ANALYZE THE EFFECT OF WORKFORCE DIVERSITY TOWARDS STUDENT'S PERFORMANCE IN ENGINEERING COLLEGES, NAMAKKAL DISTRICT, TAMILNADU

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Abstract— *Analyze the effect of workforce diversity towards the student's performance in Engineering Colleges, Namakkal District, Tamilnadu. Quantitative study was conducted in educational Institution of Paavai Engineering College, Namakkal. Sample of 50 faculties of different colleges in Paavai Institution was selected. The data was collected through questionnaires. Chi – square, Pearson Correlation and Regression was run to analyze the data. The researcher try to find that whether there is an impact of workforce diversity among the faculty is affecting the student's performance. The major area the researcher tries to find out is to see whether there is significant relationship between the employee diversity and student's performance and also the significant relationship between the management and the measure for reducing the diversity which affect student's performance. Sample size was too short it can be replicated in future by large sample in same sector. Relation of management between workforce diversity and student's performance can also be checked. The questionnaire results show that there is a significant impact on student's performance when different workforce is working in the Engineering colleges, Namakkal District, Tamilnadu. It is founded that the overall effects of workforce diversity (gender, age, ethnicity and education background) towards student's performance in Engineering colleges is significant in most of the ways.*

Keywords— *Workforce Diversity, Management, Performance*

INTRODUCTION

Workplace Diversity is the acceptance of the fact that every individual is unique, and respecting that their uniqueness could be because of their race, gender, age, class, and physical ability, sexual orientation, and religious inclination.

It is also the recognition that these unique people have many common characteristics that helps them in collaborating with others while performing in a common task. That provides them an opportunity to bring together their unique set of abilities to the table, which helps in getting different approaches to a situation.

In the late 1960 and early 1970 the students at campus national wide engaged in sit – in walk outs, hunger strike and calls for the creation of ethnical studies department. The research article from the National Centre for Education Statistics in 2013 only 21.5% of the faculty at institution of higher learning across the nation were first ration, Latina and black

DEFINING WORKPLACE DIVERSITY

Successful organizations that stress on having a diverse working environment have proved that people learn to channel their differences to make it their strength when they are given a common task. This phenomenon is different from assimilation, where people change their lifestyles to adopt the lifestyles of those they work with.

In case of diversity, people will still retain their individual values and mutual respect of one another as unique people, even if they are working as a team on a common task by combining their skills, experiences, and ideas. In a way, diversity is all about difference. The manner in which you analyze and use these differences will determine if diversity is an asset or liability to you and your organization.

Many organizations have now started providing training on diversity to their employees; however, diversity is not really a craft or a skill that you can acquire through training. If a person doesn't have a broad mentality, he would always notice the differences between people, which will affect the way he handles relationships at his workplace.

However, he would do good to realize that the world is growing smaller in this age of globalization, and adjusting to different working environments is fast becoming a part of our jobs, and not just a personality trait. The key to understanding diversity is to have an open and honest communication, which helps people in understanding one another and building a feeling of mutual respect and trust in the workplace.

We are taking the Paavai Institution as a sample population in which we are going for taking the teaching faculties from the various colleges to give a valid feedback for this research.

Items pertaining to barriers for accepting workplace diversity, using a ranking scale:

- *Prejudice—* an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge; an unjustified negative attitude toward a person based on his or her membership in a particular group

- *Ethnocentrism—* a tendency to regard one's own group, culture, or nation as superior to others

- *Stereotypes—* a fixed idea about what a particular type of person is like, especially an idea that is wrong; a set of beliefs about a group that is applied universally to all members of that group

- *Blaming the victim—* making incorrect casual attributions linking aggressions with perceived characteristics of groups

- *Discrimination—* barring an individual from membership in an organization or from a job because of his or her membership of a particular group

- *Harassment—* consciously shunning verbally or physically abusing an individual because of membership in a particular group

- *Backlash—* negative reaction to members of previously underrepresented groups gaining power and influence

LITERATURE REVIEW

In today's society, cultural diversity is at the highest point it has ever been. As companies are becoming more diverse, it is becoming more important for them to understand and manage that diversity. People of different backgrounds, races, ages, sex, and/or religions create a diverse workforce. There is an importance of having a diverse workforce in order to provide better performance overall. With a diverse workforce, there arises a need for new management strategies, which require organization leaders and managers to know the differences among their employees and to know how to handle situations involving these differences. As Dr. Sondra Thiederman, a leading expert in workplace diversity, stated, ``whether you are a business owner, executive, salesperson or customer- service professional, your success will increasingly depend on your ability to function in a culturally diverse marketplace'' (Thiederman, 2000).

