



Consequences of Diversity Management Practices on Performance of Teachers in Higher Education Sector

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ABSTRACT

Now a days, workplace has become place of diverse and multicultural in each organization even in higher educational institutions. This study analyzes how employee pay is related to educational diversity, that is, variability in the formation of work groups in terms of different types of vocational education and training. As previous research shows that a variety of variants have positive effects on work, the positive effect due to 'educational diversity' also seems plausible. The following categories of diversity namely nationality, race, language, disability and gender were admired the most effective and efficient in higher education higher education. Research results have shown that there is a clear correlation between institutional members and diversity and why it should be regulated. This study also showed that institutions are making good progress in controlling diversity. The discovery of this work on the governance of diverseness (diversity management) are in these institutions that there is a non-fulfillment by higher independent educational institutions to communicate effectively and efficiently through diversified policies and strategies for all members of the organization and the failure to ensure equality regarding gender representation in management levels. Several recommendations were proposed to improve diversity and diversity management processes. A constructed questionnaire has been used for facts gathering and collection.

Keywords: Diversity, Workplace Diversity, Diversity Management, Higher Educational Institutions, Diversity Management Processes

INTRODUCTION

The purpose of this research study was to find out diversity management practices of higher educational institutions in Meerut Region. Study shows that the changing environment has also modified work environments in many directions that have become reasons for opportunities and challenges for institutions (Barbosa & Cabral- Cardsos, 2007; Pitts & Jarry, 2007). Thomas (2006) said that diversity is just the two sides of same coin. As on one side it can be the reason for productivity, effectiveness in work and prosperity in organizations. It can also be the reason for grievances, misunderstandings and conflicts.

Number of researches has been done on the significance of diverseness management in organizations (Kirton & Green, 2004; 2009; Becker & Seidel, 2006; Peretti, 2006). Few researches concluded that there is constructive relationship between diversity and performance (Mannix & Neale, 2005) and diversity also is the reason for creativity, innovation and better planning as well as forecasting (Avigdor et al, 2007). Few researches also have suggested that there is non-constructive relationship between performance and diversity (Avigdor et al, 2007).

REVIEW OF LITERATURE

Myers & Wooten (2009), identified the extent to which an institutions or organizations has people from various backgrounds and communities working together for the organizations or institutions.

Brinson et al, (2010), analyzed that there is evidence of no accord on the formation and meaning of diverseness in both academic and business circles and this has also unlocked the concept to various interpretations and implication.

Tracy and David (2011), analyzed that management in most cases reject selecting employees (teachers) who are less or poor training, experience or education. In another way, this signifies that education culture and history is required for teachers. Employees cannot get a job and engaged skillfully without a proper education background.

FERC (2012), Diversity is the collection of different features of individuals such as speech or language, theology, peer groups, gender, color, disability, ability, socio-economic status etc). These features also help organization to achieve the objectives and goals effectively and efficiently.

Algahtani (2013), said that more old employees are that much active, enthusiastic, profitable and skilled as young employees are.

Odhiambo (2014), analysed that age diversity has constructive relation to employee performance. As age bring experience and experience is the source of innovation and idea generation too.

Kyalo & Gachunga (2015), concluded that organization with workers from various groups are having effective productivity, efficiency, quality of work. As effective strategies of diversity management are essential for enhancing ad increasing performance of workers and organization too.

Mecheo,(2016) described that personnel diversity is contrast in generation, gender, culture, ethnicity, physical ability, education level of employee of an institution.

Zhuwao, S. (2017), analysed that there is constructive connection among gender diversity, educational diversity, as well as ethnic and employee performance. But there is no link between age diversity and employee's effective and efficient outcomes.

Solomon Ogbonna Abugu and Eno Ebele Jerry (2018) talked about the importance and effectiveness of diversity in many fields that it contributed to expand the flow of the work over different races and nationality. The work with various contest leads to useful outcome in most of the time. In addition, the workplace which has diversity of people it has more to have multi-talents and experience.

