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Conceptualising the Connectivity Between Human Behavior and Diversity Management in Schools

Moses Adeleke Adeoye^{1,*}, Oluwafemi Tajudeen Bolaji²

Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin, Nigeria

*Correspondence: E-mail: princeadelekm@gmail.com

ABSTRACTS

It is impossible to prevent diversity in the educational system because students come from a variety of racial, ethnic, religious, and other cultural backgrounds. As a means of fostering an inclusive and varied workplace, diversity management is gradually becoming more popular. Such approaches have a significant impact on organizational performance when they are applied effectively. The purpose of the survey design was to determine how much employee work attitudes, which are influenced by diversity management, affect organizational effectiveness. A conceptual literature review was reviewed to ascertain the connectivity between diversity management and human behavior. Ageism, aversion to change, and gender discrimination are the three main obstacles to workplace diversity according to empirical evidence. A person's behavior is a result of how they interact with their environment, according to the interactionist viewpoint. The idea of managing diversity acknowledges the advantages due to two factors brought about by successful diversity management increased cognitive flexibility and higher organizational flexibility in terms of processes, openness to new ideas, and ability to handle change. The study concluded that successfully managing diversity can lead to more committed, better satisfied, better performing employees and potentially better financial performance for an organization. It was recommended among others that periodic training on diversity and diversity management is required for all employees to know the importance of diversity in an organization.

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1. INTRODUCTION

Diversity in educational contexts leads to the acceptance of individual variations in terms of cultural heritage, racial and ethnic identities, gender, and class. The best strategy to foster understanding and cohesion among employees in a diverse workplace is to encourage teamwork. Diversity in education's main objective is to eradicate prejudice and discrimination against individuals from other cultures while advancing social justice and equality for all social groups. Employees can better understand one another through social engagement, forging bonds that eventually help diversity become part of the organization's culture. Increased levels of inclusion are correlated with diversity management, which in turn improves organizational behavior and affective commitment. Managing diversity requires that diversity efforts link to the strategic mission and goals of the schools and maximize the contributions of individual workers. Educational leaders have been forced to focus on outcomes similar to a commercial strategy by a managerialist agenda. Educational leaders define diversity as a spectrum of qualities, abilities, and experiences involving elements like function, tenure, and leadership philosophies. Diversities between people are commonly referred to by the term "diversity," and they can range from objective traits like race, gender, age, and physical features to subjective traits like value, personality, professional identity, philosophy, and socioeconomic status.

By using intentional policies and programs, diversity management refers to organizational practices intended to increase the participation of workers from different backgrounds (Ivancevich & Gilbert, 2000). People are unique in their attitudes, knowledge, and experiences, and these characteristics and tendencies are generally constant and consistent over time. Diversity in the workplace, according to Lorbiecki and Jack, can even boost output, foster greater creativity and innovation, and lower mitigating costs. At the macro level, the goal of diversity management is to moderate and observe the relationship between diversity in the workforce and performance. The macro-level models of managing diversity created by Thomas and Ely (1996) focus on the relationship that workplace diversity has on the outcomes of the organization. Managing diversity at the organizational level, Thomas and Ely presented three sorts of perspectives: discrimination and justice, access and legitimacy, and integration and learning. The integration and learning viewpoint places special emphasis on fostering healthy relationships between groups, creating a sense of belonging and respect among group members, and encouraging employees to feel proud of their racial identity at work (Thomas & Ely 1996). A conceptual sleight of hand that enables people to avoid challenging or undesirable situations appears to have been supplied by the philosophy of managing diversity.

According to Wilson and Isles (1999), managing diversity is a retreat from equal opportunity initiatives that address power imbalances and discrimination. According to their argument, managing diversity repackages equal opportunities in ways that seem to engage more deeply with individual needs by recognizing, praising, and allowing for a wide spectrum of human characteristics. Human beings tend to naturally gravitate toward those that like them and categorize or stereotype those who are different. Practicing inclusivity in the classroom environment intentionally involves a great deal of effort, and many centers of education are almost clueless about which point to start from or which way to direct their attempts toward this issue.

