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**DIVERSITY AND INDIVIDUAL RESILIENCE AMONG WOMEN  
FACULTY IN PRIVATE HIGHER EDUCATION INSTITUTES**

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**ABSTRACT**

*Diversity is a concept that has become more pronounced in the last two decades or so. Emphasis has been on diversity in culture, conflict management, employee work attitude in understanding the relationship between managing diversity and organizational efficiency. Managing diversity within and between the work-force positively impacts skills, capabilities and competencies in public, private and non- profit organizations. However in Private Higher Education Institutes, it is not clear whether female employees are resilient enough to contribute to the performance of the firm. The objectives of the paper were to analyze the demographic variable among the married women faculty Private Higher Education Institutes and also to examine the relationship between demographic profile and resilience among married women faculty. The study used a structured questionnaire. Only married women faculty in Dakshina Kannada in Karnataka, India were sampled for the study through random probability sampling. The study also used secondary sources of information for the finalization of the report. Analysis of the study was done through SPSS. The conclusion indicated that there is a moderate positive correlation between demographic variables and resilience in female employees in Private Higher Education Institutes as studies ponders that resilience and burnout have a linear negative relationship to each other. The recommendation reveals that faculty should accept resilience at work to combat both external and internal challenges.*

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**KEYWORDS:** *Diversity, Women Faculty, Resilience, Burnout, Private Higher Education Institutes.*

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**INTRODUCTION**

Out of the box thinking and result oriented concepts develop through diversity.

Diversity is a concept that has become more pronounced in the last two decades or so. Emphasis has been on diversity in culture, conflict management, employee work attitude in understanding the relationship between managing diversity and organisational efficiency. Managing diversity within and between the work-force positively impacts skills, capabilities and competencies in public, private and non- profit organisations. However in Private Higher Education Institutes, it is not clear whether female employees are resilient enough to contribute to the performance of the firm. Inegbedion, H., et al., (2020) argued that diversity in workplace triggers conflicts because of cultural difference but can be managed with extra effort through strategies hence gains are more than losses. R. Roosevelt Thomas Jr., CEO of R. Thomas Consulting & Training, USA is considered to be the father of diversity who ensures and reflected the importance of diversity through skills, capabilities and competencies.

Pandemic has changed much perception in recent times. Thinking, attitude, behavior among women faculty have also changed incalculably. The present situation have confronted many challenges and pushed us to many learning avenues. The present analysis is an attempt to analysis the relationship between diversity and resilience. However the two variables are widely explored in research papers but diversity and exploring on married women faculty was untapped.

## **1.1 STATEMENT OF THE PROBLEM**

Managing diversity within and between workforces positively impacts skills, capabilities and competencies in public, private and non- profit organizations. Choi, S., Rainey, H. G., (2010) emphasized the importance of diversity in public, private and non- profit organization and its impact on organizational performance in U.S. Meric, I., Er, M., Gorun, M.(2015) concentrates on diversity in organization which polishes intercultural skills and organization inventions which in turn leads to competitive advantage. Kundu, S. C., and Mor, Archana. (2017) in their study focussed that diversity management and gender diversity is positively correlated with organizational performance. Again Kundu, S. C., et. al.,(2019) pondered on minority, females and differently positively contribute to the performance of firm. Inegbedion, H., et al., (2020) emphasized on diversity in culture, conflict management, employee work attitude to understand the relationship between managing diversity and organizational efficiency.

Lumadi, M. W., (2011) emphasized that higher education and training institution are moving towards social dynamics between and within institutions as out-mode culture are being confronted. Rudhumbu, N., Chawawa. M., (2014) reflected that PHEI are progressing in diversity management but shortcoming include no proper communication to all members and gender depictions in the management levels.

## **1.2 Research Questions**

- 1.2.1 Is there any significant association between the variables?
- 1.2.2 Is there any association between highest qualification and designation among women faculty in higher education?
- 1.2.3 Is there any significant relationship between experience and income of faculty in higher education?
- 1.2.4 Is there any association between the model and the data?

## **1.3 Research Objectives**

- 1.3.1 To analyses the demographic variable among the married women faculty.
- 1.3.2 To analyses whether model fits the data well.

