-sector and non-Western contexts. Practically, the findings provide evidence-based insights for university leaders and policymakers on how supportive institutional practices can enhance employee commitment and stabilise diverse workforces.

The remainder of the paper is organised as follows. The next section reviews relevant literature and develops the study's hypotheses within a quantitative research framework. This is followed by the methodology section, which outlines the research design, sampling procedures, measurement instruments, and analytical techniques. The results are then presented and discussed in relation to existing theory and empirical evidence, before the paper concludes with implications, limitations, and directions for future research.

Literature Review and Conceptual Framework

This section deals with the review of relevant and related literatures on the key research themes.

Work Diversity

Work diversity shapes employee attitudes in higher educational institutions because heterogeneity in workforce composition directly influences how individuals experience inclusion, fairness, and organisational attachment. Contemporary scholarship agrees that work diversity extends beyond demographic differences to include professional roles, employment categories, and cognitive orientations that coexist within organisations, particularly universities where academic and administrative staff interact closely (Guillaume et al., 2017; Wang, 2022). Empirical studies demonstrate that such diversity can enhance creativity, problem-solving capacity, and institutional adaptability when employees are able to draw on varied perspectives and expertise (Kim et al., 2020; Chen et al., 2021). From this perspective, diversity functions as a strategic organizational resource rather than a symbolic attribute, with implications for employee commitment, which reflects individuals' psychological attachment and willingness to remain engaged with institutional goals (Shore et al., 2020; Mor Barak, 2021). However, the literature also cautions against overly optimistic assumptions, noting that surface-level and deep-level diversity exert different effects depending on how differences are interpreted and managed in daily interactions (Hecht & Allen, 2009). Taken together, these studies suggest that work diversity matters not because difference exists per se, but because it shapes employees' perceptions of belonging and value, thereby setting the conditions under which commitment can either strengthen or erode, a concern that becomes more pronounced when organisational support mechanisms are uneven or implicit.

The impact of work diversity on employee outcomes is therefore conditional, operating through organisational practices that either transform diversity into inclusion or allow it to generate tension and disengagement. Research consistently shows that diversity alone does not guarantee positive outcomes and may, in poorly managed contexts, intensify interpersonal conflict, communication breakdowns, and feelings of marginalisation, particularly where organisational justice and equitable treatment are weak (Guillaume et al., 2017; Liu et al., 2023). More recent studies highlight that inclusive leadership, transparent communication, and authentic diversity initiatives play a decisive role in shaping whether employees interpret diversity as a signal of opportunity or exclusion (Randel et al., 2020; Lee et al., 2025). In higher educational institutions, where professional hierarchies and identity boundaries are often deeply entrenched, diversity has been shown to enhance institutional resilience and innovation only when it is actively supported by policies and leadership behaviours that recognise difference as an asset (Rodriguez et al., 2021; Weaver et al., 2025). Conversely, evidence of persistent underrepresentation and unequal access to institutional resources indicates that formal diversity policies alone are insufficient to secure positive employee attitudes (Smith & Turner, 2024). This body of work converges on the view that diversity operates as a relational and context-dependent process, pointing to the need to examine intervening mechanisms such as organisational support that explain how diversity is translated into employee commitment, thereby providing a logical bridge to studies that focus on mediating dynamics rather than direct effects alone.

Employee Commitment

Employee commitment represents a multidimensional psychological bond that explains why individuals remain emotionally and behaviourally invested in their organisations. The dominant framework conceptualises commitment as affective, normative, and continuance, with affective

commitment receiving sustained empirical support due to its strong links to reduced turnover intentions and discretionary performance (Meyer et al., 1993; Meyer et al., 2022). More recent scholarship extends this view by emphasising that commitment is not limited to intentions to stay but reflects employees' active alignment with organisational goals and their willingness to exert effort in support of institutional success (Saraih, 2020; Alzahrani, & Alshehri, 2025). This evolution in conceptualisation is methodologically grounded in longitudinal and mixed-method studies that capture commitment as a dynamic state rather than a static attitude. Collectively, these studies suggest that commitment operates as a central attitudinal mechanism through which organisational conditions influence long-term stability and performance, thereby positioning it as a critical outcome variable in studies examining workplace diversity and support structures.

Employee commitment is further shaped by contextual and relational factors that mediate how organisational practices are interpreted and internalised by employees. Empirical evidence indicates that perceptions of fairness, recognition, and developmental opportunities significantly strengthen affective commitment by reinforcing employees' sense of value and belonging within the organisation (Au & Ahmed, 2024; Rodriguez, Blaney, & Sansone, 2025). Conversely, inequitable treatment and opaque decision-making processes have been shown to erode commitment, even in environments with competitive compensation, highlighting the primacy of relational over transactional factors. In higher educational institutions, commitment is additionally influenced by academic-specific conditions such as collegiality, shared governance, and professional autonomy, which shape how faculty and non-academic staff connect with institutional missions (Cahyono, 2025). However, the limited empirical attention to sub-Saharan African higher education contexts suggests that prevailing models may not fully capture how socio-cultural and institutional constraints condition commitment formation, underscoring the need for context- sensitive analyses that link organisational support mechanisms to commitment outcomes in diverse settings.

Organisational Support

Perceived organisational support (POS) is a central mechanism through which employees interpret their value and care within the organisation, directly influencing their commitment and work behaviors. POS, rooted in social exchange theory, reflects employees' beliefs regarding how much their contributions are recognized and their wellbeing prioritized (Eisenberger et al., 1986; Stinglhamber & Caesens, 2020). When employees perceive genuine support, they are more likely to reciprocate with higher engagement, discretionary effort, and organisational commitment (Rhoades & Eisenberger, 2002). Empirical studies across sectors confirm that POS positively affects job satisfaction, psychological wellbeing, and performance outcomes, highlighting its importance in diverse workforce contexts where inclusivity and fairness signal organizational credibility (Kurtessis et al., 2017; Alshaabani et al., 2020; Wheeler, 2021). For instance, Kurtessis et al. (2017) conducted a meta-analysis spanning 190 independent studies and demonstrated a robust correlation between POS and positive work outcomes, with effect sizes strengthened when organisations actively support employee needs. Similarly, Alshaabani et al. (2020) found in multinational settings that POS mediates the relationship between HR practices and employee commitment, suggesting that support perceptions function as critical psychological conduits translating institutional actions into attitudinal outcomes. Collectively, these findings underscore that POS is not merely an abstract concept but a tangible mechanism shaping how employees interpret diversity and fairness in workplace interactions, establishing its foundational relevance for studies examining the mediating role of organisational support between work diversity and employee commitment.