The ultimate goal of working with diversity is to incorporate it into all aspects of the organization's activities, structures, and processes. The realization of the full benefits of diversity can enhance social fairness and increase schools' effectiveness and efficiency. To

disguise the desire to maintain the status quo, managing diversity transforms radical challenges to power and unfairness into manageable human resource management practices. This research conceptualizes the descriptive relationship between diversity management in schools and human behavior.

There are several reasons why leaders need to consider diversity. Changing demographics and the likelihood that the workforce would include people from a far larger range of origins and cultures have been recognized as a business case for decades by firms all over the world. The leadership of an organization greatly shapes and influences its view of and attitude toward diversity. How leaders view diversity within an organization further shapes their organizational strategy generally and their human resource management strategy specifically. The literature on managing diversity ignores the actual issues that inequality and discrimination cause as well as the impacts that these ideas have on organizational outcomes and instead places an excessive amount of emphasis on training and workshops to demonstrate how diversity should be managed. Institutions find it difficult in knowing the factors that contribute to effective diversity management or the exact leadership tasks that can be achieved to effectively and efficiently deal with issues related to diversity management.

2. METHODS

This paper is a literature survey. This paper obtained data from papers in international journals. Then, the data was collected, reviewed, and summarized.

3. RESULTS AND DISCUSSION

3.1. Concept of diversity management

Diversity management is the process of organizing, planning, and implementing all of the comprehensive managerial qualities for creating an organizational environment in which all diverse employees, regardless of their social similarities and differences, can actively and effectively contribute to the organization's competitive advantage (Burns & Wholey, 1993; Tamunomiebi & Ehior, 2019). The capacity of a manager to succeed for a company by utilizing the similarities and differences among personnel in terms of age, culture, physical abilities and disabilities, color, ethnicity, religion, and sex, as well as in terms of personality, values, attitudes, perception, and cognitive style. Managing diversity in an organization does not entail championing one's ideals and attempting to influence others' values to fit and conform to one's own. The goal of diversity management is to discover strategies to encourage varied employee contributions. The dynamics of diversity may be more prominent in teams. According to Kandola and Fullerton (1994), managing diversity is based on the idea that by utilizing these differences, an environment where everyone feels respected and their skills are fully used would be created. The capability of human resource management to manage societal diversity within an establishment is essential for organizational performance to be successful and efficient. Cox and Smolinski (1993) have listed the aims of diversity management as follows:

- (i) It creates a climate where all members can be aware of their achievements and organizational contributions.
- (ii) It benefits from the potential advantages of diversity and minimizes probable obstacles.
- (iii) It creates a climate where people from different cultural backgrounds in terms of values, working styles, the priority of purpose, and behavioral norms can cooperate with maximum performance.

3.2. Review of related literature: conceptual review

3.2.1. Classical organization theory

Classical organizational theory concentrated on how to most efficiently organize a large number of employees and managers into an overarching structure since it is concerned with constructing organizations successfully. According to Max Weber, the bureaucratic system would always be the best strategy. In an organizational system known as a bureaucracy, duties are specialized and governed by a set of rules and a structure of authority. Organizational behavior is descriptive for several reasons, including the field's youth, the difficulties involved in understanding human behavior, and the dearth of accurate, agreed terminology and metrics. The aspects that influence how managers manage can be considerably clarified through organizational behavior. Organizational behavior is valuable because it highlights key managerial responsibilities and provides focused viewpoints on the human side of management, including perspectives on people as individuals, resources, and organizations. The systems approach and contingency viewpoints, the interactional view, and the popular press perspectives are a few contextual perspectives that have a growing impact on organizational behavior. They represent fundamental viewpoints that shape a lot of our current thinking about organizational behavior. The systems and contingency perspectives adopt similar stances on organizations and how they successfully operate with the interaction of organizational elements and environmental elements.