## **1.4 Research Hypothesis**

- 1.4.1 There is no significant association between the variables.
- 1.4.2 There is no significant relationship between highest qualification and designation among women faculty in higher education.
- 1.4.3 There is no significant relationship between experience and income of faculty in higher education.
- 1.4.4 There is no association between the model and the data.

## **1.5 Scope Of The Study**

As prior research studies was based on gender, this study is purely based on married women faculty in higher education institutions and understand the relevance of diversity, resilience and performance in diversified age group with less than 3 years to more than 16 years of experience.

## **1.6 Research Methodology**

The scrutiny of the present study was through a structured questionnaire. Only married women faculty in Dakshina Kannada, Karnataka, India was concentrated for the study through random probability sampling as the population was known. The study also source from secondary source for finalization of the report. Analysis of the study is done through SPSS.

## **1.7 Geographical Coverage**

The study concentrates on Dakshina Kannada, Karnataka, India.

## **1.8 Limitation Of The Study**

- 1.8.1 The study concentrates only in one taluk hence it cannot be generalized.
- 1.8.2 As the variable chosen was limited, hence outcome cannot be accurate.

## 2.0 LITERATURE REVIEW

**Inegbedion, H., et al., (2020)** emphasized on diversity in culture, conflict management, employee work attitude to understand the relationship between managing diversity and organizational efficiency with 178 respondents working in MNC in Nigeria through Structural Equation Modelling. The model signifies that the selected variables significantly impacts managing diversity and organizational efficiency.

**Kundu, S. C., et. al., (2019)** pondered on an Indian Public Sector Organization named as Bharat Sanchar Nigam Limited where 619 respondents were targeted through Pearson Correlation, Regression and Exploratory Factor Analysis. Results replicated minority, females and differently positively contribute to the performance of firm.

**Dabas, B., Kumar, S (2018)** conducted a research from 2011 to 2015. Results reflected that only 12.35% are women out of which 713 research articles were published by them as compared to 87.65% as men in the field of science. Majority of the work was collaborative study wherein Journal of Astronomy and Astrophysics was ranked first as most of the articles were published by women scientist.

**Gull, M. (2018)** in his study focused that stress and anxiety can be managed by resilience. Results reflect government school teachers were high on resilience than private school teachers. The result also states that high income and low income has an impact on resilience among teachers.

**Kundu, S. C., and Mor, Archana., (2017)** in their study focused on 402 IT professional from India through correlation analysis, regression and factor analysis. Results reflected that employees appreciate diversity management and gender diversity is positively correlated with organizational performance. They recommended future studies can be based on cultural setting.

**Jabbar, A., Mirza, M. (2016)** investigated academic tutors from HEI in North England and analyzing the instructive methods of cultural branching to differentiate pre existing knowledge and expected learning. The result reflects diversity is mandatory through cultural branching and technological platforms.

**Reddy, K. S. Xie, E., Tang, Q. (2016)** explored university rankings between India and China on government schemes, academic- research metrics and the challenges in higher educations. Result reflected that Indian Universities have to cope up more than the Chinese Universities.

**Meric, I., Er, M., Gorun, M., (2015)** concentrates on diversity in organisation which polishes intercultural skills and organization inventions which in turn leads to competitive advantage.

**Rudhumbu, N., Chawawa. M., (2014)** ponders on an exploratory study on PHEI in Botswana. Result reflected that PHEI are progressing in diversity management but shortcoming includes no proper communication to all members and gender depictions in the management levels.

**Le Cornu, R. (2013)** elaborates condition of resilience in the research article among early career teachers as attrition rate is high among them.

**Lumadi, M. W., (2011)** concentrates on managing diversity in South Africa. He emphasized that higher education and training institution are moving towards social dynamics between and within institutions as out-mode culture are being confronted.

**Castro, A. J., Kelly, J., Shih. M. (2010)** elaborates elaborate the study through qualitative inquiries. Findings reflected that teachers who were resilient overcome adversity and bounce back.

