



# Diversity management practices in higher educational institutions special reference to Shivamogga dist.

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## Abstract

*Diversity management concept plays an important role in the organization sector but today it plays a prominent role in Higher education institutions. The main intention of this study is to know about the different diversity practices applied in higher education institutions, To know the management of diversity in HEIs, To know the inclusion level between Students, staff, as well as faculties in the institutions, and to know cultural barriers impact on student as well as faculties in HEIs. For this purpose, conduct interviews to collect primary data, and search journals, and articles to collect secondary data. Through this process find how diversity management plays an important role in HEIS, to find which type of diversity management practice tools they can use. This study used exploratory research to collect the data. Through diversity management, the inclusion of staff, faculty, and students is a difficult task therefore they face major challenges are how to manage students, and faculties in the HEIs.*

**Keywords:** Diversity, Higher education institutions (HEIs), Inclusion, different practices.

## 1. Introduction

Diversity in the workplace is differences between people in race, gender, ethnic groups, age, religion, sexual orientation, citizenship status, military service, mental and physical illness, and other significant characteristics. Diversity is about the representation of diverse people in an organization. It is the act of building and managing a diverse team in an organization. Diversity management indicates organizational efforts to foster the inclusion of individuals from different backgrounds into the organizational structure. It is much more than a multicultural issue. It is about embracing diverse people it considers cultures, ideas, generations, and thinking. It says to solve rigid, different types of problems, an organization becomes rich in talent and skills. Men hold more college degrees compared to women therefore in the working workplaces women only make up half a portion. Still, women face problems in the workplace, such as sexism, sexual harassment, and fewer promotions compared to men in the workplace. California, Texas, and Florida have many populations, in those countries English has the second position in the language.

Chances of success in the organization are in the cultivation of different working environment by the Institutional managers. The manager wants to boost innovation, and then only get good results from diverse teams. Employees' loyalty, cooperation, and trustworthiness depend on how the manager creates a feeling of inclusiveness. This inclusiveness and appreciation build a sense of belongingness and trustworthiness, these experiences are times of tension for managers because of different backgrounds people bring different types of ideas and opinions. Heterogeneous groups are made up of the different backgrounds of individuals and diverse skills, these different groups of people have a

broader and deeper base of ideas, different opinions, and different kinds of experiences, to solve different problems, for creativity and innovation. Through diversity, its strengths help to experience higher efficiency, and best quality, reduce duplication of effort among group members, and increase innovation and creativity.

## 1.1 Background of the study

Academic establishments that foster diversity within and beyond the classroom offer students a comprehensive and enriching educational experience. Students with varying origins contribute their personal experiences, which serve as tiny components in the overall scheme of social transformation (Ravi Sreedharan 2021). Raising the proportion of women in faculty, diversifying the teacher pool, and offering PM research fellowships to encourage more students to enroll in Ph.D. programs will increase the number of faculty members and maintain a healthy student-to-faculty ratio, which will help address the rising dropout rate (Kamakoti 2023). Diversity, equity, and inclusion in higher education refer to recognizing and appreciating the distinct viewpoints and life experiences that professors, staff, and students bring to the university. It entails fostering an atmosphere where people of all backgrounds experience acceptance and inclusion opportunities for everyone (International Business School Barcelona ESEI). Internalization of internationalization into the higher education system in developing countries demands institutional commitment and policy reforms from both government and organization levels (Dakshina Shrestha 2020).

Nowadays, HEIs are facing numerous challenges resulting from changing demographics, continuous changes in higher education, and trends in globalization, these are all forces to evaluate strategies and policies in HEIs. Diversity management practices attract qualified academic staff to improve the quality of education on demand. HEIs of the country contribute to national development, create global competencies among students, improve a value system in students, and promote the use of technology therefore maintaining the quality of education in the institutions depends on internal and external factors. Stakeholders of higher educational institutions also have a greater responsibility to join hands with the government, policymakers, and funding agencies to develop a quality education system (The Director NAAC).

## 1.2 Statement of problems

This study aims to understand and analyze diversity management practices of Higher educational institutions in Shivamogga dist. Through globalization, the work environment changed and also created both opportunities and challenges for HEIs. The campus has more diverse social space while cutting the caste and class boundaries through this HEIs in India broadened and developed aspiration level of families. Homogeneous characteristics gradually disappeared as more non-traditional social groups entered into college campuses. Campuses occupied different types of students from social, economic, linguistic, gender, regional, and physical ability backgrounds. For shows positive environmental development, research has increased concerns regarding social divisional and its practices, including prejudices and values redevelopment for HEI campuses Where the students acquire knowledge and special skills for learning purposes, these help them to work and live in different groups and different cultural societies. Many authorities, in the field of diversity management attached to the importance of the role and benefits of management diversity in higher education. Various studies have been conducted in the context of diversity management in Higher education Institutions per the available literature period from 2011 to 2021 indicated that most of the studies conducted on various issues of diversity management in organizational sectors. They do not focus on diversity management in higher education institutions. Most of the administration in the field of diversity management attaches to the significance of the role and benefits of managing diversity in higher education (Cox, 2001; Deshwal and Choudhary, 2012). Diversity experiences the educational differences these learned from who get more experiences beliefs and perceptions are different from their own, and these can be thought of best from richly diverse intellectual and diverse social environments. Diversity management practices are most prominent because they promote personal growth and a healthy society.

