

A Study on the Factors of Workforce Diversity on Teachers in Higher Education with Special Reference to Meerut District

Neha Rani^a, Dr. Anuj Goel^b

^a Research Scholar, School of Business Studies, Shobhit Institute of Engineering & Technology, (Deemed-To-Be University), Meerut, India

^b Associate Professor, School of Business Studies, Shobhit Institute of Engineering & Technology, (Deemed-To-Be University), Meerut, India

Abstract

Workforce Diversity should be adopted by each and every organization. With diverse workforce, organization will have employees with different abilities, skills and capabilities, which will be beneficial to improve organizational performance. The purpose of the analysis is to find the link and consequence of diversity variables on the performance of teachers in higher education institutions. The diversity variables used in research are age, gender and education. Higher education institutions are changing speedily world-wide. Traditional teaching systems are being challenged, diversity and differentiation with the institutions has been increased. This research paper is focusing on the importance of diversity management.

Keywords: Workforce diversity, Higher Education Institutions, Teaching Systems, Diversity Management

Introduction

Employee diversity has useful as well as defeatist effects on the fruition of workers. The performance of staffs depends upon management of workforce diversity. Performance of employees can be enhanced with the effectual workforce diversity management. An organization can get preferable plans, potentials, expertise and mastery of employees with effective workforce diversity management. Teachers, who are the essential and major assets of Educational Institutions, can be more productive in term of job performance, by effective training programs.

The poor management of workforce diversity can be the reason for conflicts, grievances and miscommunication. These problems can be the reasons for non-attainment of goals and objectives. The management of workforce diversity is becoming essential because of employees working at the same place and they belong to different age, gender, education and cultures.

Teachers from different age groups work together in a group, it leads towards performance improvement. Performance can be better when working in a group as compared to working alone. The group of teachers with different age groups results in different skills, perceptions, perspectives, personality traits, decision making skills, ideas, innovations and number of solutions for the different problems and challenges.

Teachers with the difference in term of gender can be more productivity and skillful if the chances are fairly provided to both.

Tracy and Lewis (1993) found, that diversity in education is the difference educational skills in teachers. The difference in education is essential and important for teachers to find good opportunities and to perform well.

CONCEPTUAL FRAMEWORK OF WORKFORCE DIVERSITY

Workforce diversity is consisting of similitude and dissimilarities among teachers with regard to age group, societal background, bodily potentials and incapacities, moralities, belief, sexual category, and sexual inclination. Employee diversity means that organizations are increasingly tense with regards to society, age group, masculine and feminine, race and nationality, the “concept of diversity” is used in many organizations to organize and promote dialogue and to be involved in managing diversity. In this sense the first layer of personality. It relates to the style and characteristics of the individual. The second layer is internal size contains gender, age, race, ethnicity, physical abilities. The outer size is the third layer. It contains the result of life experiences and choices such as religious education, marital status, work experience and staff entertainment practices etc. are the basis for maintaining the size of organizations. Those are the aspects of similarity and diversity that are part of the work in an organization. These four levels of diversity also affect and address the staff and productivity of the organization. (Gardens warts & Row (2003); Internal Size and External Size, based on Loden&Rosener (1991).In general, the concept “Workforce Diversity” stands for strategies and applications that search for to incorporate persons within the employees who are contemplated, in a schemes, different from those in the contemporary zone.

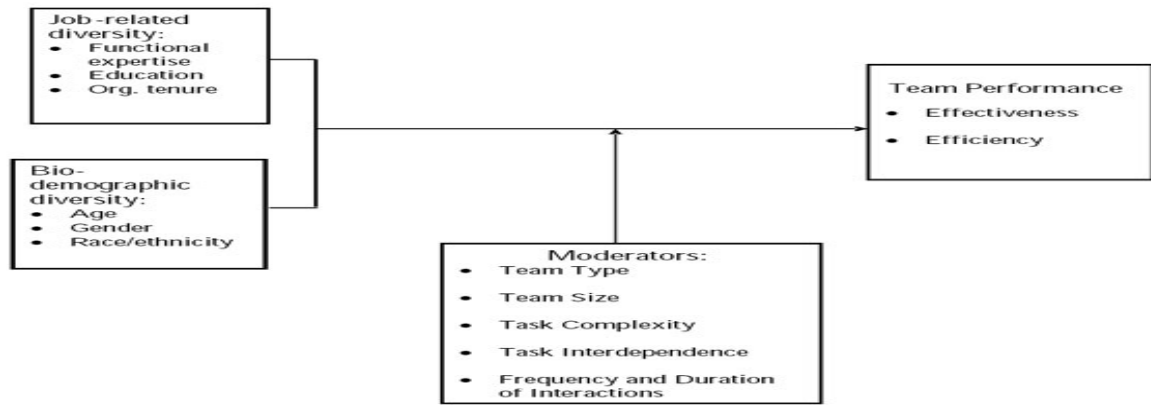
Elements of Workforce Diverseness are:

1. Age
2. Vernacular
3. Sexual Category
4. Nationality
5. Divinity
6. Citizenship
7. Job level
8. Race
9. Civilization
10. Skills
11. Physical Ability
12. Sexual Orientation
13. Perspective
14. Experiences
15. Thinking Styles