Organisational support operates within broader workplace climates and is highly contingent on managerial practices, HR policies, and institutional context, particularly in higher education. Research indicates that supervisor support, equitable policies, and inclusive organizational practices significantly amplify POS, strengthening employees' affective attachment and motivation (Stinglhamber & Caesens, 2020; Randel et al., 2020). For example, Randel et al. (2020) demonstrated that diversity-inclusive practices enhance POS perceptions, fostering stronger employee engagement and organisational citizenship behaviours. Similarly, empirical evidence from higher education settings shows that faculty and administrative staff report greater commitment and motivation when mentorship, recognition, and transparent policy implementation are present (Liu et al., 2023; Weaver et al., 2025). However, much of this literature is concentrated in Western institutional contexts, with limited research in developing countries, highlighting the need for context-specific studies that consider cultural norms, institutional hierarchies, and resource constraints in shaping perceptions of support (WSEAS Transactions on Business and Economics, 2023). This body of evidence collectively demonstrates that POS functions as both an interpretive lens and a mediating mechanism through which work diversity can translate into higher employee commitment, emphasizing that organisational support is a crucial leverage point for improving institutional outcomes in higher education.

Theoretical Framework

Organisational Support Theory (OST) provides a robust theoretical lens for understanding how perceived organisational support mediates the relationship between work diversity and employee motivation in tertiary educational institutions. OST posits that employees form global beliefs regarding the extent to which their organisation values their contributions and cares about their well-being, and these beliefs shape motivational, attitudinal, and behavioural responses at work (Eisenberger et al., 1986; Kurtessis et al., 2017). In complex and diverse work environments, such as tertiary institutions where academic and administrative staff differ in professional roles, socio- cultural backgrounds, and employment conditions, OST explains why identical diversity experiences can result in divergent motivational outcomes. Evidence suggests that when organisations implement fair policies, inclusive practices, recognition programs, and career support, employees perceive organisational care and are motivated to reciprocate through enhanced engagement, effort, and commitment, consistent with social exchange principles (Rhoades & Eisenberger, 2002; Alshaabani et al., 2020; Iqbal et al., 2023). Empirical studies further indicate that supportive climates buffer potential negative effects of diversity, such as perceived inequity or conflict, transforming heterogeneity into a driver of positive organizational attitudes (Randel et al., 2020; Liu et al., 2023). The application of OST in this study is particularly justified as it conceptualises organisational support not merely as a contextual backdrop but as an active intervening mechanism through which work diversity influences employee motivation. By situating OST within Nigerian tertiary institutions, the study extends the theory's relevance to a public-sector educational context that has been underexplored in existing literature and provides a theoretically grounded rationale for how institutions can leverage workforce diversity to enhance motivational outcomes.

Conceptual Framework and Hypothesis Development

The conceptual framework of this study positions organisational support as a critical mediator in the relationship between work diversity and employee motivation, offering a nuanced explanation of how diversity translates into motivational outcomes in tertiary educational institutions. Work diversity,

encompassing differences in demographic characteristics, professional roles, and socio- cultural backgrounds, represents the independent variable, while employee motivation captures the degree to which staff are willing to invest effort and remain psychologically engaged in their tasks (Shore et al., 2020; Mor Barak, 2021). Evidence indicates that the effects of diversity on motivation are not automatic; rather, they are contingent on employees' perceptions of organisational support, which signal fairness, recognition, and concern for well-being (Rhoades & Eisenberger, 2002; Alshaabani et al., 2020). Drawing on Organisational Support Theory and social exchange principles, research demonstrates that when employees perceive high levels of support in diverse workplaces—through inclusive leadership, equitable resource allocation, and supportive HR practices, they experience enhanced feelings of inclusion, value, and reciprocal obligation, which in turn bolster motivation and engagement (Eisenberger et al., 1986; Kurtessis et al., 2017; Randel et al., 2020). Conversely, the absence or inconsistency of perceived support can exacerbate diversity-related stressors, including feelings of marginalisation, inequity, or intergroup tension, thereby reducing motivation and attenuating potential positive effects of workforce heterogeneity (Bezrukova et al., 2020; Liu et al., 2023). By conceptualising organisational support as an intervening mechanism, the framework accounts for both the enabling and constraining conditions under which diversity affects motivation, providing a theoretically grounded and context-sensitive model that captures the complex social and structural realities of Nigerian tertiary institutions and offering actionable insights for policy and institutional management. The conceptual framework for the study is shown in Fig. 2.1.

Work Diversity and Employee Commitment

A substantial body of literature addresses the relationship between work diversity and employee commitment, but findings remain diverse. Work diversity can positively influence employee commitment by fostering adaptive organisational climates that value difference, encourage learning, and enhance institutional identification. Theoretically, diversity encompasses differences in demographics, professional roles, educational backgrounds, and cognitive perspectives, all of which can enrich workplace interactions and institutional culture (Guillaume et al., 2017; Shore et al., 2020). Empirical evidence supports this view: Chrobot-Mason et al. (2022) demonstrate that in higher education contexts, well-managed professional diversity strengthens employees' identification with institutional goals and promotes cooperative behaviours. Similarly, studies highlight that when organisations implement inclusive policies and equitable practices, diverse teams can enhance problem-solving capacity, stimulate innovation, and reinforce commitment through perceptions of value and belonging (Randel et al., 2020; Liu et al., 2023). These findings align with social exchange perspectives, which posit that employees reciprocate perceived organisational support and fairness with greater psychological attachment and discretionary effort (Eisenberger et al., 1986; Kurtessis et al., 2017). Collectively, this literature suggests that diversity is a potential driver of commitment when embedded within organisational systems that actively cultivate inclusion and mutual respect. However, the effect is context-dependent, as cross-sectional designs and demographic proxies often obscure subjective experiences of inclusion, indicating that the benefits of diversity are contingent on both structural and relational factors (Bezrukova et al., 2020; Joshi & Roh, 2021). This establishes the central argument that work diversity's impact on commitment is mediated by organisational mechanisms that shape employees' perceptions and interpretations.

