

Investigating Cultural and Ethnic Diversity among Teachers in Public Sector Universities of Balochistan

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Abstract

This study investigates teachers' diversity in public sector universities of Balochistan, with a focus on cultural, gender, and age dimensions, as well as students' perceptions of teachers' instructional competence. A descriptive research design was employed. The target population included teachers and students from nine public universities, while the accessible population comprised those from social sciences and humanities departments of four universities in Quetta and the Loralai Division. Using convenient sampling, 200 teachers and 400 students (50 teachers and 100 students from each university) were selected. Two self-developed questionnaires, one for teachers and one for students, were administered, and data were collected through personal visits. Descriptive and inferential statistics, including frequency, percentage, mean, standard deviation, and chi-square tests, were applied for analysis. The findings showed that most teachers were male and primarily from the Pashtoon culture, though age diversity was also present. Students' perceptions indicated that teachers from KP, Balochistan, and Punjab demonstrated instructional competence in subject matter mastery, teaching skills, classroom management, and evaluation practices. The study recommends government initiatives to reduce gender discrimination and ensure balanced gender representation in universities. It further suggests that institutional leaders manage cultural and ethnic diversity more effectively and provide equal opportunities for administrative responsibilities to both male and female faculty members.

Keywords: Teacher diversity, cultural diversity, gender diversity, age diversity, instructional competence

Introduction

A nation's progress is significantly influenced by scholarly societies. Institutions of higher learning are the only means of spreading consciousness and information across the various social classes. Higher education schools enroll students from a variety of provinces, regions, and localities. These people work as teachers or administrators and offer their services to advance educational excellence. However, the administration and promotion of diversity in

higher education institutions has come under scrutiny on several times (Marquez-Lepe et al., 2018).

The diversity of the faculty at public colleges conveys a symbolically upbeat message that learners from diverse backgrounds can teach through a variety of pedagogical approaches. Diversity promotes a democratic learning environment in the classroom. Through efficient teaching methods, the diversity of the teachers enhances the teaching-learning process. The diversity of teachers is crucial in fostering pupils' gender, cultural, racial, ethnic, and religious diversity. The management and development of diversity can improve the academic standards of higher education institutions (Graham & Nevarez, 2017).

Gay (2010) asserts that if the diversity of teachers is questioned, deliberate action may be made to eradicate nationalism and regionalism. The diversity of teachers can be crucial in resolving issues of cultural, racial, and gender superiority. The only way to create a learning environment that is conducive to variety among DAIs

Higher education institutions' professor, student body, and staff diversity affects their intellectual capacity, tenacity, and output. The context for research and instructional methods is enriched by diversity in terms of religion, experience, age, race, physical ability, gender, culture, and ethnicity, among other factors. In order to provide ideas to students in a diverse way and create a vibrant intellectual society, higher education institutions recognized a pressing need for diversity in intellectual approach, cognitive style, discipline, and personality (Stoleno et.al., 2016)

The shared aims of teaching, learning, and research are advanced by a diverse faculty, students, and staff because diversity fosters innovation, problem-solving, and creativity. This is supported by a sizable and growing body of research. However, faculty diversity also poses difficulties. For many community stakeholders, increasing diversity can result in a loss of coherence, less effective communication, increased anxiety, and extreme discomfort. We may lessen the problems and reap the most benefits from variety by learning to appreciate and value one other's cultural and literary differences and by becoming aware of the ingrained attitudes and habits that might affect our relationships (Larran-Jorge & Andrades-Pena, 2017).

Research indicates that creating a diverse faculty will improve teaching and research since diverse working groups are more productive, inventive, and creative than homogeneous ones. (Horey et al., 2018).

Statement of the Problem: Education plays a vital role in the existence and development of nations. Higher education is now a significant concern for all the stakeholders of education. That is why there is more focus on its expansion in terms of human and material capital. Multi-mode universities and online learning are the results of this expansion. Besides this, some dimensions are neglected in the process of development. Considering and focusing on diversity is one of them. Diversity is the symbol of life everywhere, including in educational settings. Diversity enriches the nation because it provides alternative ways to view the world and solve societal problems. Also, diversity enlarges the pool of cultural resources (Sleeter & Grant, 2009). To effectively work with diversity, differences must be viewed as assets to explore, understand, and incorporate into all aspects of the workplace The present study will be designed to explore the teachers' diversity among the public sector universities of Balochistan (Stentiford & Koutsouris, 2020)

Objective

To explore the cultural (ethnic) diversity among teachers at public sector Universities of Balochistan.