The growth in diversity is continually on the rise. Today, one in four people in this country belong to a minority or are foreign-born (U.S. Census Bureau, 2001). These minorities are considered include any person who is not a white-male. Women today, who currently make up less than half the work force, are expected to fill 65 percent of the jobs created during this decade (Jackson et al., 1998).
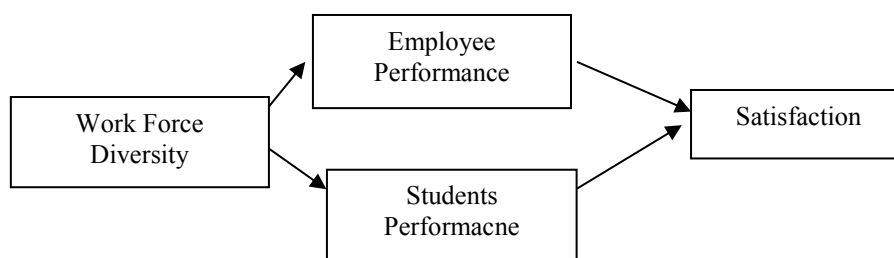

Fig. 1: The Cause and Effect of the Work Force Diversity

OBJECTIVES

1. To study about the relationship between the gender diversity and students performance

2. To study about the relationship between the age diversity and students performance.

3. To study about the relationship between the educational background and students performance

4. To study about the major factor influencing the faculty diversity towards the students performance.

RESEARCH METHODOLOGY

The researcher used the non probability sampling, in which the researcher used the convenience sampling method. Questionnaires were distributed to the valid respondents who have met the two requirements needed in order to be a respondent; they were asked to fill up the questionnaire form that is distributed directly to them. There are currently 1500 faculties working in the college from various department faculties, the sample size of 50 to represent the targeted population.

SPSS was also used to test the relationship between the independent variables and dependent variable using methods such as Chi square analysis. Hypothesis findings of this research can be evaluated using SPSS to determine whether the hypothesis is supported this research.

HYPOTHESIS

H1. There is a significant relationship between the gender diversity and the student's performance

H2. There is a significant relationship between the age diversity and the student's performance

H3. There is a significant relationship between the education background and the student's performance

H4. There is a significant relationship between the employee performance and the student's performance

DATA ANALYSIS AND INTERPRETATION

The researcher from this study analysis that data by using the chi square and by the weighted average tools

CHI – SQUARE – Gender of the Faculty and the Student's Performance

Ho: There is no significant relationship between the gender of the faculty and the student's performance

H1: There is a significant relationship between the gender of the faculty and the student's performance

Table 1

Chi-Square Tests			
	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	25.372[a]	8	.001
Likelihood Ratio	29.416	8	.000
Linear-by-Linear Association	.004	1	.949
N of Valid Cases	50		
a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is. 08.			

From the above table it is inferred that the p value is. 001 which is less than or equal to the significance level of 0.05, reject the null hypothesis. There is a significance relationship between the gender of the faculty and the student's performance.

CHI – SQUARE – Age of the Faculty and the Student's Performance

Table 2

Chi-Square Tests			
	Value	*Df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	23.554[a]	12	.023
Likelihood Ratio	24.322	12	.018
Linear-by-Linear Association	1.262	1	.261
N of Valid Cases	50		
a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is. 32.			

Ho: There is no significant relationship between the age of the faculty and the student's performance

H1: There is a significant relationship between the age of the faculty and the student's performance

From the above table it is inferred that the p value is. 023 which is less than or equal to the significance level of 0.05, reject the null hypothesis. There is a significance relationship between the age of the faculty and the student's performance.

CHI – SQUARE – Age of the Faculty and the Student's Performance

Ho: There is no significant relationship between the education qualification of the faculty and the student's performance

H1: There is a significant relationship between the education qualification of the faculty and the student's performance

Table 3

Chi-Square Tests			
	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	23.049[a]	8	.003
Likelihood Ratio	19.191	8	.014
Linear-by-Linear Association	9.827	1	.002
N of Valid Cases	50		
a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is. 08.			

From the above table it is inferred that the p value is. 003 which is less than or equal to the significance level of 0.05, reject the null hypothesis. There is a significance relationship between the gender of the faculty and the student's performance.