Benefits of governing workforce diversity

- Improve level of Productivity
- Variation and innovation in ideas and Collaboration
- Extension and development in skills
- Effectual transmission
- Diversified and mixed Experience

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Dimension of Workforce Diversity

AGE DIVERSITY: Age variation is the capability to accommodate all the dissimilar kinds of ages within an organization. Organizations need to adapt to older people in a variety of ways. Nonce, workforce assortment considers genesis diversity and varying views on the connections between age group and capability or the importance of professionalism. Although protestations about age unfairness are not as pervasive as accusation about sexual categories and racism, teachers still need to promote awareness and understanding of age differences among employees. (McGregor and Gray, 2002; Taylor, 2003), In Organizations, they do not make good use of the talents of older workers because of incorrect theories and exorbitant artifacts, they are additional inclined to well-being issues, unable to modify changes in the workplace and new technologies, they do not work well, compared to their young employees and suffer return to investment training.

Various researches conducted on workforce diversity, told that age diversity has both positive and negative effects. The negative effects are communication issues and conflicts. Poor management of workforce diversity results in conflict that can be reason for the reduction in teacher's performance.

The positive impact of age diversity is varieties in skills, thinking styles, motivation, decision making strategies, innovation and creativity.

GENDER DIVERSITY

Gender diversity at the workstation is the parallel and acquiring genders in cooperation. Gender diversity is when an organization is having equal percentage of men and women. Wood (1987) revealed that different gender group carried out and executed preferable than the same gender category. Richard et al (2004) has noticed that U-shaped relationships between gender-based management and productivity groups, by different management groups revealing greater performance than gender analogous management groups. High gender assortment will have greater beneficial and better outcomes on productivity of staff in the organization.

Hofstede (1991) described organizational culture as an integrated brain system that divides employees based on beliefs, language, culture, gender, race and values that distinguish one organization from another. To give the business a competitive edge it is important to manage diversity and apply cultural diversity to employee skills, ideas and skills to contribute to integrated goals. (Adler, 1986). Diversity is governed for the purpose of empowering or empowering employees to function effectively. Diversity management recommends methods broad enough to understand the overall magnitude of diversity (Thomas, 1991).

Few of the pragmatic end results of Staff diverseness for a corporation are as follows (Mullins, 2010: 154; Daft, 2012: 349):

- Encouraging economical employment connections by greater utilization of employee flairs,
- Adding client relations,
- Intensifying inventiveness, pliability and transformations,

- Developing viable growth and business ascendancies,
- Lessen values related with high yields, desertion, and lawsuits.

By subscribing new pragmatic end results to an organization, employee diversity also puts new provocations for the executives. Some of these summonses are as follows (Luis et al, 2012: 134).

- Congruously evaluating employee manifoldness,
- Leveling sole wants with group impartiality,
- Trafficking with resistance to swaps,
- Securing group compatibility and open transmission,
- Keeping away employee indignation and retaliation,
- Keeping valued executants,
- Elevating chances for all.

EDUCATION DIVERSITY

As per the research done by Lewis and Sappington (1993), organization do not employ those persons who are having less or no training, experience and education as per job or position. They also identified that education is most essential and important factor teachers because without adequate and appropriate education framework teachers are not eligible to obtain a position and execute effectively.

Education diversity motivates teachers to perform more effectively and efficiently and to achieve goals.

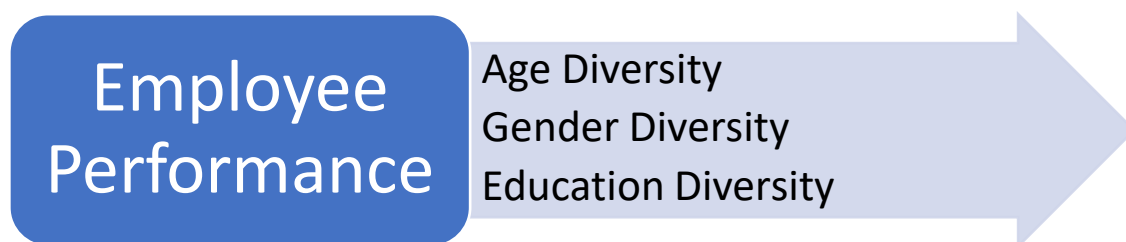
Different education background leads to different type of skills, knowledge and capability, which tells the coherent strength and personality of teachers.

According to Dainel (2009) performance and productivity of teachers can be affected as per the educational status of teachers. The teachers will be more fruitful and high-yielding if he or she has big level of educational status.

TEACHER'S PERFORMANCE

Cascio (2000) stated that performance means executing successfully and efficiently in the way to do right job. To achieve the goals of organizational goals and objectives, effective performance is the key factor. For effective performance, management of workforce diversity is very useful and essential.

Effective management of workforce diversity leads to better decision making, team work, creativity, critical thinking and problem solving. But poor management of workforce diversity leads to conflict, misunderstanding, no or less goal achievement.