**Choi, S., Rainey, H. G., (2010)** emphasized the importance of diversity in public, private and non- profit organization and its impact on organizational performance in U.S. The results reflects positive relations between racial diversity and organizational performance moderated by diversity policies and team processes. The paper reflects on managing diversity.

## 3.0 Data Analysis And Interpretation

**TABLE 3.1 RELIABILITY STATISTICS**

Scale	Total Respondents	Cronbach's Alpha	No. of Items

Resilience at Work	400	.772	5
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**Interpretations:** The reliability value is 0.772 for 400 respondents. Hence it is used for further statistical analysis according to the objectives.

**Table 3.2 Item Statistics**

	Mean	Std. Deviation	N
I am getting better at my work because I learn from my mistakes.	4.04	.755	400
Dealing with difficulties colleagues (or situations) enables me to grow.	3.96	.817	400
I see challenges as an opportunity to learn.	4.09	.700	400
I find ways to handle unexpected situations.	3.90	.767	400
I bounce back when I confront setbacks at work.	3.36	.955	400

**Source: Survey Data**

**Interpretations:** The mean value of all the item statistics is more than 3.

**Table 3.3 Descriptive**

	Statistic	Std. Error
RAW Mean	3.8685	.02906
95% Confidence Interval for Mean		
Lower Bound	3.8114	
Upper Bound	3.9256	
5% Trimmed Mean	3.8967	
Median	4.0000	
Variance	.338	
Std. Deviation	.58125	
Minimum	1.00	
Maximum	5.00	
Range	4.00	
Interquartile Range	.60	
Skewness	-1.005	.122
Kurtosis	3.467	.243

**Source: Survey Data**

**Interpretations** The skewness value is -8.237 and the Kurtosis value is 14.26. Hence it is not normally distributed.

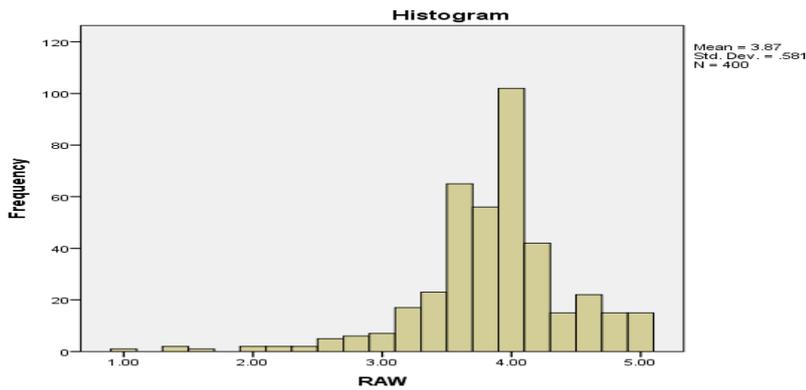
**H<sub>0</sub>3.1: There is no significant association between the variables.**

**Table 3.4 Tests Of Normality**

	Kolmogorov- Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
RAW	.152	400	.000	.918	400	.000

a. Lilliefors Significance Correction

**Interpretation:** The p-value is less than 0.05, hence we reject the H0. There is a significant association between the variables.



**Interpretation:** The data is skewed.

**TABLE 3.5 HIGHEST QUALIFICATION \* DESIGNATION CROSS-TABULATION**

			Designation				Total
			Lecturer	Assistant Professor	Associate Professor	Professor	
Highest Qualification	Bachelor	Count	36	8	2	0	46
		Expected Count	13.8	24.7	4.7	2.8	46.0
		% within Highest Qualification	78.3%	17.4%	4.3%	0.0%	100.0%
Diploma		Count	4	0	0	0	4
		Expected Count	1.2	2.2	.4	.2	4.0
		% within Highest Qualification	100.0%	0.0%	0.0%	0.0%	100.0%
Masters		Count	79	189	25	22	315
		Expected Count	94.5	169.3	32.3	18.9	315.0
		% within Highest Qualification	25.1%	60.0%	7.9%	7.0%	100.0%
M. Phil		Count	0	9	2	0	11

	Expected Count	3.3	5.9	1.1	.7	11.0
	% within Highest Qualification	0.0%	81.8%	18.2%	0.0%	100.0%
Ph. D	Count	1	9	12	2	24
	Expected Count	7.2	12.9	2.5	1.4	24.0
	% within Highest Qualification	4.2%	37.5%	50.0%	8.3%	100.0%
Total	Count	120	215	41	24	400
	Expected Count	120.0	215.0	41.0	24.0	400.0
	% within Highest Qualification	30.0%	53.8%	10.3%	6.0%	100.0%

**H<sub>0</sub>3.2** There is no significant relationship between highest qualification and designation among women faculty in Private Higher Education Institutes.