Table 4: The HOD Measures on Workforce Diversity among Faculties

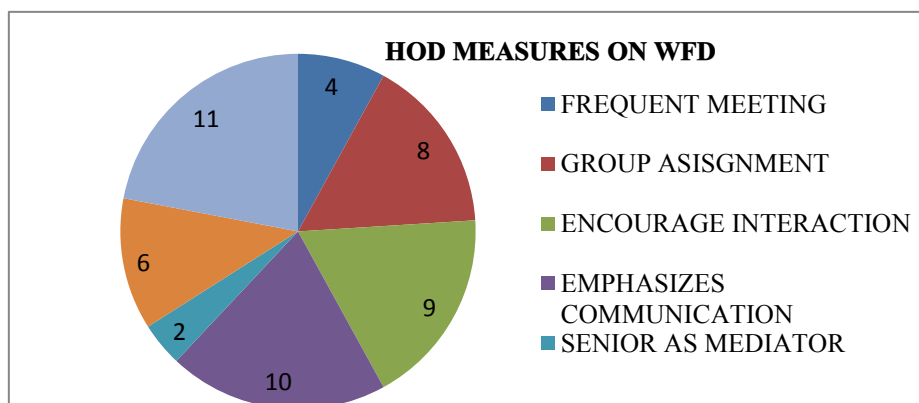| HOD_Measures					
	HOD_measures	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Frequent meeting	4	8.0	8.0	8.0
	Group asisgnment	8	16.0	16.0	24.0
	Encourage interaction	9	18.0	18.0	42.0
	Emphasizes communication	10	20.0	20.0	62.0
	Senior as mediator	2	4.0	4.0	66.0
	Eliminate gender bias	6	12.0	12.0	78.0
	Faireness	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Fig. 2: The HOD Measures on Workforce Diversity among the Faculties

Table 5: Weighted Average by the Respondents for the Factors Influencing the Students Performance by the Faculty

S.No	Factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Toal	Weighted Average
1	Pre justice	12	15	9	8	6	50	131
2	Ethnocentrism	2	5	19	15	9	50	174
3	Stereotypes	20	12	8	7	3	50	111
4	Blaming the victim	15	8	19	5	3	50	123
5	Discrimination	12	9	15	9	5	50	136
6	Harassment	10	20	5	9	6	50	131
7	Backlash	18	6	9	12	5	50	130
8	Debarking	22	2	5	12	9	50	134

INTERPRETATION

The above table shows that the major factor that influenced by the faculty during the students' performance is ethnocentric lead by the discrimination, debarking, pre justice and so on.
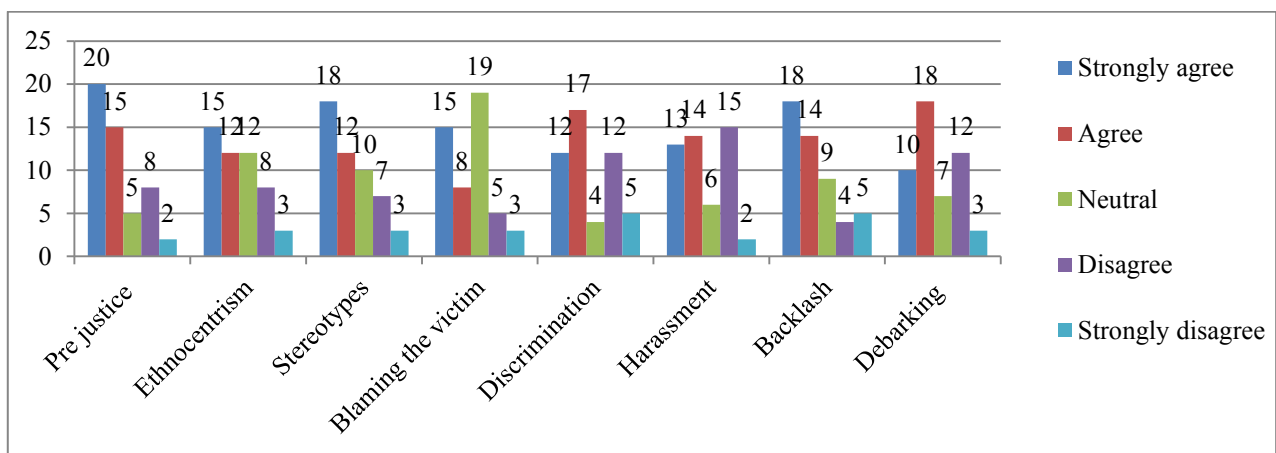

Fig. 3: The Factor Influencing The Faculty In Students Performance

FINDING AND SUGGESTION

The major finding in this research is the majority of the respondents are positive about the employee diversity is affecting the students performance. The Chi square result show that there is a significance relationship between the age diversity and students performance, gender diversity of the faculty and the student's performance and the education diversity and the students performance. The Weighted Average result that the more weight is given for the factor which is influencing the faculty while evaluating the student's performance are ethnocentric, discrimination and the

CONCLUSION

Today's students are the tomorrow faculty in case of all the fields, the quality of the academic environment and yield positive learning outcomes of every students and institution. The workforce diversity influences not only the employee performance in the colleges but also it is reflecting in the student's performance. This research found that there is significant relationship exit between the age diversity towards student's performance, the gender diversity towards the student's performance and the education diversity towards the student's performance. A diversity training programme can be given in order to bridge the gap between the faculty and student performance. This research paper could be extended in future to find out the relationship between the faculty demographic factors with the student's performance, it will also include the cause and effect of finding the faculty performance reflection on student's performance by the management.

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