Literature Review

Diversity: Diversity refers to the differences between people in their culture, socioeconomic status, race, gender, age, values, and belief systems. Any society's charm is its diversity. They will feel more at ease if there are more different people (Mukhwana, Koskei & Oure, 2009).

Wieczorek-Szymańska (2020) remarked that one of the most important characteristics of people working in an organization is diversity. Employee diversity may have positive or negative effects, thus it is crucial to manage it well. The primary factors investigated and reported in research on the variety of teachers include race, gender, age, experience, education, and nationality.

The word "diversity" describes the contrasts between one's own and other people's traits, qualities, characteristics, opinions, values, and demeanor. Predetermined elements include things like race, ethnicity, gender, age, aptitude, national origin, and sexual orientation. Some of the elements that can be changed include citizenship, worldviews, language, education, religious beliefs, marriage, parental, social standing, and work experiences (Sheets, 2009).

By bringing new perspectives on the world and answers to societal problems, diversity enriches the nation. (Banks, 2009).

Variety also broadens the range of cultural resources while sometimes leading to misunderstandings and hostility. (Sleeter & Grant, 2009) To successfully work with diversity, differences must be viewed as assets that should be investigated, recognized, and utilized into all aspects of the workplace (Guerra, 2012).

Andersen and Moynihan (2016) investigated how diversity affected performance. Last but not least, faculty diversity is a labor issue. To achieve more economic and social justice in the US, we think it is essential to bring together a diverse faculty and staff. We are aware that efforts to promote diversity, including those made by faculty members and the union, have been ineffective, if not outright discouraging, to applicants from underrepresented racial and ethnic groups who wish to join the faculty. This needs to be altered. Another major union concern is the continued hiring of a disproportionate number of underrepresented faculty members as contingent rather than full-time tenured faculty, which frequently undervalues their potential contributions to their institutions and pays them inhumanely little.

According to Ely and Thomas (2001), Diversity includes both obvious and hidden characteristics that people use to categorize both themselves and others.

It is a fundamental part of who they are.. The most common academic meanings have developed place emphasis on distinctions based on factors like gender, race, religion, sexual orientation, age, ability, and ethnicity (Barak et al., 2010).

Teachers Diversity: The term "teacher diversity" describes the presence of educators from a wide range of ancestries, cultures, and identities in classrooms and schools. It includes distinctions based on racial or ethnic background, gender, sexual orientation, religion, language, and socioeconomic level. According to research, students who have more diverse teachers perform better academically, have better social-emotional outcomes, and are more engaged in their studies (Franco, 2009).

Gender Diversity: Diversity is one of the most distinctive qualities of social groups, including work teams. Equal representation of men and women in the workforce is referred to as gender

diversity, which is a crucial component of organizational diversity. This essay's objectives are to investigate the issue of gender diversity in academia and to evaluate the organizational development of particular colleges with regard to handling gender diversity. In order to do this, comparative case studies are used, contrasting higher education institutions in Poland and Spain. The author first addresses the general situation of men and women in Poland and Spain (taking into account various socio-economic issues).

Diversity is one of the most distinctive qualities of social groups, including work teams. Equal representation of men and women in the workforce is referred to as gender diversity, which is a crucial component of organizational diversity.

One aspect of diversity in enterprises is gender diversity, which is the equal representation of men and women in the workplace. A work-team is a social group whose members are expected to work together to create a positive outcome (Seroka-Stolka 2016).

Understanding the factors that contribute to workplace diversity is essential for figuring out what drives people's behavior and foreseeing how it will affect teamwork.