Adhikari& Shrestha (2019), said that besides, a broad range of factors has created a much more diversified workforce, such as globalization, an aging population, the entrance of women and minorities into new professions, knowledge-based workers, work-teams, virtual workers, and part-time or contingent employees.

Shrestha (2020), identified that personals belonging to many racial groups reside. Likewise, personals belonging to different racial groups express many languages and adhere to different religions as well. Majority of the natives follows Hindu Religion.

DEFINING DIVERSITY MANAGEMENT

Diversity management (DM) is a process or strategy for developing vision, acknowledgment and the execution of diversity in cooperations and institutions (Deshwal & Choudhary, 2012). According to Bernadi & De Toni (2009), District Municipality is a personnel management system supports other programs, activities and tools aimed at the integration and development of involvement in organizations. Roosevelt, Jnr (1991) also described the DM as a targeted organizational commitment. Hiring, retaining, rewarding and promoting the diverse unite of staff in the institutions and cooperation. The explanation is provided by Barabino et al (2001) who stated that DM is a means of promoting full participation of everybody in the activities of the organization by supporting the individual characteristics of each member and uses their unique features as a strategic lever. From the above definitions, DM therefore worries about development and dissemination of mechanisms that ensure the

recognition and acceptance of diversity between and among employees for the agenda of being able to use the variations in sequence to create a sustainable competitive advantage in the cooperation and institution.

It is therefore not the administration and governance in organizations that all employees have to be given full participation organizational performance regardless of whom they are or who they come from (Sturm, 2010, 2011a). Such participation in the management of diversity theory presented by Sturm (2011a) makes various employees in order to enlarge and expand, fulfill their skills, and participate meaningfully in the life of the institution or organization and ultimately contribute to the prosperity of oneself and others.

RESEARCH PROBLEM

Many researchers has discussed about the significance of diversity and benefits of managing diversity in graduate and post graduate institutions (Cox, 2001 ; Deshwal & Choudhary, 2012). Many research shown the growing recognition of the importance of workforce diversity in every types of organizations (Harvey & Allard, 2002; Bell, 2007; Powell, 2004; Kirton & Green, 2004; 2009, Becker & Seidel, 2006). Few researches also analyzed that there is growing recognition and acceptance but organizations continue to fail to capitalize on the significance of diversity (Webber & Donahue, 2001). Higher educational institutions in Meerut Region are having diverse teachers but these institutions also facing the challenges related to diversity.

RESEARCH OBJECTIVE

To identify the degree and extent of understanding and managing diversity in higher educational institutions in Meerut region

SIGNIFICANCE OF THE RESEARCH

This research will be helpful in increasing the awareness and appreciation towards diversity and management of diversity in graduate and post graduate institutions in Meerut Region.

RESEARCH METHODOLOGY

Research Design: Both descriptive and exploratory research design have been taken into consideration by the investigator to study the influence of the factors of workforce diversity on the achievement of educators in higher educational institutions.

Sample Design: In this study analyzer have used stratified random sampling. Total sample size of 160 teachers was taken from different institutions on the basis of age group, designations, gender.

Collection of Data: Primary and Secondary data has been collected for an analytical study to recognize the factors of workforce diversity which are affecting the achievement of teachers in higher educational institutions.

Data Collection Instrument

Questionnaire

Questionnaire is a method of collecting data that consists of a series of questions and other prompts for the purpose of gathering information from respondents. According to Malhotra (1996), a questionnaire is a structured technique for data collection that includes a series of questions, written or verbal, that a respondent answers. The questionnaire was in two parts with the first part addressing the understanding and execution of diversity and management of diversity by heads of department, team leaders and operational human resources and the second part addressing issues of policy with regards to diversity and diversity management by personnel management personnel.