Conversely, diversity may undermine employee commitment in contexts where differences exacerbate social categorisation, interpersonal conflict, or perceptions of inequity. Empirical studies show that salient group differences can generate subgroups, intensify communication

barriers, and weaken organisational attachment, particularly in hierarchical or resource constrained institutions (Van Knippenberg & Schippers, 2007; Joshi & Roh, 2021). In Nigerian higher education, research indicates that diversity often generates workplace tension without clear effects on commitment, highlighting a significant context-specific gap in understanding (Adigwe & Oyetunji, 2022). Factors such as professional silos, uneven access to resources, and constrained managerial capacity can prevent diversity from translating into enhanced commitment, underscoring the importance of enabling organisational practices that reinforce fairness, recognition, and support (Liu et al., 2023; Weaver et al., 2025). Theoretically, these findings reflect the relational nature of diversity: its positive effects are realized only when differences are constructively integrated, and employees perceive their contributions as valued within the organisational climate (Guillaume et al., 2017; Shore et al., 2020). Taken together, the literature illustrates that work diversity does not produce uniform outcomes; instead, its influence on commitment is conditional on both organisational structures and the psychosocial environment, providing a rationale for examining mediating mechanisms such as perceived organizational support in higher education settings.

Given these mixed findings, the present study adopts a cautious but theoretically informed position, recognising that work diversity can influence employee commitment but that its effects are contingent on contextual factors. Accordingly, the study hypothesises a direct relationship between work diversity and employee commitment:

H1: Work diversity has a significant effect on employee commitment in higher educational institutions.

Work Diversity and Perceived Organisational Support

Perceived organisational support (POS) serves as a critical mechanism through which employees interpret the value and fairness of organisational practices, especially in diverse work environments. POS captures employees' beliefs regarding how much their contributions are recognized and their well-being prioritised, which influences their engagement, commitment, and discretionary behaviours (Eisenberger et al., 1986; Kurtessis et al., 2017). In diverse workplaces, POS functions as an interpretive lens: employees assess whether demographic, professional, and cognitive differences are acknowledged and respected (Blau, 1964; Liu et al., 2023). Empirical research indicates that when organisations demonstrate inclusiveness, equity, and support, employees are more likely to reciprocate with affective commitment and organisational citizenship behaviours (Rhoades & Eisenberger, 2002; Alshaabani et al., 2020). This effect is particularly salient in higher education contexts, where academic and administrative staff operate within interdependent yet hierarchical structures that amplify the visibility of differential treatment (Chrobot-Mason et al., 2022). Consequently, POS does not operate in isolation but interacts with organisational responses to diversity, establishing it as a key mediator in understanding how workforce heterogeneity translates into employee commitment.

The influence of work diversity on POS is contingent upon the organisation's capacity to implement inclusive policies, equitable practices, and transparent decision-making processes. Recent scholarship emphasises that diversity alone is insufficient to shape perceptions of support; employees evaluate how institutions manage and respond to heterogeneity (Randel et al., 2020; Nishii & Mayer, 2022). In higher education, where daily administrative decisions and resource allocations directly affect staff experiences, inequities can undermine POS and weaken commitment (Okoye & Ezugwu, 2023; Weaver et al., 2025). Studies in Nigerian tertiary institutions highlight that perceptions of support differ across professional and demographic groups, indicating

that diversity effects are mediated by the fairness and consistency of organisational practices (Liu et al., 2023). Moreover, inclusive leadership, mentoring, and recognition systems have been shown to reinforce POS, translating diversity into positive attitudinal and behavioural outcomes (Stinglhamber & Caesens, 2020; Randel et al., 2020). Collectively, this literature suggests that POS functions as a psychological conduit linking the experience of diversity to employee commitment, thereby justifying the need to examine it as a mediating mechanism in higher education settings.

H2: Work diversity has a significant effect on perceived organisational support in higher educational institutions.

Perceived Organisational Support and Employee Commitment

Perceived organisational support (POS) is a key determinant of employee commitment, functioning as a psychological mechanism through which employees translate organisational care into affective and normative attachment. Organisational Support Theory posits that when employees perceive high levels of support, they develop stronger bonds with their institution, driven by felt obligation and socio-emotional attachment (Eisenberger et al., 1986; Kurtessis et al., 2017). Empirical evidence demonstrates that POS consistently enhances employee commitment, reduces turnover intentions, and strengthens organisational identification across sectors and cultural contexts (Halbesleben & Wheeler, 2021; Meyer et al., 2022; Alshaabani et al., 2020). For example, meta-analytic findings by Kurtessis et al. (2017) indicate that POS is strongly correlated with affective commitment, highlighting the robustness of this relationship even when controlling for job characteristics and demographic variables. In higher education, the salience of POS is amplified due to the demanding and multifaceted nature of academic and administrative work, where recognition, fairness, mentoring, and professional development opportunities are critical for sustaining engagement (Iqbal et al., 2023; Chrobot-Mason et al., 2022). Furthermore, in developing-country contexts such as Nigeria, where structural and resource constraints may limit material incentives, symbolic and relational forms of support—including managerial recognition and inclusive practices—become especially potent in fostering commitment (Okoye & Ezugwu, 2023; Liu et al., 2023). Collectively, these findings underscore that POS is not only a predictor of commitment but also a mediating mechanism that channels organisational practices into positive employee attitudes, reinforcing the rationale for examining it as a central construct in studies linking work diversity to commitment outcomes. Given the robustness of prior evidence and its relevance to higher education, the present study hypothesises a positive relationship between perceived organisational support and employee commitment:

H3: Perceived organisational support has a significant effect on employee commitment in higher educational institutions.