Cultural Diversity: This research study significantly clarifies the leadership viewpoints on intercultural and multicultural harmony in higher education institutions. The study examines how practical it is to incorporate integrating intercultural education into daily activities in higher education. Due to the exploratory nature of the current study, it is by definition descriptive research. the reporting method was qualitative. Promoting or establishing multiculturalism is a way to foster cooperation, peace, and respect for the views, practices, and religions of others. (Bank 2007). According to Rizvi (1993), By instilling a Intercultural education strives to promote young people's tolerance by giving them a greater sense of connection to their society and to humanity as a whole. The ability to interact or communicate effectively with those from other cultures is referred to as intercultural competence. It also refers to sustaining a connection as well as respecting beloved laws, customs, and values (Bank, 2007). Intercultural communication scholars and researchers view culture as a system and body of knowledge that explains how people from various cultural backgrounds interact with one another and how meanings are deduced from behaviors that use culture as a medium of communication.

Cultural Elements: The significance of organizational culture is being recognized more and more. Not all businesses are aware, but subject-matter experts are becoming more conscious of the influence of organizational culture. staff engagement and staff retention can both be seen as being related to the organization's financial situation. In order to change retention rates or employee engagement rates, it is necessary to understand organizational culture, including what it is, what influences it, and whether it is a culture that benefits all types of employees within the organization. To create an engaging culture and achieve retention equality, it is important to properly handle diversity and the different demands of the workforce. Contrary to what many authors have claimed, research for the business case for diversity does not assert that diversity always benefits organizations where it is present. Instead, it supports the argument put forth in the business-case discourse meant to persuade those in charge of managing diversity in organizations (Wilderom et al., 2000).

Cultural Diversity's Effect on Organizational Performance

Performance is defined as the accomplishment of organizational goals related to profitability and growth in sales and market share, as well as the accomplishment of general firm strategic objectives for the purposes of this study.

Although the majority of the literature focuses on both individual and group performance (McMillan-Capehart, 2006), The performance at the organizational level will be the primary subject of this essay. The relationship between workplace diversity and performance has been studied on several levels. But given the assumption that group effectiveness and performance eventually reflect and translate into organizational success, research on group level outcomes is also important. The three main theories that link ethnic diversity to group/organizational performance are social identification and categorization theory, similarity/attraction theory, and information and decision-making theory. Contrary to the first two predictions, which state that performance will deteriorate, the latter asserts that variety will enhance performance (Pitts & Jarry, 2007).

People have a propensity to categorize themselves and others into various groups (along organizational, religious, gender, ethnic, and socioeconomic lines, for example) and to judge those who they believe to be in a different group from themselves, claims the identification and categorization theory, which is based on the psychology of the in-group/out-group concept. This has a negative impact on how well people communicate and collaborate, which ultimately leads to subpar work-related outcomes and decreased organizational performance (Pitts & Jarry, 2007) The psychological response that is favorable to similarity and produces interpersonal attraction is the foundation of the similarity-attraction theory. This leads to a more positive psychological work environment and more effective, successful collaboration. Accordingly, this theory asserts that there is a negative relationship between diversity and performance and that heterogeneous work groups operate less efficiently than homogenous ones. The membership of a group will affect how it communicates, analyzes information, and makes decisions, claims the information and decision-making theory. According to (Pitts & Jarry, 2007), Diverse groups typically benefit from a greater knowledge base, greater creativity, and more ideas being developed. More crucially, it has been suggested that the advantages of having a larger information base may even be sufficient to make up for process issues (Jehn et al., 1999).

Research Methodology

Nature of Research

The present study was quantitative in nature. In quantitative research, numerical data are gathered and analyzed to characterize, explain, forecast, or control relevant occurrences. Numerical data processing is a challenging task that requires a systematic approach. Deductive reasoning is used in quantitative research. The present study was conducted by using quantitative research approach.

Research Design

Descriptive research design was used for this study. The current status of the teachers' diversity and effectiveness of teacher's diversity in enhancing quality of instructional practices were described.

Population

The teachers and students of total nine public sector universities of Balochistan constituted the target population of the study. The teachers and students of social sciences and humanities department at four public sector universities of Quetta and Loralai division comprises accessible population.