### 1.3 Knowledge Gap

Most of the studies were conducted on various issues of diversity management in organizational sectors. They do not focus on diversity management in higher education institutions. Diversity improves the educational experiences through the different authorities when they give importance to the role of benefits of managing diversity in HEIs.

### 1.4 Objectives of the Study

1. To Study the practices of managing diversity in HEIs in Shivamoga Dist.
2. To know the level of understanding of diversity management practices among the students and faculty members of HEIs in Shivamogga Dist.
3. To examine the perceived benefits of diversity management in HEIs as per the opinion of students and teachers in selected colleges in Shivamogga Dist.
4. To identify the factors contributing to diversity management in higher education institutions in Shivamogga Dist.
5. To analyze the relationship between the management of diversity in higher education and the overall performance of higher education institutions in Shivamogga Dist.
6. To focus on the strategies adopted and challenges faced in HEIs in Shivamogga Dist.

### 1.5 Methodology of the study

This research paper is based on primary data and secondary data.

The Primary data was collected through a questionnaire administered to the selected teachers in higher educational institutions having UG and PG courses in Shivamogga Dist.

Secondary data was collected from national and international journals, Research articles, Books, and newspapers. For this purpose, 100 faculty were selected from UG and PG courses. The collected data was analyzed and presented in tabular form.

### 1.6 Significance of the study.

Diversity in HEI contributes to expanding basic knowledge and promotes thinking creatively. Interaction with different people, and providing many opportunities to learn from others. This result shows the focus perspective being transformed into a multi-focus, viewing issues and problems from diverse angles. It promotes personal growth and a healthy society therefore diversity management in higher education institutions plays a prominent role.

### 1.7 Scope of the study

The present study will be confined to selected HEIs in Shivamogga dist. The proposed research covers different aspects of diversity management of selected higher education institutions in Shivamogga dist. The scope of the proposed study will be extended to understand the impact of diversity management in higher education institutions. This research study will explore improved performance by including the behavior of teaching faculty and how influenced by diversity in HEIs. The findings of the proposed information will be useful for the HEIs to understand the views of teaching faculty on diversity management and modify their policies if it is necessary in general and the selected HEIs in specific. The

higher educational institutions are considered universities, nationally important institutions however provide traditional arts, science, and professional courses and also include different types of colleges such as government colleges, private aided colleges, and constituent colleges of the university.

## 1.8 Conceptual framework

In the review of literature majoring on the diversity concept in higher education studies in foreign countries as gender diversity, cultural diversity, geographical diversity, etc, Our nations also see different types of backgrounds students on college campuses, they are unique from one person to another Limited study are available but it's a trend in organizations as well as higher education institutions also include diverse background of students as well as faculties, the impact of its contribution on overall academic performance of the higher education institutions of the nations, for that I have to study in particular Shivamogga district diversity management practices in higher education institutions.

## 2. Theoretical Review

The review of literature in the proposed area of research helps to understand the earlier research studies and to identify the research gap of the present study and its research as follows

**Aigare et.al (2011)** Study analyzed in this study to the scarce explored the key motivators for diversity management and perceptions of the positive effects of diversity. According to moral and ethical points of view, motivations are grounded in the belief in social justice, fairness, and equality. Further studies highlighted that it is highly beneficial to understand the complexities of the subjects, create more elaborate theories, and identify practical implications of importance for the education institution. **Mohanty's (2012)** study finds that students are involved in an active learning process while studying in college. when students are active participants in society it helps to measure the student's satisfaction and perception of campus climate. Additionally, for higher relative gains research demonstrates that critical thinking and proactive problem-solving, self-efficacy, retention, and domain abilities all exhibit. **Merich et.al (2015)** Suggested in this study that diversity in education is an intellectual effort that requires creative thought, critical analysis, and careful study. Diversity in education is a way of changing the system of higher education institutions. **Malish et.al (2018)** results indicate that new conflicts arise in HEIs over social inclusion and academic integration more varied student body. That is maintained the need for institutional initiatives to address the shift and support an inclusive campus climate is fueled by the increasing variety of students across the higher education geography. **Melo et.al (2019)** describe the considerable variations in homogeneity and stratification found in most industrialized economies' higher education systems. When creating performance management systems that encourage greater diversity, policymakers and leaders in higher education must act with extreme flexibility and accuracy. **Makkar (2020)** According to this study, the best way to create inclusive learning environments that support learning outcomes for all students is to take a comprehensive strategy that addresses teaching techniques, curriculum content, and the identities of teachers and students. **Valentine-Gray (2021)** said that for diversity and inclusion to be truly supported, it needs time, money, and sometimes an infrastructure or foundation for place; otherwise, it's merely pacification. **Llantos (2021)** recommended that to enhance the perception of equality in colleges and universities, diversity management in higher education institutions should be combined with human resources initiatives. As a result, it helps welcome students from all backgrounds into the academic community and fosters a positive organizational culture. It also prepares students for more diversity within their team. It's one of the finest methods for faculty, staff, and students at universities to learn about other cultures and become nonjudgmental, courteous, and accepting of diversity as well as open to various ways of