Mediating Role of Perceived Organisational Support

Despite extensive research on work diversity and Perceived Organisational Support (POS) as predictors of employee commitment, few studies examine these constructs in a unified mediation framework. Work diversity, encompassing differences in demographics, professional roles, and cognitive styles, can generate both opportunities and challenges for organisational functioning (Guillaume et al., 2017; Shore et al., 2020). Empirical evidence indicates that POS can buffer negative outcomes associated with diversity, such as interpersonal conflict or perceived inequity, by signalling fairness, inclusion, and organisational care (Rhoades & Eisenberger, 2002; Randel et al., 2020). Recent studies in corporate and public service settings demonstrate that perceptions of support

account for a significant portion of variance in diversity–outcome relationships suggesting that support mediates the effects of diversity on attitudes such as commitment and engagement (Lee et al., 2021; Salminen & Näsi, 2023). These findings highlight the relevance of integrating POS into models of diversity outcomes, emphasising that the influence of heterogeneity on employee commitment is contingent upon supportive organisational contexts.

However, the evidence regarding the mediating role of POS is not uniform, reflecting conceptual and methodological limitations in existing studies. Some investigations fail to detect significant indirect effects, particularly when organisational diversity policies are superficial or inconsistently applied (Shore et al., 2020; Kochan et al., 2022). This inconsistency may stem from ambiguities in operationalising POS whether as an overarching organisational climate, discrete managerial behaviours, or targeted diversity practices. Moreover, empirical tests of POS as a mediator in higher education contexts, particularly in African institutions, remain scarce (Okoye & Ezugwu, 2023; Liu et al., 2023). Synthesis of the literature reveals three critical insights: first, the impact of work diversity on commitment is context-dependent rather than deterministic; second, POS consistently predicts higher commitment, yet is rarely examined as an intermediary in diversity– commitment relationships; third, current evidence predominantly reflects Western corporate settings, limiting the applicability of conclusions to public universities in developing countries. This underscores the necessity of context-specific research that considers structural, cultural, and relational factors shaping diversity and support experiences.

Addressing these gaps, the present study posits that perceived organisational support mediates the relationship between work diversity and employee commitment in higher education institutions. Social exchange and Organisational Support Theory suggest that employees reciprocate perceived organisational care with greater affective and normative attachment (Eisenberger et al., 1986; Kurtessis et al., 2017). In diverse educational environments, institutional support—manifested through fairness, recognition, mentoring, and professional development—can enhance employees' sense of inclusion, thereby reinforcing commitment (Iqbal et al., 2023; Randel et al., 2020). Conversely, insufficient support may exacerbate diversity-related stressors and weaken organisational attachment. By applying a quantitative mediation framework, this study moves beyond direct-effect models to elucidate the causal pathways linking diversity, support, and commitment, contributing context-specific evidence to literature that has been predominantly Western and corporate in orientation. The findings are expected to inform institutional policies and leadership practices that foster supportive climates, enabling diverse workforces to translate heterogeneity into enhanced commitment and organisational performance. Accordingly, the study advances the following mediation hypothesis:

H4: Perceived organisational support mediates the relationship between work diversity and employee commitment in higher educational institutions.

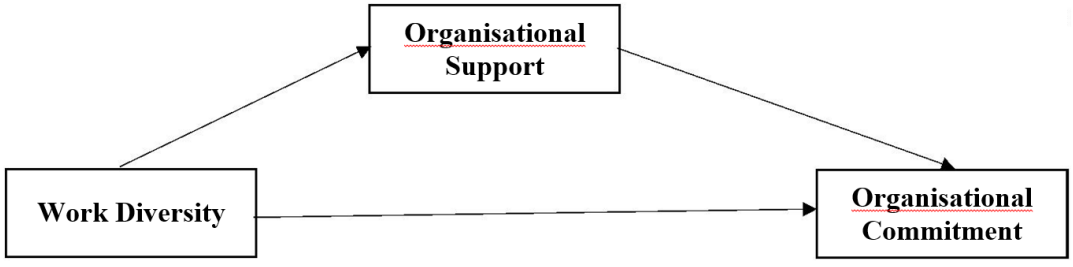


Figure 1. Conceptual Framework of the Study

The conceptual framework illustrates the Mediating Role of Job Satisfaction on the Relationship between employee participation and employee commitment.

Methodology

This study adopted a quantitative research design to explore the mediating role of organizational support in the relationship between work diversity and employee motivation in tertiary educational institutions in Adamawa State, Nigeria, as this approach allows for an in-depth understanding of participants' experiences, perceptions, and interpretations of organisational practices that cannot be fully captured through quantitative measures (Creswell & Poth, 2018). The study was conducted across selected tertiary institutions in Mubi Adamawa State, a North-Eastern Nigerian state, located within the Guinea savannah climatic zone, characterised by alternating dry and rainy seasons, and providing a diverse academic and administrative workforce ideal for examining the intersection of work diversity, support, and motivation. Data collection took place in Adamawa state university and Federal Polytechnic Mubi over a three-month period from October to December 2025, allowing sufficient time to engage participants meaningfully and observe institutional practices in their routine operational context. The population comprised all academic and non-academic staff, including teaching, administrative, and technical personnel, reflecting the multifaceted nature of diversity in higher education, and purposive sampling was employed to select participants with relevant knowledge and experience of institutional policies and workplace dynamics (Patton, 2015). The sample size was determined through Yamane's formula. Primary data were collected through semi-structured interviews, which allowed participants to express their perspectives freely while enabling the researcher to probe for deeper clarification and elaboration on issues related to work diversity, perceived organisational support, and motivation, thus capturing both positive and negative experiences to provide a balanced understanding of institutional realities (Kvale & Brinkmann, 2015). Ethical considerations were rigorously observed, including informed consent, the right to withdraw, confidentiality, anonymity, and secure data storage, with ethical approval obtained from relevant institutional review boards.

Data Analysis

The current research used Linear Regression Modelling (LRM) using the partial least square technique which is variance-based technique and the method allows to test the hypothetical relationships simultaneously. The analysis was based on the 405 copies of questionnaire retrieved from the respondents and the result of the Hayes Process Macro 4.2 is presented below in Table 1.