Researchers concluded that it is nearly impossible to draw general findings due to the complexity of organizational settings and human behavior. According to the interactional view, straightforward cause-and-effect explanations of organizational phenomena are insufficient. For instance, a certain set of research findings may contend that changing jobs will result in better employee attitudes. Another set of studies would contend that views have an impact on how people initially view their work. Both claims are likely incomplete because employee attitudes may affect how jobs are perceived, which in turn may affect future attitudes. The interactionist view of organizational behavior holds that personality and environmental factors influence behavior.

3.2.2. Dimensions of diversity

Identifying the diversity dimensions that have a major impact on employee behavior at work requires an understanding of the diversity dimensions. This makes the idea crucial to decision-makers, especially strategic managers of businesses, as awareness of the main characteristics and their effects on diversity management is advantageous. Personality, which encompasses a person's preferences, values, and beliefs, is one of the levels of dimension. Internal measurement the worker's birth circumstances and other influences are referred to as their internal dimension. Age, gender, sexual orientation, nationality, ethnicity, and physical ability made up this category, whereas the external dimension refers to a variety that varies throughout a worker's lifetime. Education, religion, employment history, place of residence, income, parental status, and marital status are included in this. External factors play a significant role in the big issues of preferential treatment and prospects for progress or promotion." The typology of variety published by Carnegie Mellon University in 2014 was divided into primary and secondary orientations (Inegbedion *et al.*, 2020). The primary orientation is determined by age, race, ethnicity, gender, physical prowess, and sexual orientation, whereas the second orientation is determined by education, family status, earnings, employment history, religious convictions, location, geographical experience, and relationship status. Whatever the classification, there are some aspects of diversity that apply to individuals who come from different backgrounds to their respective firms.

3.2.3. Diversity

On the organizational level, diversity refers to organizational outcomes. The first includes individual-level outcomes, such as job satisfaction, creative success, or problem-solving. The second-level outcomes target organizational outcomes, such as market share, profitability, or achievement of organizational goals (Mannix & Neale, 2005; Gilbert *et al.*, 1999). Diversity is a set of intentional behaviors that include acknowledging the interdependence of people, cultures, and the natural world; practicing respect for those who have different qualities and life experiences from us; realizing that diversity includes not only ways of being but also ways of knowing; and realizing that institutionalized and personal discrimination gives some people advantages and maintains those advantages while creating and maintaining disadvantages for others (Akinnusi *et al.*, 2017). Informational disparities, which reflect a person's education and experience, as well as ideals or goals, which might affect how one interprets the purpose of anything as little as a single meeting or as huge as a full corporation, are also dependent on diversity.

3.2.4. Diversity management

Diversity management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued (Patrick & Kumar, 2012; Singh, 2018; Magnus & Joseph, 2015). The literature on diversity management has mostly emphasized organizational culture; its impact on diversity openness; human resource management practices; institutional environments and organizational contexts to diversity-related pressures, expectations, requirements, and incentives; perceived practices, and organizational outcomes related to managing employee diversity; and several other issues. Accepting these differences is the first step in managing diversity, which attempts to use them to foster an environment where everyone feels respected, their abilities are fully exploited, and organizational objectives are achieved. Organizations have access to four different types of resources: corporate capital resources, human capital, financial capital, and physical capital. These resources have the potential to help or hinder an organization's operations. According to a 1999 study by Richard and Johnson, businesses with more diversity management practices in place had lower turnover rates. They also discovered that these practices benefited from an innovation strategy, which led to increased productivity and improved market performance. Organizations with a diverse workforce have several advantages over those without such policies.