feeling and thinking without feeling frightened or challenged. **Goel et.al (2021)** discovered that there is a strong relationship between diversity and institution membership and that institutions are doing a good job of managing diversity. Higher autonomous educational institutions are not meeting their need to communicate effectively and efficiently through a variety of techniques and policies.

In Diversity management motivations are well balanced only through their belief in social justice, equality, and fairness. Through this student are actively involved in their studies. It helps to build creative thinking and active problem-solving. It is a way of changing the system of HEIs. Even though it requires time money and infrastructure.

## Discussion

This section presents the information collected for understanding and analyzing the diversity management practices of higher educational institutions in Shivamogga dist.

**Table 1: Gender-wise classification of data**

SI. No	Gender	Number	Percentage
1	Male	50	50
2	Female	50	50

Source: Primary data

From the above table, it is clear that out of the total respondents, 50 males and 50 females responded to the questionnaire.

**Table 2: Diversity management practices used in HEIs**

SI. No	Practices	Percentage
1	Artistic talents	60
2	Sporting talents	70
3	Academic and resume talents	80
4	Personal talents	80
5	Only concentrate on marks	20
6	Interpersonal talents	50

Source: Primary data

**Table 3: Diversity management practices benefits**

SI. No	Benefits	Percentage
1	Improve inclusiveness	66.7
2	The Institutional overall performance increase	77.8
3	Flexibility	44.4
4	Build competitive environment	55.6
5	Multi-talent will explore	66.7

Source: Primary data



**Table 4: Advancing Teaching Tools Use in HEIs**

SI. No	Teaching tools	Percentage
1	Online learning	66.7
2	Experiential learning	66.7
3	Differentiation	22.2
4	Blended learning	55.6
5	Game-based learning	44.4
6	Student-centered learning	77.8

Source: Primary data

Primary data collected from respondents are 50 male and 50 female faculties. In their college, they use a high percentage of diversity management practices in Academic and resume talents and personal talents. Institutions get benefits are multi-talents will explore and help to inclusiveness. In their college, they use advanced teaching tools such as student-centered learning, online learning, and experiential learning.

### Findings of the study

- According to the survey, Respondents can see diversity is high among non-teaching staff, students, and between faculties. More diversity can be seen among students, foreign students also come to learn in our nations.
- Respondents strongly agree diversity is essential in HEIs because different backgrounds of students can come to college. Different cultural backgrounds and different ethical backgrounds people will come to learn in our nation.
- Most of the lecturers responded diversity is needed for building a range of skills, building creativity, and understanding staff as well as students. Through diversity can identify different natures of backgrounds.
- In their college they apply academic and resume talents, which will help learners succeed in an academic setting, it generally builds students' mastery and technical subjects.
- in their colleges they use student-centered learning means Understanding the learning process but not concentrated differentiation learning means personalized learning.
- They Give more importance to experience learning, and they encourage active learning through problem-based learning, and cooperative learning, Interaction will increase between faculty and students which is led by the belief that all students can succeed, and accept students and their mistakes in the classroom.
- Maximum they agree that diversity affects academic performance in HE.
- Interpersonal talents and personal talents give more benefit to institutions and therefore give concentration to enhance those skills in the college.
- Differentiation learning is also very important therefore concentrate towards differentiation learning.
- They give the least priority to online learning, because of network issues, eye problems, etc
- Give priority to brainstorming it is also more effective for encouraging active learning but they give the least preference to think pair share and peer instruction.
- less focus on laughs friendly with students, know about students., when we are friendly with students, they do not hesitate to ask questions. But they give the least priority to this.

### Conclusions

Every institution should take diversity management practices seriously, A discrete schedule should be arranged to make them understand what diversity management is and how it works in the practical educational world. Diversity

management should be carried out in regular practices with the motto of building their skills to match up with outside expectations. Diversity management should be higher manner with less time and it should not be long drawn, tedious, and incurious.

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