Samples and Sampling Methods

Technique of deliberate sampling was adopted for sample selection. Out of the total accessible population 200 teachers and 400 students were selected. 50 teachers and 100 students from each university will be selected.

Research Instrument

Two closed ended questionnaires were developed for data collection. One for teachers and one for students. Questionnaires were developed with the help of supervisor in relation to the deep study of related literature. Both the questionnaires were constructed on Likert scale. Items of the research instrument were constructed on following constructs.

- Cultural (ethnic) diversity
- Gender diversity
- Age diversity
- Academic Quality
- Instructional practices Research

Data Collection

Data was collected from the participants through the questionnaires. Researcher personally visited the sampled institutions and distributed questionnaire among the participants. After an interval of one day or on the spot filled questionnaires were collected from the participants.

Analysis of Data

SPSS software was used to evaluate the data that was collected. Descriptive (frequency and percentage) were used.

Teachers' Diversity

Gender Diversity

Table 1. Gender

		Frequency	Percent
Valid	Male	126	63.0
	Female	74	37.0
	Total	200	100.0

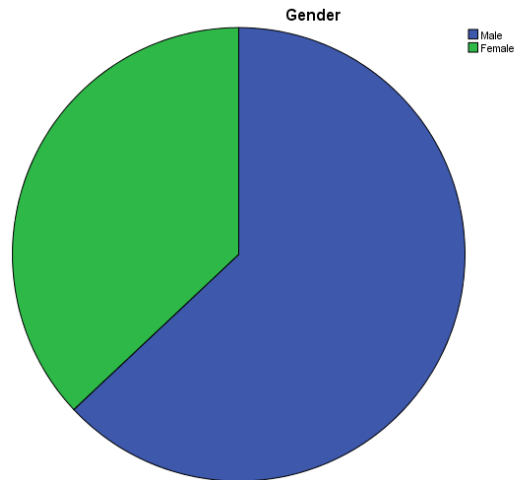


Table 1: and Figure 1: described that there were 63% male teachers and 37% teachers were female. The percentage reveals that in public sector universities of Loralai and Quetta Division the number of male faculty more than the female faculty.

Table 2 Diversity in age

		Frequency	Percent
Valid	Twenty to Thirty Years	24	12.0
	Thirty to Forty	115	57.5
	Forty to Five	46	23.0
	Forty to Fifty	15	7.5
	Total	200	100.0

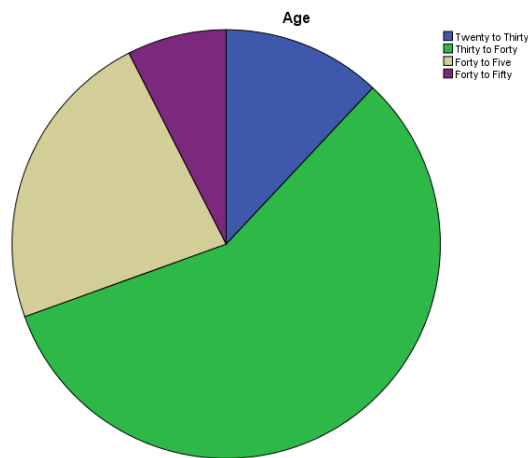


Table: 2 and figure 2: described that the age of 57.5% teachers were 30 to 40 years 23.0% were of 40 to 50 years 12.0% were of 20 to 30 years and 7.5% were of 40 to 50 years of age. So the percentage elaborated that age diversity exist among teachers of public sector universities of Loralai and Quetta Division.