ANALYSIS OF DATA

To accumulate primary data, data have been collected from 160 teachers of distinct age group, gender, educational background and designation of different institutions. Primary data was accumulated from:

- a) Higher Education Institutions: 06
- b) Assistant Professors: 100
- c) Associate Professors: 35
- d) Professors: 25
- e) Female Teachers: 100
- f) Male Teachers: 60

Data obtained from the research was processed and analysed using quantitative approaches. The Likert scale from strongly agreed, agree, neutral, disagree, and to strongly disagree was reduced to agree (strongly agree + agree), neutral and disagree (strongly disagree + disagree) for ease of analysis.

Result and Discussion

Knowledge of Diversity

92% of the respondents were agreed that they had knowledge of diversity. 5 % of respondents said that they are not aware with the concepts and 3 % remained neutral.

Diversity and HRM practices

Factor 1: Nationality

There is no inequity in higher educational institutions along with nationality in the following Human Resource Management Practices

Table 1: No inequity in higher educational institutions along with nationality in the following Human Resource Management Practices

Dimensions	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Recruitment and Selection	39	96	3	15	8
Training and Development	43	107	1	7	2
Performance Management and Rewarding	28	114	2	12	4

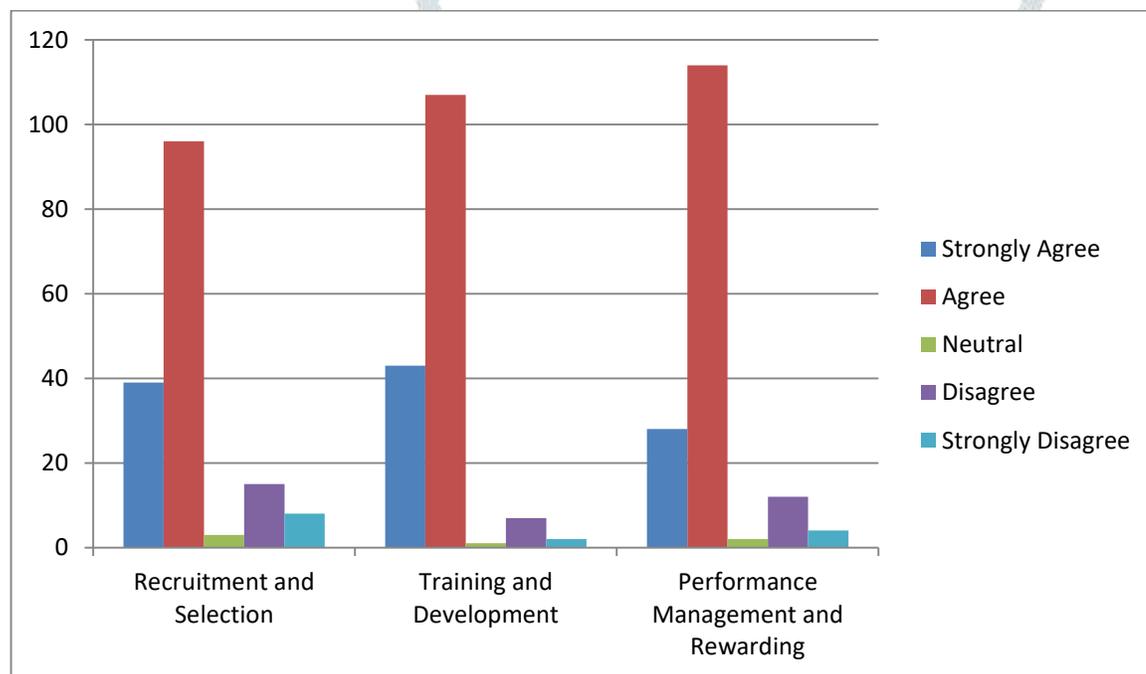


Figure 1: No inequity in higher educational institutions along with nationality in the following Human Resource Management Practices

Interpretation: 93% respondents out of 160 respondents were agreeing with the statement that there is fairness in personnel management practices in terms of nationality.