Table 1: *Model Summary of the relationships between Workforce Diversity (WDIV), Employee Commitment (EMCO) and Organisational Support (ORGS)*

Model I Summary

R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
0.5839	0.341	0.2117	208.5189	1.0000	403.0000	0.0000
Model	**coeff**	**se**	**t**	**p**	**LLCI**	**ULCI**
constant	1.0051	0.2173	4.6253	0.00000	0.5779	1.4322
WDIV	0.7302	0.0506	14.4402	0.00000	0.6308	0.8296
Standardized coefficients coeff WDIV = 0.5839						

Model II Summary

R	R-sq	MSE	F	df1	df2	p
0.7447	0.5546	0.1534	250.273	2.00000	402.00000	0.00000
Model	**coeff**	**se**	**t**	**p**	**LLCI**	**ULCI**
constant	0.2006	0.1898	1.0573	0.291	-0.1724	0.5737
WDIV	0.3912	0.053	7.3796	0.0000	0.2870	0.4954
ORGS	0.5442	0.0424	12.8365	0.0000	0.4609	0.6275
Standardized coefficients coeff						
WDIV	0.3026					
ORGS	0.5263					

Model III Summary

R	R-sq	MSE	F	df1	df2	p
0.6099	0.3720	0.2157	238.7452	1.0000	403.0000	0.0000

Model	**coeff**	**se**	**t**	**p**	**LLCI**	**ULCI**
constant	0.7476	0.2193	3.4088	0.0007	0.3165	1.1788
WDIV	0.7885	0.0510	15.4514	0.0000	0.6882	0.8889
Standardized coefficients coeff WDIV = 0.6099						

Model IV Summary

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_cs
0.7885	0.051	15.4514	0.0000	0.6882	0.8889	0.6099

Direct effect of X on Y

Effect	**se**	**t**	**p**	**LLCI**	**ULCI**	**c_cs**
0.3912	0.053	7.3796	0.0000	0.2870	0.4954	0.3026

Indirect effect(s) of X on Y:

	Effect	**BootSE**	**BootLLCI**	**BootULCI**
ORGS	0.3974	0.0464	0.3096	0.4896

Completely standardized indirect effect(s) of X on Y:

	Effect	**BootSE**	**BootLLCI**	**BootULCI**
ORGS	0.3073	0.0305	0.2492	0.3675

Table 4.1 demonstrates the mediating role of organisational support (ORGS) in the relationship between workforce diversity (WDIV) and employee commitment (EMCO) among employees in higher educational institutions in Adamawa State, Nigeria, a mediation analysis was conducted using Hayes' (2022) PROCESS macro (Version 4.2) for SPSS. Model 4 was specified, with WDIV as the independent variable (X), ORGS as the mediator (M), and EMCO as the dependent variable (Y). The

analysis was based on a sample of 405 participants. Bootstrapping with 5,000 resamples was used to estimate 95% confidence intervals (CIs) for indirect effects. All analyses were performed in SPSS Version 27. The model predicting the mediator (ORGS) from WDIV was significant, (R = .58, R^2 = .34, MSE = .21, $F_{(1,403)}$ = 208.52, p < .001) while the WDIV positively predicted ORGS, (b = 0.73, SE = 0.05, t = 14.44, p < .001, 95% CI (0.63, 0.83)).

The full model predicting EMCO from WDIV and ORGS was significant, (R = 0.74, R^2 = 0.55, MSE = 0.15, $F_{(2, 402)}$ = 250.27, p < 0.001). Controlling for WDIV, ORGS positively predicted EMCO (path b), (b = 0.54, SE = 0.04, t = 12.84, p <0 .001, 95% CI (0.46, 0.63)). The direct effect of WDIV on EMCO (path c') was also significant, b = 0.39, SE = 0.05, t = 7.38, p < 0.001, 95% CI (0.29, 0.50), standardized b = 0.30. The total effect model (WDIV predicting EMCO without the mediator) was significant, R = 0.61, R^2 = 0.37, MSE = .22, $F_{(1,403)}$ = 238.75, p < 0.001. The total effect (path c) was positive, b = 0.79, SE = 0.05, t = 15.45, p < 0.001, 95% CI (0.69, 0.89)). The indirect effect of WDIV on EMCO through ORGS (path $a \times b$) was significant, (b = 0.40, BootSE = 0.05, 95% Boot CI (0.31, 0.49)). The completely standardized indirect effect was 0.31, BootSE = 0.03, 95% Boot CI (0.25, 0.37)). This implies that as the 95% CI did not include zero, ORGS significantly mediated the relationship between WDIV and EMCO. These findings support partial mediation, as both the direct and indirect effects were significant. Workforce diversity positively influences employee commitment, with organisational support accounting for approximately 50% of this relationship (indirect effect / total effect = 0.40 / 0.79 ≈ 0.51). The results align with the thesis's focus on higher educational institutions in Adamawa State, suggesting that enhancing organisational support could amplify the benefits of workforce diversity on commitment.

Discussion of Findings

The findings of this study provide empirical support for the mediating role of organizational support in the relationship between workforce diversity and employee commitment within higher educational institutions in Adamawa State, Nigeria. Consistent with Organisational Support Theory (OST), which posits that employees reciprocate perceived organisational support through heightened commitment and performance (Eisenberger et al., 1986; Eisenberger & Stinglhamber, 2011), the results demonstrate that workforce diversity positively influences organizational support, which in turn enhances employee commitment. Specifically, the significant indirect effect (b = 0.40, 95% Boot CI (0.31, 0.49)) indicates partial mediation, suggesting that organizational support accounts for approximately half of the association between diversity and commitment. This aligns with OST's core tenet that supportive organisational practices foster a sense of obligation among employees, thereby strengthening their emotional attachment to the institution (Kurtessis et al., 2017). In the context of Nigerian higher education, where diversity often encompasses ethnic, religious, and gender dimensions, these results underscore how inclusive support mechanisms can transform potential diversity-related challenges into opportunities for greater commitment (Mamman et al., 2012).