Table 3 Nationality		Frequency	Percent
Valid	Pakistani	200	100.0

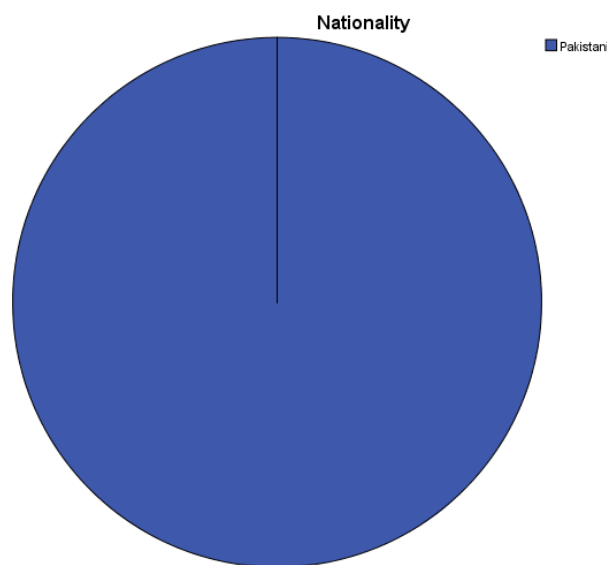


Table: 3 and figure 3: described that 100% of teachers belong to Pakistan. So the statistics confirm that no diversity was found among teachers in relation to nationality.

Table 4 **Religious Diversity among teachers**

		Frequency	Percent
Valid	Muslims	200	100.0

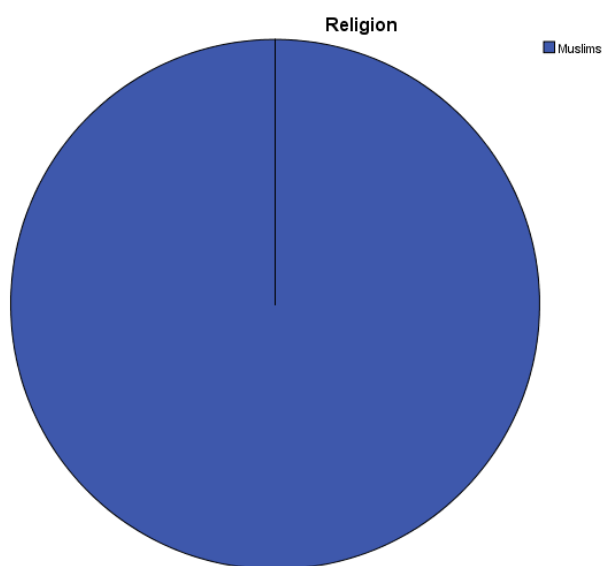


Table: 4 and figure: 4 described that 100% of teachers are Muslims. So the statistics confirm that no diversity was found among teachers in relation to religion.

Table 5 Teachers' diversity among provinces

		Frequency	Percent
Valid	Balochistan	138	69.0
	Khyber Pakhtunkhwa	21	10.5
	Punjab	27	13.5
	Sindh	14	7.0
	Total	200	100.0

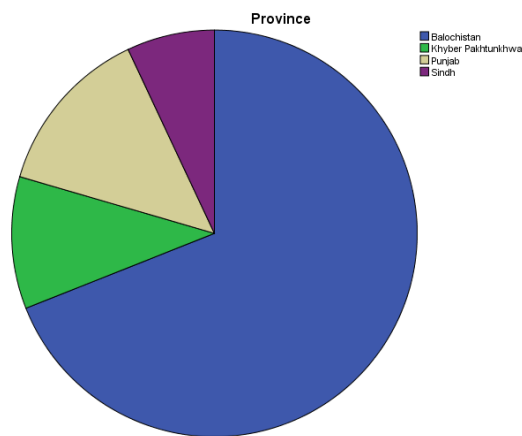


Table:5 and figure :5 elaborated that 69.0% of teachers were belonged to Balochistan Province 13.5% were belonged to Punjab province 10.5% of teachers were belonged to KPK and 7.0% of teachers were belonged to Sindh province. So the percentage elaborated that diversity among provinces exist among teachers of public sector universities of Loralai and Quetta Division.