DIVERSITY MANAGEMENT IN HIGHER EDUCATIONAL INSTITUTIONS

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The study on workforce diversity in educational institutions has been done by number of investigators. As per views given by Wall, diverseness in education section is ancerebral service and it presupposes visionary notions, censorious scanning and cautious learnings. Diversity in education via changing the higher education institutions can change the society (Wall, 2009: XI). Brown –Glaude identified that higher education institutions are not only expected to provide the students with knowledge but also make them productive workers. As the world is changing too quickly and there are rapid changes in technological changes, the workers should have adaptable technological skills as well as the ability to work with diverse people. Diversity in education sector is more board subject which is affecting the educational approach.

REVIEW OF LITERATURE

Hartel (2004), Diversity is forces to notice the probable of workers of any cooperation. It is very crucial in making sure that the organization attains its purposes and outcomes.

Chanda (2006) analyzed the diversity of the workforce as a hot and tempting issue for all organizations of the current status quo. Every human resource manager should be careful in managing this diversity and ultimately the author concludes that there is a lack of awareness about how to manage diversity, the manager does not have enough knowledge and ability to control the various employees.

Saha and Patra (2008) highlighted that the necessity because of proliferation market and interests of workforce diversity and they stated that if the cooperation is not selecting and hiring the different workforce groups then that organization is not competitive enough and executives can make their diversified workforce effectual and qualified by organizing training sessions for them.

Daniel (2009) also formed the conclusion that different degrees and varieties of education can anticipate distinct levels of potencies. For instance, jobs accessible for those who have a job but do not have a valid higher education degree may differ from those who have obtained a degree.

Tracy and David (2011), observed that employers in most cases reject selecting employees 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.

Amit Sharma (Sharma, 2011) has absorbed on forms of white collar education and also causes of disparities. Higher practical and white-collar education has been powered by independent endeavors. Higher insistence requires higher bestow, but today grant is higher than the command. Part of pedagogy is contemplated as the means of formation of prosperity. This test highlights the title role of education in lessening disproportion, encourage development, supply human capital, to nurture better and high quality of living. Education is followed by economic growth which will develop abilities and proficiencies. The test has clarified the relationship between economic growth and human resources. The white-collar education improves the growth in many ways. However there is a great serve of variation in enlistment in various vocations, which is chaperoned by temporal variation. He summited the demand and growth of practical education as compared to other streams.

Deshwal and Choudhary (2012), it was found that managers must develop some strategies for diversity awareness among employees.

Butts et al. (2012), in their study “Role of Institutional Climate in Forecasting Diversity in Biomedical Research Workforce: A Case Study” summarized that diversity for over 4 decapod and proved the significance of diversity and provide usefulness for the others to execute diversity in the workplace and to improve for the better implementation in their institutions. They include: Leadership should tell the difference those are accountable for developing a culture for diversity and inclusion. Knowing the barriers related to diversity and involvements should be based on listed barriers in general and specific. An inclusive strategy should be developed for assessing the relevant issues and challenges and thereby to regularly monitor the impact of interventions. Extending on institutional history and victory and granting the triumphs of other diversity efforts are useful. Including tutees and postdoctoral fellows in the procedure of encouraging diversity can be beneficial

for accreditation and helping them in lessening the tenderness of isolation. Developing diverse circles should be based on banal values of diversity and insertion that are aligned with institutional missions to support brilliance.

Ankita Saxena (2014) found that diversified workforce is essential for improving productivity of organization. She also suggested that to command this assorted employees can be a biggest provocation for any cooperation. She concluded that it is necessary to manage diversified workforce so that productivity of organization as well as of employees can be enhanced effectively and efficiently.

Maingi (2015), found that workforce diversity management has become important because of different people are working together who belongs to different cultures.

Kirton and Freene (2015) concluded that gender diversity have essential part in enhancing employee's outcome, if equal opportunities are provided to both.

Mecheo, (2016) identified that workforce diversity is contrast in generation, gender, culture, ethnicity, physical ability, education level of employee of an organization.

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 group diversity and employee's effective and efficient outcomes.

Aneesya Panicker (2018), found that there is a link between employee perspective, duties and tasks environment, employee performance as well as organizational productivity. It was also noted that organizations must work in an environment that is important and well-designed for holistic implementation.

F. Khan et.al. (2019) analysed that in diverse team efforts, every member has distinct qualities, capabilities, potentials and traits which are helpful in improving organizational performance.

Anna Wieczorek-Szymanska (2020) analysed that gender diversity is most of important factor of workforce diversity in any organization. Author concluded that men and women get almost equal opportunities to perform and show their skills and abilities in education sector as compare to any other sector.

PROBLEM STATEMENT

Workforce diversity is an emerging issue and challenge that have developed the curiosity in academicians and professionals. Though, study and investigation on workforce diversity have turned in varied opinions and out-turns. Some researchers have stated that diversity is essential to bring positive results and some stated that diversity is the reason for negative results in organization. The objective of every organization is better productivity, profitability and these objectives can easily be achieved by diverse employees. As diversity means multiple skills, thinking styles, challenges acceptance, decision making. But sometimes this diversity can be the challenge for organization in goals achievement.