Comparing these findings to prior research reveals areas of convergence, particularly in studies emphasizing the positive linkages among diversity, support, and commitment. Similarly, mediation patterns have been observed in Western organisational settings, where perceived organisational support mediates the impact of diversity management on employee outcomes (Buttner et al., 2009; Randel et al., 2020). In a meta-analytic review, organisational support has been shown to enhance commitment by fulfilling socioemotional needs, a mechanism that resonates with the current study's direct path from support to commitment (Kurtessis et al., 2017). This agreement

extends to educational contexts, as evidenced by research in Asian higher education institutions, where diversity initiatives bolstered through supportive cultures led to increased faculty commitment (Choi, 2009). The novelty here lies in the application to a developing African context, where workforce diversity often intersects with sociocultural complexities such as ethnic pluralism and resource constraints (Guillaume et al., 2017).

Unlike some studies in developed economies that report full mediation (Ashikali & Groeneveld, 2015), the partial mediation observed suggests that in Adamawa's institutions, direct effects of diversity; such as innovative problem-solving from varied perspectives—persist independently of support, possibly due to the intrinsic motivational benefits of heterogeneous teams in under- resourced environments (Van Knippenberg & Schippers, 2007). However, contradictions emerge when juxtaposed with research in similar developing contexts. For example, some African studies highlight how diversity can erode commitment without adequate support, attributing this to cultural clashes or perceived inequities (Mamman et al., 2012). In Nigeria specifically, workforce diversity has been linked to reduced performance in public sectors due to ethnic biases, contrasting with the positive total effect found here ($b = 0.79$; Ogunjimi, 2022). Possible reasons for this discrepancy include the study's focus on higher education, where intellectual environments may foster more tolerance for diversity compared to bureaucratic public organisations (Chrobot-Mason et al., 2022).

Theoretically, these findings extend OST by integrating workforce diversity as an antecedent to perceived support, thereby broadening its applicability beyond traditional Western organizational contexts. OST traditionally emphasizes how support engenders reciprocity through socioemotional fulfilment (Eisenberger et al., 1986; Eisenberger & Stinglhamber, 2011), but this study demonstrates that diversity can initiate this process by necessitating supportive practices to harness heterogeneous talents. In higher education, where commitment drives teaching quality and research output, the partial mediation implies that OST could be refined to account for direct diversity effects, perhaps through an expanded model incorporating cultural intelligence or inclusion climates (Shore et al., 2020). This impacts theory by challenging the universality of full mediation in OST, proposing that in developing economies like Nigeria, diversity's intrinsic value, such as enhanced creativity may bypass support mechanisms under certain conditions (Joshi & Roh, 2021).

Despite these contributions, the study is not without limitations that may have shaped the findings. First, the cross-sectional design precludes causal inferences; while mediation analysis suggests directional paths, longitudinal data would better disentangle temporal relationships, potentially revealing reverse causality where committed employees perceive more support (Maxwell et al., 2011). Second, reliance on self-reported measures introduces common method bias, as participants might overstate commitment or support due to social desirability, especially in a culturally collectivist Nigerian context where loyalty is valorised (Podsakoff et al., 2003). Third, the sample's restriction to Adamawa State's institutions limits generalizability; regional factors like insecurity or economic disparities may not reflect Nigeria's broader higher education landscape (Adigwe & Oyetunji, 2022). Finally, the study's focus on perceived support overlooks objective measures (e.g., policy implementations), which might moderate effects but were not captured, potentially underestimating mediation in unsupportive environments (Rhoades & Eisenberger, 2002).

These limitations notwithstanding, the findings pave the way for targeted future research. To address causality, longitudinal designs tracking diversity initiatives over time in Nigerian universities could elucidate how support evolves and mediates commitment (Cole & Maxwell, 2003). Incorporating multi-level analyses examining institutional policies alongside individual perceptions would clarify contextual influences, perhaps testing OST in comparative settings

across African regions (Kozlowski & Klein, 2000). Additionally, exploring other mediators like psychological safety or inclusion could extend the model, revealing whether support is the primary conduit or part of a broader framework (Edmondson & Lei, 2014). In conclusion, this study advances understanding of how organisational support mediates diversity's benefits in a unique context, reinforcing and extending OST while highlighting avenues for refinement.

Conclusion

This study examined the mediating role of organisational support in the relationship between workforce diversity and employee commitment in higher educational institutions in Adamawa State, Nigeria. The primary objective was to move beyond direct-effect explanations of diversity outcomes by clarifying the psychological mechanism through which workforce diversity translates into employee commitment. Drawing on Organisational Support Theory, the study tested whether employees' perceptions of organisational support serve as a critical intervening variable linking diversity experiences to attitudinal commitment. The results from the Hayes PROCESS mediation analysis provide clear and consistent evidence in support of this objective.

Empirically, the findings reveal that workforce diversity has a significant positive effect on employee commitment, both directly and indirectly. Workforce diversity was found to strongly predict perceived organisational support, indicating that diversity shapes how employees interpret organisational intentions and values. Organisational support, in turn, emerged as a powerful predictor of employee commitment. Most importantly, the mediation analysis demonstrated that organisational support partially mediates the relationship between workforce diversity and employee commitment. This indicates that while diversity independently contributes to commitment, a substantial proportion of its effect operates through employees' perceptions of organisational care, fairness, and inclusion. These findings underscore that diversity does not automatically yield positive employee outcomes; rather, its benefits are realised when supported by organisational practices that signal value and concern for employees' well-being.

The broader theoretical significance of these findings lies in their extension of Organisational Support Theory. While prior research has predominantly applied OST to explain direct relationships between support and employee attitudes, this study positions organisational support as a dynamic explanatory mechanism linking structural workplace conditions to employee outcomes. By integrating workforce diversity into the OST framework, the study advances theory by demonstrating how contextual features of work environments are cognitively and affectively processed by employees. In doing so, it responds to calls for more process-oriented models that explain when and why diversity enhances commitment rather than assuming uniform effects.

The study also offers important implications for future research. First, it highlights the need for scholars to incorporate mediating mechanisms when examining diversity–outcome relationships, as direct-effect models risk oversimplifying complex organisational dynamics. Future studies could extend this model by testing additional mediators, such as organisational justice, psychological safety, or inclusive leadership, as well as moderators that may strengthen or weaken the mediation process. Second, longitudinal research designs are recommended to establish causal ordering and to capture how changes in diversity composition and support practices influence commitment over time. Comparative studies across institutional types, regions, or national contexts would further enhance the generalisability of the findings.