Table 4.1.6 Caste Diversity among teachers

		Frequency	Percent
Valid	Baloch	52	26.0
	Pashtoon	99	49.5
	Punjabi	31	15.5
	Sindhi	11	5.5
	Other	7	3.5
	Total	200	100.0

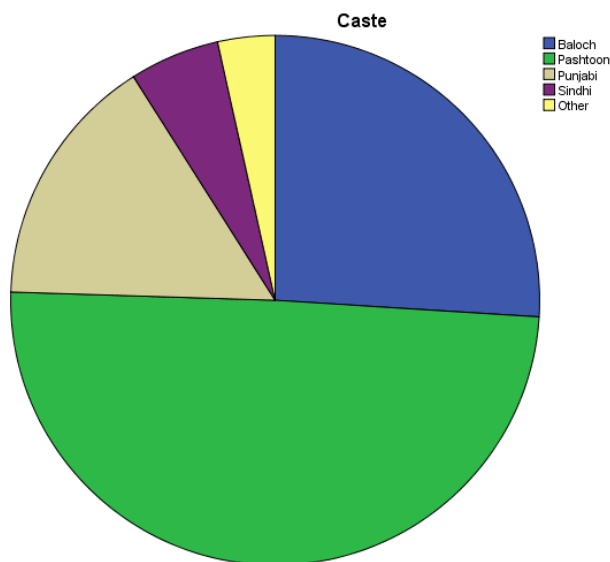


Table and figure 4.1.6 narrated that among all faculty members there were 26% Baloch, 49.5% Pashtoon, 15.5% Punjabi, 5.5% Sindhi and 3.5% were other castes. The percentage elaborated that most of the faculty were Pashtoon.

Findings (Teachers' Diversity)

1. Table and Figure 1 described that there were 63% male teachers and 37% teachers were female. The percentage reveals that in public sector universities of Loralai and Quetta Division the number of male faculty more than the female faculty.
2. Table and figure 5 elaborated that 69.0% of teachers were belonged to Balochistan Province 13.5% were belonged to Punjab province 10.5% of teachers were belonged to KPK and 7.0% of teachers were belonged to Sindh province. So the percentage elaborated that diversity among provinces exist among teachers of public sector universities of Loralai and Quetta Division.
3. Table and figure 4 described that 100% of teachers are Muslims. So the statistics confirm that no diversity was found among teachers in relation to religion.
4. Table and figure 5 elaborated that 69.0% of teachers were belonged to Balochistan Province 13.5% were belonged to Punjab province 10.5% of teachers were belonged to KPK and 7.0% of teachers were belonged to Sindh province. So the percentage elaborated that diversity among provinces exist among teachers of public sector universities of Loralai and Quetta Division.
5. Table and figure 6 narrated that among all faculty members there were 26% Baloch, 49.5% Pashtoon, 15.5% Punjabi, 5.5% Sindhi and 3.5% were other castes. The percentage elaborated that most of the faculty were Pashtoon.
6. Table and figure 3 described that 100% of teachers belong to Pakistan. So the statistics confirm that no diversity was found among teachers in relation to nationality.

Conclusion

Most respondents were male teachers aged between 30 and 40 years. All participants were Muslims and citizens of Pakistan, with the majority belonging to Balochistan Province. A significant proportion of the faculty members were Pashtoon.

The findings revealed that teachers from Balochistan were perceived as capable of delivering factual, reliable, and valid subject-related information to students. Respondents also noted that teachers from Balochistan and Khyber Pakhtunkhwa (KP) could effectively teach complex concepts and enhance students' understanding. Many participants highlighted that these teachers were able to explain topics by connecting them to daily life examples.

Furthermore, respondents indicated that teachers from Balochistan, KP, and Punjab demonstrated strong command over both core and general subjects. Teachers from KP, in particular, were regarded as skilled in linking core subject concepts with other disciplines. They were also viewed as confident in responding to students' questions, systematic in organizing and presenting information, and effective in communicating ideas in clear and understandable language during discussions.

Recommendations

In light of the study's findings, the following recommendations are made:

1. It is recommended that the government take concrete measures to eliminate gender discrimination and to promote gender diversity in public sector universities of Balochistan. It is further recommended that institutional heads effectively manage cultural and ethnic diversity among teachers to ensure the provision of quality education.
2. It is recommended that university management and administration assign administrative responsibilities to both male and female faculty members on an equal basis.
3. It is recommended that future studies be conducted to assess the effectiveness of gender diversity in enhancing instructional quality at public sector universities of Balochistan.
4. It is recommended that similar research be undertaken in other provinces to enable comparative analysis and a broader understanding of diversity in higher education.

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