RESEARCH OBJECTIVES

1. To understand the interconnection betwixt age diversity and Teacher's performance in higher education institutions
2. To Recognize the link betwixt gender differences and teacher performance in tertiary institutions
3. To explore the connection betwixt the diversity of qualifications and the performance of teachers in institutions of higher learning

RESEARCH METHODOLOGY

Research Design: Both descriptive and exploratory research design have been taken into consideration by the researcher to study the impact of the factors of workforce diversity on the performance of teachers in higher educational institutions.

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Sample Design: In this study researchers have used stratified random sampling. Total sample size of 150 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 understand the factors of workforce diversity which are affecting the performance of teachers in higher educational institutions.

ANALYSIS OF DATA

To accumulate primary data, retaliations have been collected from 150 teachers of distinct age group, gender, educational background and designation of different institutions. Primary data was collected from:

- a) Higher Education Institutions: 05
- b) Assistant Professors: 80
- c) Associate Professors:37
- d) Professors:33
- e) Female Teachers:85
- f) Male Teachers: 65

Name of Institutions	Number of Respondents	Per Cent
Dewan V.S. Group of Institutions, Meerut	35	23
JP Institute of Engineering and Technology, Meerut	30	20
Meerut Institute of Engineering and Technology, Meerut	29	19
Shobhit Institute of Engineering and Technology (To-be Deemed University), Meerut	37	25
IIMT University, Meerut	19	13
Total	150	100

Table 1: Distribution of Respondents on the basis of Institutions

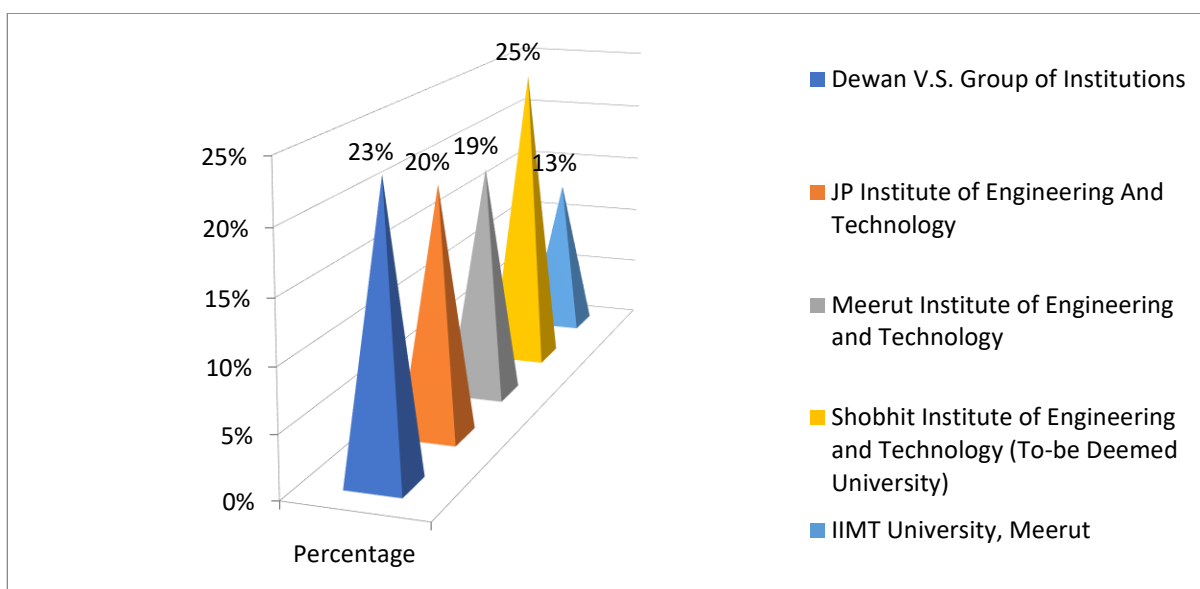


Figure 1: Distribution of Respondents on the basis of Institutions

Interpretation: Out of 150 respondents, 23% were from Dewan V.S. Group of Institutions, Meerut, 20% were from JP Institute of Engineering and Technology, Meerut, 19% were from Meerut Institute of Engineering and Technology, Meerut, 25% were from Shobhit Institute of Engineering and Technology (To-be Deemed University), Meerut and 13% were from IIMT University, Meerut.

Age group (Years)	Number of Respondents	Per Cent
21-30	55	37
31-40	45	30
41-50	30	20
51-60	20	13
Total	150	100