Despite its contributions, the study has limitations that should be acknowledged. The cross-sectional design restricts causal inference, and the reliance on self-reported data raises the

possibility of common method bias. Additionally, the study focused on higher educational institutions within a single Nigerian state, which may limit broader applicability. Future research could address these limitations by employing multi-source data, longitudinal designs, and broader geographic coverage thereby disaggregating workforce diversity into specific dimensions may also yield more complex understandings.

In conclusion, this study advances understanding of the mediating role of organisational support in the relationship between workforce diversity and employee commitment by providing context- specific evidence from Nigerian higher education. It demonstrates that diversity becomes a source of sustained commitment not by its mere presence, but through supportive organizational environments that foster inclusion and reciprocity. Hence, by clarifying this mechanism, the study contributes meaningfully to theory and sets a foundation for more nuanced, context-sensitive research on workforce diversity and employee commitment.

References

Alshaabani, A., Hamza, K. A., & Rudnák, I. (2021). Impact of diversity management on employee engagement: Role of organisational trust and job insecurity. *Sustainability, 14*(1), 420. https://doi.org/10.3390/su14010420

Alshaabani, A., Naz, F., Magda, R., & Rudnák, I. (2020). Impact of perceived organizational support on organisational commitment of employees. *Sustainability, 12*(17), 6972. https://doi.org/10.3390/su12176972

Alzahrani, A. M., & Alshehri, F. S. (2025*).* Enhancing organisational performance: How gender diversity influences employee engagement and commitment. *Humanities and Social Sciences Communications, 12*, Article 04441. https://doi.org/10.1057/s41599-025-04441-7

Ashikali, T., & Groeneveld, S. (2015). Diversity management for all? An empirical analysis of diversity management outcomes across groups. *Personnel Review, 44*(5), 757-780. https://doi.org/10.1108/PR-03-2014-0056

Au, K., & Ahmed, S. (2024). Perceptions of fairness, inclusion, and safety: Impact on organizational behaviour. *Journal of Management and Governance*. https://doi.org/10.1007/s10997-024-09721-z Springer

Bezrukova, K., Jehn, K. A., & Spell, C. S. (2020). Reviewing diversity faultlines research: Progress, challenges, and future directions. *Group & Organisation Management, 45*(2), 123–165. https://doi.org/10.1177/1059601119891234

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

Buttner, E. H., Lowe, K. B., & Billings-Harris, L. (2009). Diversity climate impact on employee of color outcomes: Does justice matter? *Journal of Managerial Issues, 21*(4), 460–484.

Buttner, E. H., Lowe, K. B., & Billings-Harris, L. (2009). The challenge of increasing minority- group representation in healthcare management. *Health Care Manager, 28*(4), 342-354. https://doi.org/10.1097/HCM.0b013e3181c9756b

Caesens, G., Stinglhamber, F., & Ohana, M. (2019). Perceived organisational support and well- being: A weekly study. *Journal of Managerial Psychology, 34*(7), 507–521.

Cahyono, N. D. (2025). *The role of inclusive organisational culture in enhancing job satisfaction and employee commitment in multinational companies.* The Journal of Academic Science. https://doi.org/10.59613/nw7zd618 thejoas.com

Choi, S. (2009). Diversity in the US federal government: Diversity management and employee turnover in federal agencies. *Journal of Public Administration Research and Theory, 19*(3), 603-630. https://doi.org/10.1093/jopart/mun010

Chrobot-Mason, D., Nishii, L. H., & Sanchez, J. I. (2022). *The psychologically inclusive workplace*. Oxford University Press. https://doi.org/10.1093/oso/9780198842824.001.0001

Chrobot-Mason, D., Ruderman, M. N., & Nishii, L. H. (2022). Diversity and inclusion in higher education: Fostering organisational identification through professional diversity. *Academy of Management Learning & Education, 21*(4), 489–507. https://doi.org/10.5465/amle.2021.0261

Cole, D. A., & Maxwell, S. E. (2003). Testing mediational models with longitudinal data. *Journal of Abnormal Psychology, 112*(4), 558–577. https://doi.org/10.1037/0021-843X.112.4.558

Eisenberger, R., & Stinglhamber, F. (2011). *Perceived organisational support: Fostering enthusiastic and productive employees*. American Psychological Association. https://doi.org/10.1037/12318-000

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500-507. https://doi.org/10.1037/0021-9010.71.3.500

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500–507. https://doi.org/10.1037/0021-9010.71.3.500

Guillaume, Y. R. F., Dawson, J. F., Otaye-Ebede, L., Woods, S. A., & West, M. A. (2017). Managing diversity in organisations: An integrative framework and agenda for future research. *Frontiers in Psychology, 8*, 1531. https://doi.org/10.3389/fpsyg.2017.01531

Guillaume, Y. R. F., Dawson, J. F., Otaye-Ebede, L., Woods, S. A., & West, M. A. (2017). Harnessing demographic differences in organisations. *Journal of Organisational Behavior, 38*(2), 276–303. https://doi.org/10.1002/job.2040

Halbesleben, J. R., & Wheeler, A. R. (2021). The social context of organisational support: The influence of perceived support on commitment and performance. *Journal of Organisational Behavior, 42*(5), 561–578. https://doi.org/10.1002/job.2519

Iqbal, M., Ahmad, S., & Ullah, R. (2023). Linking organisational support and employee commitment: Evidence from higher education institutions. *International Journal of Educational Management, 37*(3), 421–437. https://doi.org/10.1108/IJEM-11-2022-0489

Jonsen, K., Point, S., Kelan, E. K., & Grieble, A. (2021). Diversity and inclusion branding: A five- country comparison of corporate websites. *The International Journal of Human Resource Management, 32*(3), 616–649.