3.2.5. Human behavior

Human behavior in the school environment emphasizes interpersonal relationships with informal groups within the system, communication, employee motivation, and leadership styles. It also draws attention to a wide range of socio-psychological phenomena, such as the dynamics of the school's staff, school conflict, changes, and innovation, as well as strategies for school development. The importance of personal leadership must be emphasized by school administrators, who should also take into account the optimal organizational structure and channels for communication as well as ongoing training for staff members to ensure the effectiveness of the educational system. Positive and productive work habits increase performance, productivity, and outstanding results for the team or the individual. Competencies reflect individual behavior, and behavior profiling and competence evaluation ensure that candidates are a good fit for a company culture based on principles. In addition to assisting us in defining what performance is anticipated at work, workplace behaviors also

enable team synergies, leadership potential identification, and organizational transformation. Organizational growth results from efforts to change behavior through coaching and learning interventions. [Beshears and Gino \(2015\)](#) make the argument that businesses can purposefully create conditions that make it simpler for people to make more logical decisions rather than attempting the incredibly difficult task of rewiring the human brain. Content on human diversity is multifaceted, covering a variety of cultures and organizations and including several sources for practical application.

3.3. How to encourage inclusivity and diversity as an educator

3.3.1. Create a culturally responsive learning environment

Students who are taught in a classroom that is appropriately culturally sensitive will learn to accept and understand cultures other than their own. The most effective approach for educators to accomplish this is through showing children that people who do not look like them, come from different socioeconomic backgrounds, follow different religions, speak different languages, or have a different gender identity are still just like them on the inside.

3.3.2. Establish a zero-indifference negative behavior policy

Zero-tolerance policies have been implemented in schools to stop bullying, harassment, and intimidation. The alternative of zero indifference encourages school safety by strongly and consistently dealing with disrespectful behavior. Zero indifference, in contrast to zero tolerance, permits the teacher to exploit culturally offensive situations as opportunities for learning and understanding.

3.3.3. Incorporate diversity in the lesson plan

Although the physical setting of the classroom plays a role in promoting cultural awareness, you need to ensure that your lesson plan itself takes diversity into account. A fantastic method for adding a range of perspectives and real-world context to certain topics is to invite speakers from various backgrounds. Always attempt to teach lessons and relate them to current events, regardless of the subject. When there is a relevant example that students can relate to, promoting cultural understanding in the classroom is simpler.

3.3.4. Practice cultural sensitivity

While maintaining an open line of communication with your students is critical, it's also crucial to be considerate of their cultures, beliefs, and linguistic needs. When creating your lesson plans, take the time to consider the cultural subtleties of each student, including their learning preferences and language proficiency. Give English language learners, for instance, relevant and appropriate resources to aid in the development of their English comprehension abilities. Create more participatory learning opportunities and demand teamwork rather than lecturing conventionally. All students will benefit from feeling included, having the freedom to learn how they want, and having the opportunity to achieve if these factors are taken into account.

3.3.5. Importance of diversity management in schools

Several points are in the following:

- (i) **Competitive Advantage:** To be innovative, an organization like a school ought to acquire diversity, be proficient at finding differences and bring it together in a healthy functional way. By optimizing an adverse workforce, creativity and innovation can be sparked for competitive advantage and innovation which like diversity, tends to be misunderstood.

Contrary to what many thinks, innovation occurs at intersections when different things are brought together

- (ii) Better Problem Solving: diversity is good at driving better problem-solving and better solutions. If an organization understands and believes in the value of cognitive diversity, it must find means to bring them together. The key is to identify ways of bringing different thinking styles together and deal with the friction that may accompany that heterogeneity though conflict may arise within diverse groups, they eventually perform better than homogenous groups in establishing problem views and propagating other solutions.
- (iii) Cultural Elements: There is increasing awareness of the importance of organizational culture. Not all organizations are aware, however experts on the matter. Employee retention and engagement are both attached to the financial context of the schools. Therefore, to adjust retention numbers or employee engagement numbers, organizational culture is one of the factors that must be understood to attain good culture that is engaging and to achieve parity of retention, diversity and diversity needs of the workforce must be understood thoroughly.
- (iv) Increase Democratic Awareness: Managing diverse groups in the school system increases democratic awareness and makes the workforce in the school system reveal their potential. Appreciating the differences in organizations reduces prejudices and conflicts thereby increasing collaboration, synergy, and social adaptation. Also, the management of differences affects employees' attitudes, emotional engagement, behavior, and performances positively. Also, schools with effective and effective diverse policies strengthen the cultural values of the institutions and attract talented workforce to the system and keep them for a long period thereby reducing attrition.
- (v) Wider variety of knowledge: one of the potential rationales for the diverse group is the wider variety of task-relevant knowledge and skills that are found in a homogeneous group. The pool of knowledge within the educational composition of the group. If a group of teachers is highly diverse in educational composition, they are likely to possess different sects of knowledge that can be shared for enhancing productivity in the educational industry. Increasing educational diversity within the homogenous group in schools enhances the potential for improved workgroup performance.