Table 2: Distribution of Respondents on the basis of age group

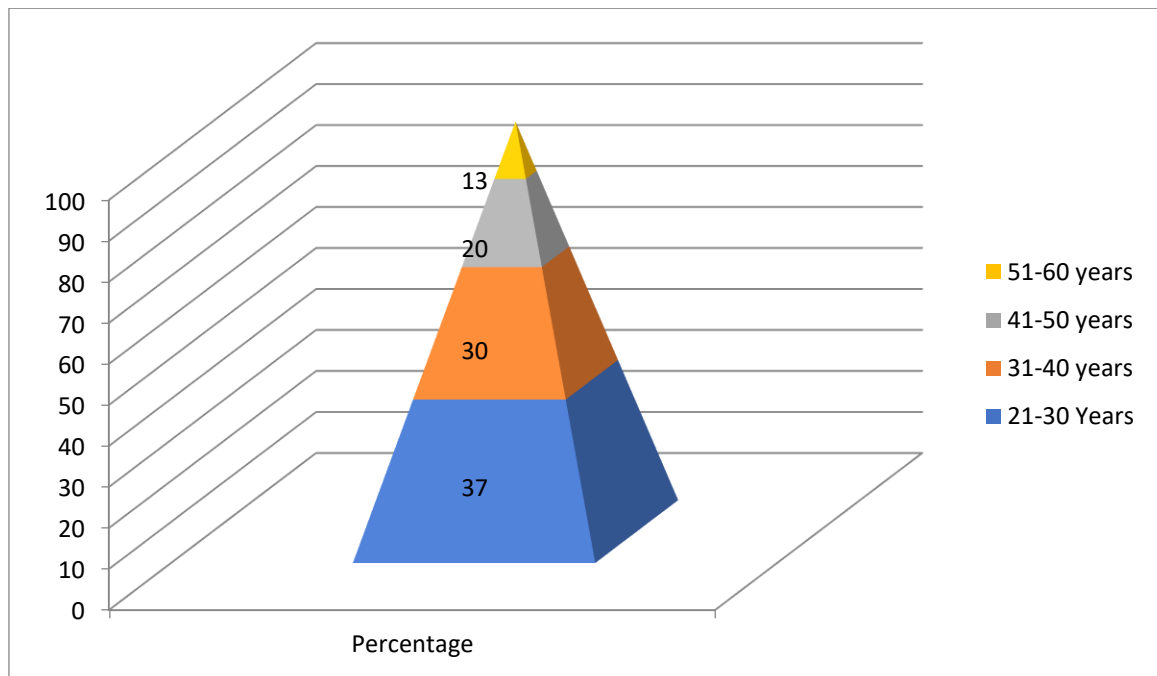


Figure2: Distribution of Respondents on the basis of Age group

Interpretation of Table 2: Out of 150 respondents, 37% were from 21-30 age groups, 30% from 31-40 age groups, 20 % were from 41-50 age groups and 13 % were from 51-60 age groups.

Gender	Number of Respondents	Per Cent
Male	65	43
Female	85	57
Total	150	100

Table 3: Distribution of Respondents on the basis of Gender

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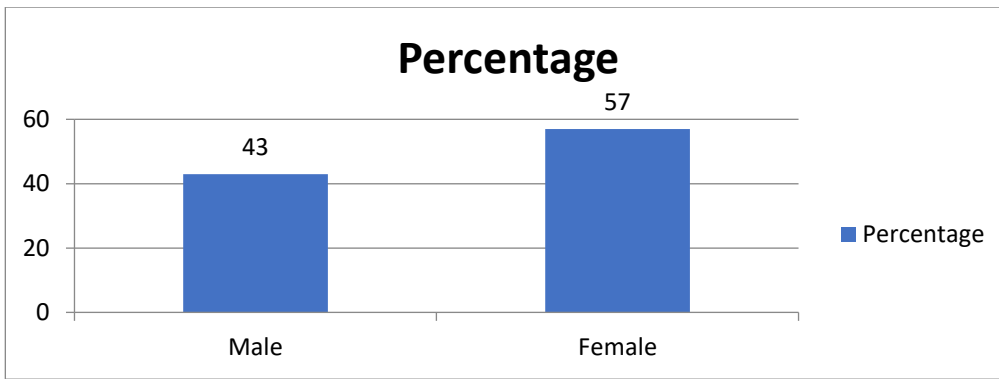


Figure 3: Distribution of Respondents on the basis of Gender

Designation	Number of Respondents	Per Cent
Assistant Professor	80	53
Associate Professor	37	25
Professor	33	22
Total	150	100