**Interpretations:** 6% of the women faculty in higher education have Ph. D degree and only 3% of the faculty possess a M. Phil degree.

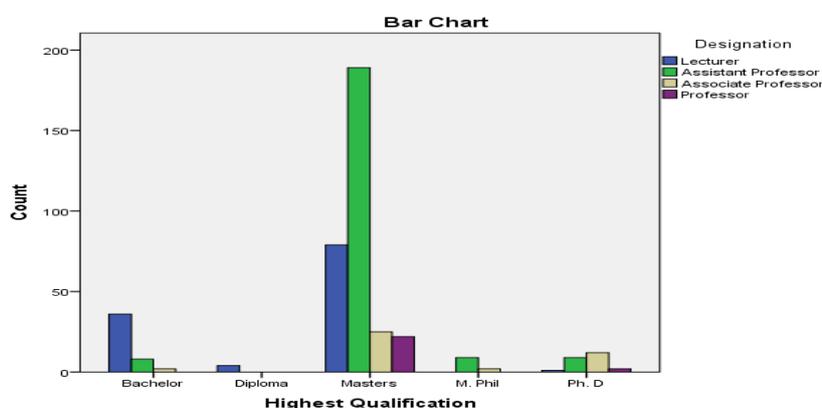
**TABLE 3.6 SYMMETRIC MEASURES**

	Value	Approx. Sig.
Nominal by Nominal Phi	.542	.000
Cramer's V	.313	.000
N of Valid Cases	400	

Source: Survey Data

**Interpretations:** As the Phi value is .542 hence it signifies large effect between highest qualification and designation. As the significance value is less than 0.05 we reject the HO. Hence there is a significant relationship between highest qualification and designation.

**Figure 3.2**



Source: Survey Data

**Interpretations:** 50% of the Associate Professors are Ph. D degree holders and 8% of the Master degree holders are Associate Professors.

**H<sub>0</sub> 3.3** There is no significant relationship between experience and income of faculty in higher education

**TABLE 3.7 EXPERIENCE \* INCOME CROSSTABULATION**

			Income				Total
			Less than 25000	25000 - 35000	35,000 - 45,000	More than 45,000	
Experience 0 - 3 years	Count		56	18	0	2	76
	Expected Count		28.9	21.9	11.6	13.7	76.0
	% within Experience		73.7%	23.7%	0.0%	2.6%	100.0%
4-7 years	Count		57	40	10	5	112
	Expected Count		42.6	32.2	17.1	20.2	112.0
	% within Experience		50.9%	35.7%	8.9%	4.5%	100.0%
8-11 years	Count		25	36	27	11	99
	Expected Count		37.6	28.5	15.1	17.8	99.0
	% within Experience		25.3%	36.4%	27.3%	11.1%	100.0%
12-15 years	Count		11	13	11	16	51
	Expected Count		19.4	14.7	7.8	9.2	51.0
	% within Experience		21.6%	25.5%	21.6%	31.4%	100.0%
16 years and above	Count		3	8	13	38	62
	Expected Count		23.6	17.8	9.5	11.2	62.0
	% within Experience		4.8%	12.9%	21.0%	61.3%	100.0%
Total	Count		152	115	61	72	400
	Expected Count		152.0	115.0	61.0	72.0	400.0
	% within Experience		38.0%	28.7%	15.3%	18.0%	100.0%

**Source:** Survey Data

**Interpretations:** 19% of the married women faculties have 0- 3 years of experience, 28% of the faculty have 4- 7 years of experience, 25% have 8-11 years of experience, 13% have 12- 15 years of experience, and 15% have more than 16 years of experience.