Factor 2: Gender

There is equity in higher educational institutions along with gender in the following Human Resource Management Practices

Table 2: No inequity in higher educational institutions along with gender in the following Human Resource Management Practices

Dimension	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Recruitment and Selection	39	102	2	11	6
Training and Development	50	98	1	9	2
Performance Management and Rewarding	32	108	2	13	5

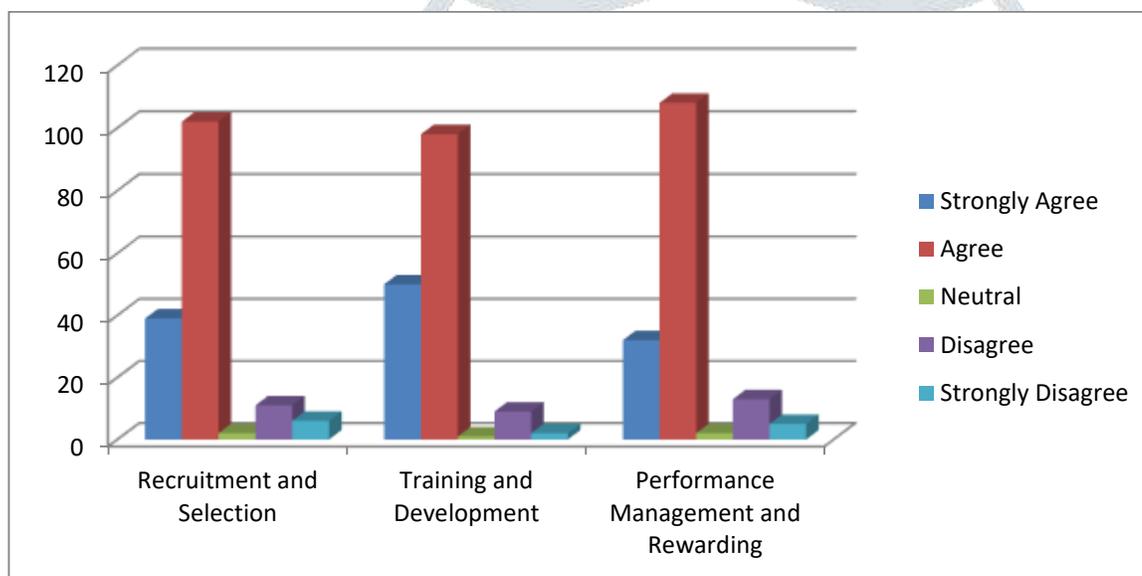


Figure 2: No inequity in higher educational institutions along with gender in the implementing Human Resource Management Practices

Interpretation: 95% respondents out of 160 respondents were agreeing with the statement that there is no unfairness in human resource management practices in terms of gender.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research, it can be concluded that:

- The majority of members of the higher educational institutions have adequate knowledge and information of what diversity and diversity management mean.
- Higher educational institutions effectively manage diversity along nationality, disability, gender and language lines during employee recruitment, selection and training and development.

- Diversity management policies have clearly articulated goals and also specify roles and responsibilities of management with regards to management of diversity.
- Diversity management policies specify chosen management of diversity and resource allocation strategies for effective diversity management.
- However, diversity management policies fail to adequately and effectively address gender imbalances as women still lag behind in leadership positions.

Recommendations

- Higher educational institutions need to certify cyclical cooperation-wide employee instruction and training on diversity and diversity management to confirm that all cooperation members recognize and appreciate the part and significance of diversity in organisations and why it should be effectively managed.
- Higher educational institutions need to have clear systems of rewarding effective diversity management and sanctioning noncompliance as this ensures all members are able to more actively and effectively participate in diversity management programmes.
- Higher educational institutions need to know that diversity management can only succeed in the presence of adequate resources. As a recommendation therefore, higher educational institutions need to develop and implement resource allocation strategies to ensure human, material and financial resources are available for effective management of diversity.

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