Table 4: Distribution of Respondents on the basis of Designations

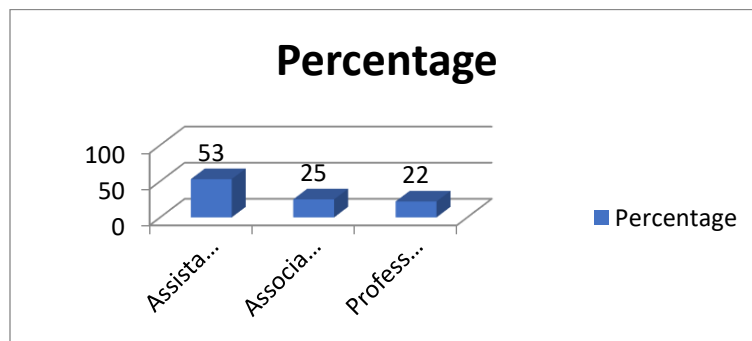


Figure 4: Distribution of Respondents on the basis of Designations

Qualification	Number	Per Cent
Post Graduate	97	65
Ph.D.	53	35
Total	150	100

Table 5: Distribution of Respondents on the basis of Qualification

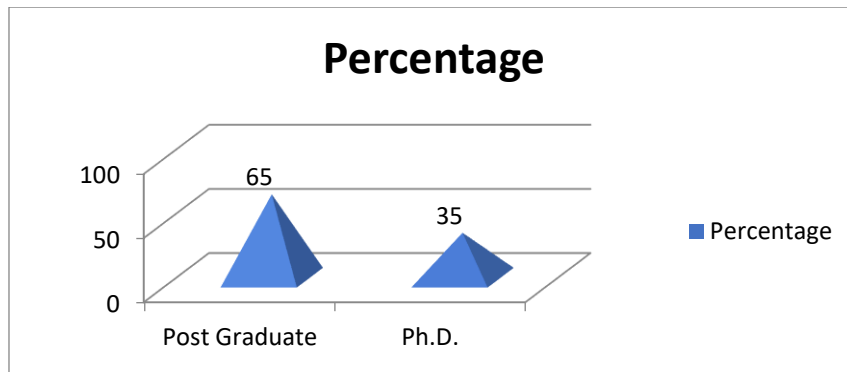


Figure 5: Distribution of Respondents on the basis of Qualification

Interpretation: Out of 150 respondents, 65% are post graduate and 35 % are Ph.D.

Data Interpretation and Analysis

Dimension: SA = Strongly Agree, A= Agree, N = Neutral, D = Disagree and SD = Strongly Disagree

Dimension	Number	Per Cent
SA	25	17
A	65	43
N	38	25
D	12	8
SD	10	7
Total	150	100

Table 6: Response to the statement “Working with different age groups help to increase performance”

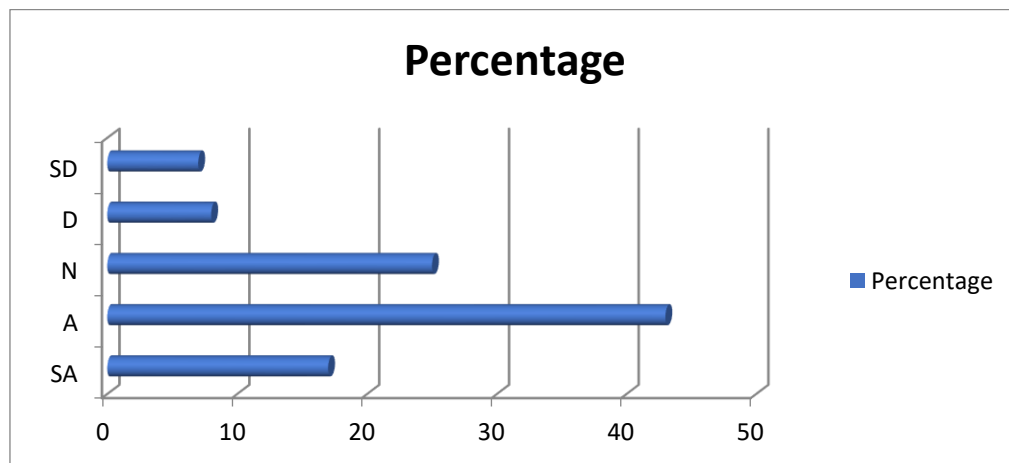


Figure 6: Age Diversity and Performance of Teachers

Interpretation: Out of 150 respondents, 8% are not agreed with concept the teachers from different age groups helps in increasing performance and 43 % are agreed with the concept teachers from different age groups helps in increasing performance.

So, it can be said that there is positive impact of age diversity on the performance of teachers in higher educational institutions.

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Dimension	Number	Percentage
SA	55	37
A	46	30
N	15	10
D	22	15
SD	12	8
Total	150	100

Table 7: Response to the statement “Working with opposite gender helps in increasing performance”