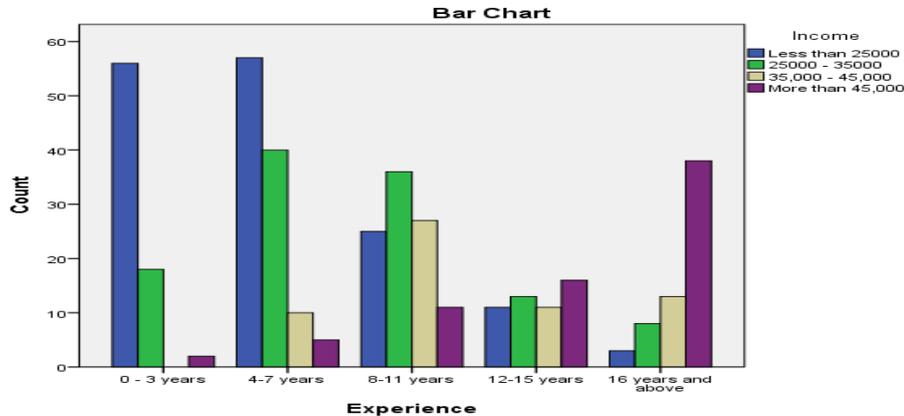
**TABLE 3.8 SYMMETRIC MEASURES**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.683	.000
	Cramer's V	.394	.000

Source: Survey Data

**Interpretations:** There is a large effect on income and experience of married women faculty in Private Higher Education in Dakshina Kannada. As the significance value is less than 0.05 hence we reject the H0. Hence we conclude there is an significant relationship between experience and income of married women faculty.

Figure 3.3



Source: Survey Data

**Interpretations:** 38% of the women faculty earn less than 25,000; 29% of the faculty earn between 25001-35000, 15% of the faculty earn between 35001- 45000, 18% of the faculty earn between 45000 and more.

TABLE 3.9 CORRELATIONS

		Publication in reviewed journal	Highest Qualification	Experience
Spearman's rho	Publication in reviewed journal	1.000	-.306**	-.088
			.000	.080
		400	400	400
Highest Qualification	Correlation Coefficient	-.306**	1.000	.269**
		.000	.	.000

		N	400	400	400
Experience	Correlation Coefficient		-.088	.269**	1.000
	Sig. (2-tailed)		.080	.000	.
	N		400	400	400
Age	Correlation Coefficient		-.100*	.244**	.671**
	Sig. (2-tailed)		.045	.000	.000
	N		400	400	400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Interpretations:** Data revealed there is a negative correlation between highest qualification and publication in reviewed journal, experience and publication in reviewed journal and also age and publication in reviewed journal. On the other hand there is a positive correlation between experience and highest qualification, age and highest qualification. There is moderately high correlation between age and experience that is when age increase experience also increases among married women faculty.

**TABLE 3.10 CASE PROCESSING SUMMARY**

		N	Marginal Percentage
Publication in reviewed journal	0	1	0.3%
	Yes	104	26.0%
	No	295	73.8%
Age	Below 30	95	23.8%
	31 - 40	218	54.5%
	41 - 50	70	17.5%
	51 - 60	17	4.3%
Designation	Lecturer	120	30.0%
	Assistant Professor	215	53.8%
	Associate Professor	41	10.3%
	Professor	24	6.0%
Income	Less than 25000	152	38.0%

	25000 - 35000	115	28.7%
	35,000 - 45,000	61	15.3%
	More than 45,000	72	18.0%
Experience	0 - 3 years	76	19.0%
	4-7 years	112	28.0%
	8-11 years	99	24.8%
	12-15 years	51	12.8%
	16 years and above	62	15.5%
Valid		400	100.0%
Missing		0	
Total		400	

**Interpretations:** The tables illustrate every variable with its respective percentage.

**H<sub>0</sub> 3.4 the model does not fit the data well.**

**TABLE 3.11 Model Fitting Information**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	389.735			
Final	351.767	37.968	14	.001

Link function: Logit.