Joshi, A., & Roh, H. (2021). Context matters: A multilevel framework for work team diversity research. *Organisation Science, 32*(2), 417–440. https://doi.org/10.1287/orsc.2020.1371

Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, D., & Thomas, D. (2022). The effects of diversity on business performance: Report of the Diversity Research Network. *Human Resource Management, 61*(1), 1–22. https://doi.org/10.1002/hrm.22024

Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organisations. *Journal of Management, 26* (3), 211–240. https://doi.org/10.1177/014920630002600201

Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organisational support: A meta-analytic evaluation of organisational support theory. *Journal of Management, 43*(6), 1854–1884. https://doi.org/10.1177/0149206315575554

Kurtulus, F. A., & Tomaskovic-Devey, D. (2012). Do female top managers help women to advance? A panel study using EEO-1 records. *Annals of the American Academy of Political and Social Science, 639*(1), 173-197. https://doi.org/10.1177/0002716211418445

Lee, C., Kim, J., & Choi, S. (2021). Perceived organisational support and employee outcomes: A mediation perspective. *Journal of Business Research, 132*, 457–466. https://doi.org/10.1016/j.jbusres.2021.03.012

Liu, J., Zhu, Y., & Wang, H. (2023). Managing the negative impact of workforce diversity: The important roles of inclusive HRM and employee learning-oriented behaviors. *Frontiers in Psychology, 14*, Article 1117690. https://doi.org/10.3389/fpsyg.2023.1117690

Mamman, A., Kamoche, K., & Bakuwa, R. (2012). Diversity, organisational commitment and organisational citizenship behavior in Malawi. *Employee Relations, 34*(4), 396-414. https://doi.org/10.1108/01425451211236866

Maxwell, S. E., Cole, D. A., & Mitchell, M. A. (2011). Bias in cross-sectional analyses of longitudinal mediation. *Psychological Methods, 16*(2), 187–206. https://doi.org/10.1037/a0023068

Meyer, J. P., & Gagné, M. (2022). Employee commitment and engagement: A critical review of theoretical perspectives and research evidence. *Human Resource Management Review, 32*(2), 100800. https://doi.org/10.1016/j.hrmr.2021.100800

Meyer, J. P., Gagné, M., & Parfyonova, N. M. (2022). Affective, normative, and continuance commitment: A meta-analytic synthesis. *Journal of Vocational Behavior, 133*, 103656.

Meyer, J. P., Stanley, D. J., & Parfyonova, N. M. (2022). Employee commitment and its relationship with organisational support: A systematic review. *Human Resource Management Review, 32*(2), 100800.

https://doi.org/10.1016/j.hrmr.2021.100800

Mor Barak, M. E. (2021). *Managing diversity: Toward a globally inclusive workplace* (4th ed.). Sage Publications.

Ng, T. W. H., & Feldman, D. C. (2021). Psychological safety as a moderator of perceived organisational support and work outcomes: A meta-analysis. *Journal of Vocational Behavior, 127*, 103564. https://doi.org/10.1016/j.jvb.2021.103564

Ogunjimi, O. A. (2022). Workforce diversity and organisational performance in Nigerian public organisations. *African Journal of Business Management, 16*(3), 57-67. https://doi.org/10.5897/AJBM2021.9318

Okoye, V., & Ezugwu, C. (2023). Perceived organisational support and employee outcomes in Nigerian universities: Examining diversity and inclusion effects. *African Journal of Management Research, 10*(2), 77–93. https://doi.org/10.1080/20421338.2023.1981234

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*(5), 879-903. https://doi.org/10.1037/0021-9010.88.5.879

Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnath, U. (2020). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review, 30*(2), 100716. https://doi.org/10.1016/j.hrmr.2019.100716

Raziq, A., & Maulabakhsh, R. (2022). Impact of organisational support and leader behaviour on employee commitment: Evidence from higher education sector. *Journal of Management Development, 41*(4), 345–362. https://doi.org/10.1108/JMD-06-2021-0181

Rhoades, L., & Eisenberger, R. (2002). Perceived organisational support: A review of the literature. *Journal of Applied Psychology, 87*(4), 698–714. ; https://doi.org/10.3390/su14010420

Rodriguez, S. L., Blaney, J. M., & Sansone, V. A. (2021). Homegrown scholars: A collaborative autoethnography on entering the professoriate, giving back, and coming home. *Journal of Diversity in Higher Education, 14*(4), 439–457. https://doi.org/10.1037/dhe0000165

Rodriguez, S. L., Blaney, J. M., & Sansone, V. A. (2025). Perceptions of fairness, inclusion and safety: The differential impact of contrasting experiences on academics and professional services staff. *Journal of Management and Governance, 29*, 815–847. https://doi.org/10.1007/s10997-024-09721-z S

Salminen, S., & Näsi, S. (2023). Diversity climate, perceived organisational support, and employee engagement: Evidence from a public sector context. *International Journal of Human Resource Management, 34*(2), 310–332. https://doi.org/10.1080/09585192.2022.2065687

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2020). Inclusive workplaces: A review and model. *Human Resource Management Review, 30*(2), 100695. https://doi.org/10.1016/j.hrmr.2019.100695

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2020). Inclusive workplaces. *Human Resource Management Review, 30*(2), 100689. https://doi.org/10.1016/j.hrmr.2019.100689

Stinglhamber, F., & Caesens, G. (2020). Perceived organisational support and employee well- being: The role of organisational dehumanization. *European Journal of Work and Organisational Psychology, 29*(3), 410–425. https://doi.org/10.1080/1359432X.2019.1705612

Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology, 58*, 515–541. https://doi.org/10.1146/annurev.psych.58.110405.085546

Weaver, A. K., Libby, N. E., Goodale, G., et al. (2025). Workplace diversity initiatives: more than ticking a box. *Discover Social Science and Health, 5*, Article 33. https://doi.org/10.1007/s44155-025-00176-7

Wong, C. H., Chun Tatt, W., & Seng Teck, T. (2023). *The influence of perceived organizational support on employee commitment: A systematic review*. WSEAS Transactions on Business and Economics, 21, 121-129. https://doi.org/10.37394/23207.2024.21.11

WSEAS Transactions on Business and Economics. (2023). Organisational support and employee commitment in higher education institutions. *WSEAS Transactions on Business and Economics, 21*, 121–129. https://doi.org/10.37394/23207.2024.21.11