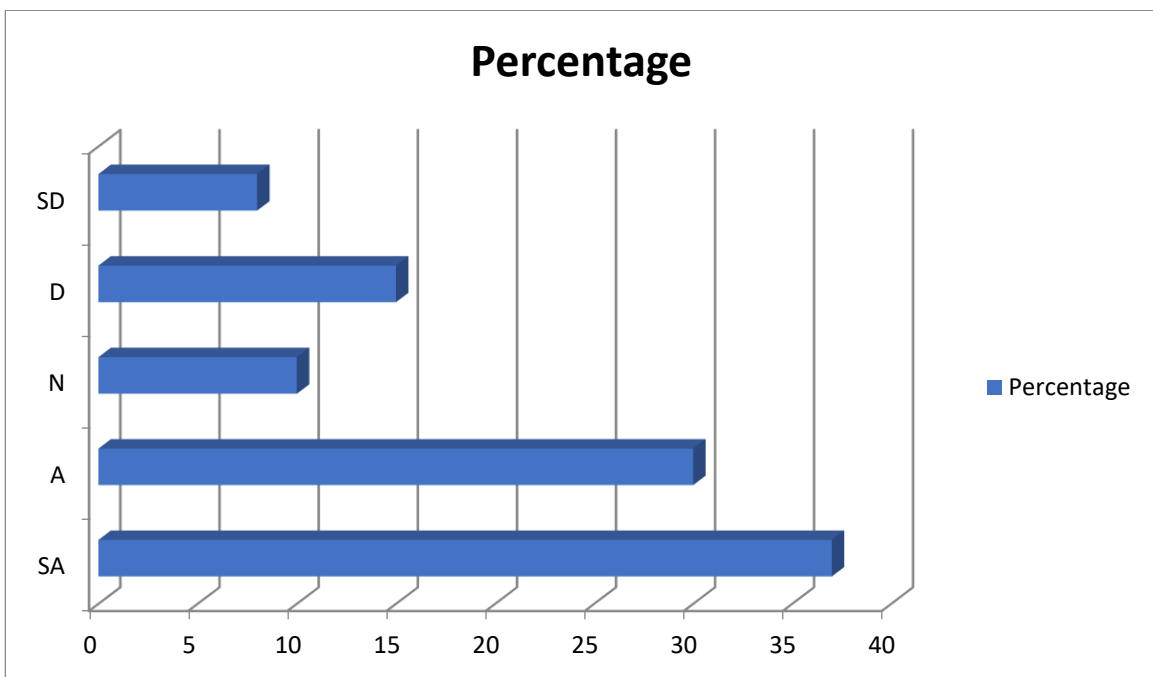


Figure 7: Gender Diversity and Performance of Teachers

Interpretation: Out of 150 respondents, 37 % are strongly agree and 30 % are agree with the concept that working with opposite gender helps in improving the performance in terms of confidence building, motivation, team building as well as skill enhancement.

Dimension	Number	Percentage
SA	78	52
A	27	18
N	15	10
D	17	11
SD	13	9
Total	150	100

Table 8: Response to the statement “Working with employees with different educational background helps to increase the performance”

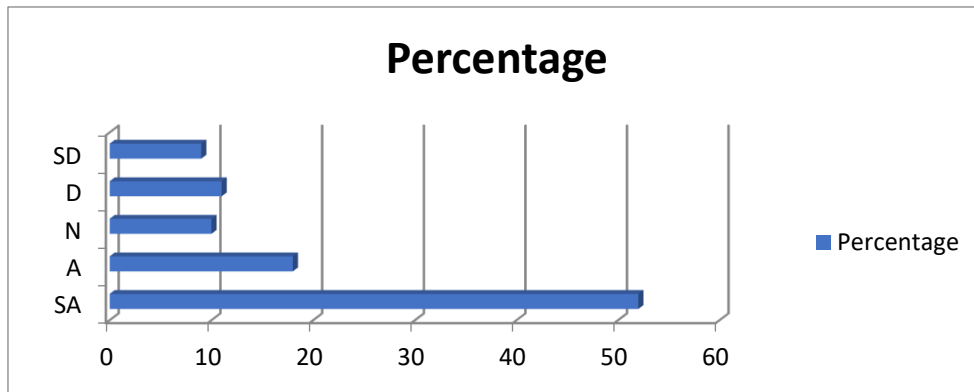


Figure 8: Educational Diversity and Performance of Teachers

Interpretation: Out of 150 respondents, 52 % are strongly agree and 18 % are agree with the concept that working with different educational background helps in improving the performance in terms of skills enhancement, innovation, decision making and knowledge enhancement.

Hypothesis Testing

Alternate Hypothesis: There is positive influence of factors of workforce diversity management on performance of teachers in higher educational institutions.

Null Hypothesis: There is no influence of factors of workforce diversity management on performance of teachers in higher educational institutions.

Sub Hypothesis 1

Alternate Hypothesis: There is positive influence of working with different age groups on performance of teachers and management in higher educational institutions.

Null Hypothesis: There is no influence of working with different age groups on performance of teachers and management in higher educational institutions.

Hypothesis Testing of First Statement “Working with different age groups help to increase performance”

Step 1: Null Hypothesis (H₀): There is an independent relation between two attributes of the research. In this hypothesis the attributes are age diversity and performance of teachers.

Step 2: Calculation of Chi-Square Test Value

Table 9: Worksheet of Chi square test regarding age diversity and performance of teachers

S.No.	fo (Observed Frequency)	fe (Expected Frequency)	(fo-fe)	(fo-fe) ²	(fo-fe) ² /fe
1	25	30	-5	25	0.83
2	65	30	35	1225	40.83
3	38	30	8	64	2.13
4	12	30	-18	324	10.8
5	10	30	-20	400	13.33
Total	150				$\chi^2 = 67.92$

Expected Frequency (fe) = Total of Observed Frequency/ Numbers

Expected Frequency (fe) = 150/5=30

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$$\chi^2 = \frac{\sum (fo - fe)^2}{fe}$$

$$\chi^2 = 67.92$$

Step 3: Calculation of Degree of Freedom

$$d.f. = (N-1)$$

$$= (5-1) = 4$$

Step 4: Level of Significance

Corresponding to a chosen level of significance, the critical value of χ^2 corresponding to the given number of degrees of freedom is found from the table. Table Value at 5 per cent level of significance for 4 degree of freedom is 9.488

Step 5: Result

As the observed value of χ^2 test is 67.92 which is more than table value; 9.488, so the null hypothesis is rejected and the alternate hypothesis is accepted. Hence, working with different age groups has positive impact on performance of teachers and management in higher educational institutions.

Sub Hypothesis 2

Alternate Hypothesis: There is positive influence of working with opposite gender on performance of teachers and management in higher educational institutions.

Null Hypothesis: There is no influence of working with opposite gender on performance of teachers and management in higher educational institutions.