**Interpretation:** Ordinal regression is applied for skewed distribution. Here data is statistically significant. The data revealed p-value is less than 0.05. Hence reject H<sub>0</sub>. The model does fit the data well.

**TABLE 3.12 Goodness-of-Fit**

	Chi-Square	df	Sig.
Pearson	841.011	524	.000
Deviance	292.471	524	1.000

Link function: Logit.

**Interpretation:** p-value is greater than 0.05. Hence the model fits the data well.

**TABLE 3.13 Pseudo R-Square**

Cox and Snell	.091
Nagelkerke	.131
McFadden	.080

Link function: Logit.

**Interpretation:** 13% publications in peer reviewed journal of the respondents are due to resilience at work.

**TABLE 3.14 Parameter Estimates**

	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Threshold [Peerreview27 = 0]	-5.987	1.469	16.621	1	.000	-8.866	-3.109
[Peerreview27 = 1]	-.879	1.074	.670	1	.413	-2.984	1.226

Location	RAW	-.123	.208	.349	1	.555	-.530	.285
	[Age4=1]	.199	.770	.067	1	.796	-1.309	1.708
	[Age4=2]	-.324	.696	.217	1	.642	-1.688	1.040
	[Age4=3]	-.408	.638	.410	1	.522	-1.658	.842
	[Age4=4]	0 <sup>a</sup>	.	.	0	.	.	.
	[Designation7=1]	1.375	.609	5.098	1	.024	.181	2.569
	[Designation7=2]	.389	.517	.567	1	.451	-.623	1.401
	[Designation7=3]	-.183	.554	.110	1	.741	-1.269	.902
	[Designation7=4]	0 <sup>a</sup>	.	.	0	.	.	.
	[Income8=1]	1.205	.444	7.373	1	.007	.335	2.075
	[Income8=2]	.891	.390	5.217	1	.022	.126	1.656
	[Income8=3]	.910	.416	4.786	1	.029	.095	1.725
	[Income8=4]	0 <sup>a</sup>	.	.	0	.	.	.
	[Experience9=1]	-1.122	.665	2.850	1	.091	-2.425	.181
	[Experience9=2]	-.799	.586	1.858	1	.173	-1.947	.350
	[Experience9=3]	.020	.537	.001	1	.970	-1.031	1.072
	[Experience9=4]	-.479	.525	.834	1	.361	-1.507	.549
	[Experience9=5]	0 <sup>a</sup>	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

**Interpretation:** Different factors are identified with their respective estimate options.

**TABLE 3.15 Test of Parallel Lines<sup>a</sup>**

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	351.767			
General	316.261 <sup>b</sup>	35.506 <sup>c</sup>	14	.001

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

b. The log-likelihood value cannot be further increased after maximum number of step-halving.

c. The Chi-Square statistic is computed based on the log-likelihood value of the last iteration of the general model. Validity of the test is uncertain.

**TABLE 3.16 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.812
Bartlett's Test of Sphericity	Approx. Chi-Square
	672.501
	df
	10
	Sig.
	.000