3.3.6. Relationship between diversity management in schools and human behavior

It is asserted that racial and cultural diversity among student groups has encouraged better tolerance and understanding, suggesting that these factors generally benefit the learning environments for various pupils. Globalization's promotion of access to education opens up new markets and client bases for schools. This development presents both opportunities and challenges, one of which is diversity, which, when managed well, may be a competitive advantage (Cox & Blake, 2017). Practitioners in the field of diversity have developed a fairly strong desire to manage diversity in recent years, as shown by research in human resources, and they are working to establish the connection between diversity management, organizational performance, and the organization as a whole. Due to the special nature of educational institutions, where the clients - students - are under relatively much larger control and influence of the organization, diversity is developed in the school setting differently than in a corporate environment. In this particular context, diversity can be argued to have even greater significance and an even bigger impact, which supports the idea that diversity management in education is crucial and necessary.

3.3.7. Strategies for enhancing human behavior in diversity management in schools

In light of diversity, Robbins and Couliders highlighted several approaches to managing human resources as follows:

- (i) Peak Management's commitment to diversity: Programs for inclusion and diversity need to be strongly supported in schools. Whether it be academic or extracurricular activities, diversity needs to be incorporated into every part of the educational system.
- (ii) Mentoring program: Mentoring is the process through which more seasoned employees or students provide knowledgeable counsel and direction to less seasoned ones to arm them with the knowledge necessary for effective service delivery. A successful mentorship program will target a diverse group of staff members, including both teaching and non-teaching professionals, as well as key players in the educational system who can advance up the school's career ladder.
- (iii) Diversity skills training: Schools have a difficult time figuring out how to train staff members to work with people who have varied racial, religious, linguistic, and other cultural traits. As a result, there is a need to develop people's capacity through conferences, workshops, and seminars on the core knowledge and skills needed to function in a multicultural setting.
- (iv) Recognizing and supporting an employee resource group is a method that would be very helpful in grabbing hold of various groups that are not acknowledged and overlooked within the educational system. These staff resources give these individuals a chance to speak up and feel a part of something.
- (v) Build a management team with a diverse range of skills: A diversified management team provides the vision that a modern business or institution needs. Diversity and equality in the workplace should start at the top. It must be a goal to start at the very top of the business when thinking about diversity management in a formal setting like a school.

4. CONCLUSION

The discussion has demonstrated how diversity may significantly improve an organization's success. Organizational behavior management is probably not a profession that exists in any organization, but school administrators can better understand and respect the behavior of others around them by knowing organizational behavior ideas. The school(s) that want to be relevant in the global economy must accept diversity in their ideas, behavior, and innovation. Diversity management is founded on the notion that diversity provides new perspectives for thinking and acting, which will enhance the educational system's operations. The study concludes that successfully managing diversity can lead to more commitment, better satisfaction, better performance, and potentially better educational standard. Recommendations are in the following:

- (i) Periodic training for all staff within the school on diversity and diversity management is necessary to make sure that everyone is aware of the importance of diversity and why it should be effectively managed.
- (ii) Awareness of diversity management in schools and regular workshops, seminars, and conferences should be held for school administrators and teachers to enhance their capacity.
- (iii) The use of resource allocation techniques in ensuring that there are sufficient people, material, and financial resources for the efficient management of diversity should be incorporated.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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