Hypothesis Testing of Second Statement “Working with opposite gender helps in increasing performance”

Step 1: Null Hypothesis (H₀): There is an independent relation between two attributes of the research. In this hypothesis the attributes are gender diversity and performance of teachers.

Step 2: Calculation of Chi-Square Test Value

Table 10: Worksheet of Chi square test regarding gender diversity and performance of teachers

S.No.	fo (Observed Frequency)	fe (Expected Frequency)	(fo-fe)	(fo-fe) ²	(fo-fe) ² /fe
1	55	30	25	625	20.83
2	46	30	16	256	8.53
3	15	30	-15	225	7.5
4	22	30	-8	64	2.13
5	12	30	-18	324	10.8
Total	150				$\chi^2 = 49.79$

Expected Frequency (fe) = Total of Observed Frequency/ Numbers

$$\text{Expected Frequency (fe)} = 150/5=30$$

$$\chi^2 = \frac{\sum (fo - fe)^2}{fe}$$

$$\chi^2 = 49.79$$

Step 3: Calculation of Degree of Freedom

$$\begin{aligned} \text{d.f.} &= (N-1) \\ &= (5-1) = 4 \end{aligned}$$

Step 4: Level of Significance

Corresponding to a chosen level of significance, the critical value of χ^2 corresponding to the given number of degrees of freedom is found from the table. Table Value at 5 per cent level of significance for 4 degree of freedom is 9.488

Step 5: Result

As the observed value of χ^2 test is 49.79 which is more than table value; 9.488, so the null hypothesis is rejected and the alternate hypothesis is accepted. Hence, working with opposite gender has positive impact on performance of teachers and management in higher educational institutions.

Sub Hypothesis 3

Alternate Hypothesis: There is positive influence of working with teachers and management having different educational background on performance of teachers and management in higher educational institutions.

Null Hypothesis: There is no influence of working with teachers and management having different educational background on performance of teachers and management in higher educational institutions.

Hypothesis Testing of Third Statement “Working with employees with different educational background helps to increase the performance”

Step 1: Null Hypothesis (H₀): There is an independent relation between two attributes of the research. In this hypothesis the attributes are education diversity and performance of teachers.

Step 2: Calculation of Chi-Square Test Value

Table 11: Worksheet of Chi square test regarding gender diversity and performance of teachers

S.No.	fo (Observed Frequency)	fe (Expected Frequency)	(fo-fe)	(fo-fe) ²	(fo-fe) ² /fe
1	78	30	48	2304	76.8
2	27	30	-3	9	0.3
3	15	30	-15	225	7.5
4	17	30	-13	169	5.63
5	13	30	-17	289	9.63
Total	150				$\chi^2 = 99.86$

Expected Frequency (fe) = Total of Observed Frequency/ Numbers

$$\text{Expected Frequency (fe)} = 150/5=30$$

$$\chi^2 = \frac{\sum(fo - fe)^2}{fe}$$

$$\chi^2 = 99.86$$

Step 3: Calculation of Degree of Freedom

$$\begin{aligned} \text{d.f.} &= (N-1) \\ &= (5-1) = 4 \end{aligned}$$

Step 4: Level of Significance

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Corresponding to a chosen level of significance, the critical value of χ^2 corresponding to the given number of degrees of freedom is found from the table. Table Value at 5 per cent level of significance for 4 degree of freedom is 9.488

Step 5: Result

As the observed value of χ^2 test is 99.86 which is more than table value; 9.488, so the null hypothesis is rejected and the alternate hypothesis is accepted. Hence, working with employees, having different educational background and level, has positive impact on performance of teachers and management in higher educational institutions.

Analysis and Findings

43% of total respondents were totally agreed and 17 % of the respondents were strongly agreed with the statement that working with different age group assists the better performance.

Workings with different age groups have positive impact on the performance of teachers. It was the view of respondents that working with different age groups helps in improving their performance.

37 % of the total respondents were strongly agreed and 30% of the respondents were agreed with that statement that working with opposite gender leads towards performance enhancement, confidence building and team building.

52 % of the respondents were strongly in favour with the statement that working with people having different educational background help out in getting different and innovative ideas and of course different educational background with experience leads towards the performance growth.

It was also found that gender and educational diversity have positive impact on the performance of teachers. Where working with opposite genders help in improving confidence as well as motivate them to perform well at the same time working with people from different educational background and institution help in skill enhancement and to be more creative and innovative in terms of teaching practices.

Conclusion

After studying review of literature and various research works done by scholar and researcher on workforce diversity and its effect on performance of teachers, the researchers can recommend that there is constructive and useful connection between workforce diversity and performance. Many researchers have stated that diverse workforce have positive impacts on performance of employees and organization. They also identifies that the workforce diversity management is the task as well as the challenge for the organization. If the diversity managed properly and effectively, it can become the source for more productivity and better goal achievement. But if not properly managed, it can become the reason for conflicts, less or no goal achievement.

Diverse workforce is not the choice or option for any organization, now it has become the necessity for any organization. As it will be leading towards better productivity and performance. Thus, organization should choose best management system for workforce diversity and should certify that diversity is evaluated in the organization.

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