**Interpretation:** The sample is a good score as the value .812 > 0.5

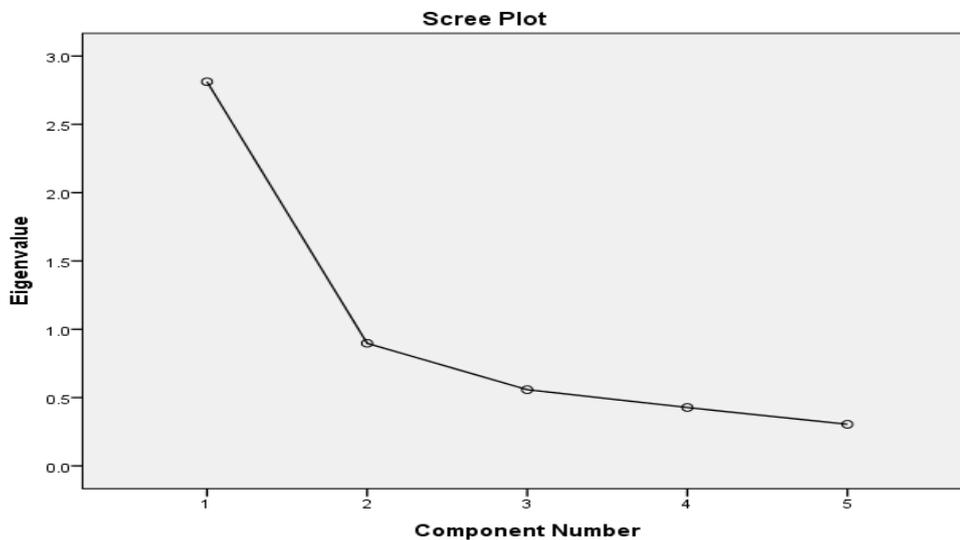
**TABLE 3.17 Total Variance Explained**

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	2.812	56.247	56.247
2	.898	17.954	74.200
3	.558	11.158	85.358
4	.427	8.550	93.908
5	.305	6.092	100.000

Extraction Method: Principal Component Analysis.

**Interpretation:** 56% of the variance is explained by the first component.

**Figure 3.4**



**Interpretation:** One variable is identified taking eigen value as 1

#### 4.0 Finding

- ⇒ Data is relative skewed as the mean value of the skewed data is more than 3. The skewness and kurtosis value also revealed data to be not normally distributed as Skewness value is -8.237 and the Kurtosis value is 14.26.
- ⇒ 6% of the women faculties in higher education have Ph. D degree and only 3% of the faculty possess a M. Phil degree and 79% of the faculty possess Master degree in Private Higher Education Institutes.
- ⇒ 50% of the Associate Professors are Ph. D degree holders and 8% of the Master degree holders are Associate Professors.
- ⇒ 19% of the married women faculties have 0- 3 years of experience, 28% of the faculty have 4- 7 years of experience, 25% have 8-11 years of experience, 13% have 12- 15 years of experience, and 15% have more than 16 years of experience.
- ⇒ 38% of the women faculty earn less than 25,000; 29% of the faculty earn between 25001- 35000, 15% of the faculty earn between 35001- 45000, 18% of the faculty earn between 45000 and more.
- ⇒ There is a negative correlation between highest qualification and publication in reviewed journal, experience and publication in reviewed journal and also age and publication in reviewed journal. On the other hand there is a positive correlation between experience and highest qualification, age and highest qualification. There is moderately high correlation between age and experience that is when age increase experience also increases among married women faculty.

- ⇒ 24% of the faculty below the age-group of 30 years are engaged in peer reviewed journal, 54% of the respondents within the age group 31-40 years, 18% within 41- 50 years and 4% within 51- 60 years are engaged in publications.
- ⇒ 30% of the Lectures are involved in publication, 54% of Assistant Professor, 10% of Associate Professor, and 6% of the Professors are involved in publication in reviewed journal.
- ⇒ 19% with 0-3 years of experience are involved in publication, 28% within 4-7 year of experience, 25% within 8- 11 years of experience, 13% within 12- 15 years of experience and 15% with more than 16 and more years of experience are involved in publication in reviewed journal.
- ⇒ 13% publications in peer reviewed journal of the respondents are due to resilience at work.

## 5.0 Suggestion

For faculty in higher education, research is of prime importance. Experienced faculty should involve more towards research publication as they can be a source of inspiration to the young generation in the same field.

## 6.0 Summary And Inference

The study evaluates on various aspects in educational institutes in Karnataka, India as practical aspects were focused. The present study can be elaborated on other dimensions also. As this was an initial effort in a small zone to understand the concrete factor influencing diversity, more initiation can be taken in the future in other locations.

## 7.0 Originality And Value

As many studies are conducted on gender specific managing diversity hence this was an effort to target only married women faculty from different discipline. The present learning is projected to deliver certain knowledge sharing which could be a bench mark for further core analysis.

## 8.0 Future Study

Future study can focus on gender wise evaluation on managing diversity. Longitudinal study can also be focussed based on specific institutions. Diversity initiatives studies can also be focussed through other parameters like retention strategies collaborative strategies and performance appraisal.

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