



The Impact of Teacher Diversity on Student Outcomes at Higher level

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Abstract

Teacher diversity in the higher education sector has emerged as a significant predictor of student achievement. Multiculturalism is increasingly being seen as the key to equipping students to engage in multicultural environments and to achieve international academic standards through diverse faculty. The main purpose of the study is to explore how diverse faculty member effect the student outcome. The research was quantitative as well as descriptive in nature and used census sampling technique. Data was conducted from the faculty member (N=50) of higher education institution using validated questionnaire. The collected data were analyzed using descriptive statistical techniques to examine the effect of teacher diversity on student outcomes. Our results indicate that faculty diversity has a great impact on student learning outcomes, which offer useful role models and diverse perspectives. Students taught by diverse and culturally competent educators showed better academic performance, higher engagement, and benefited from inclusive classroom climates that promoted equity and belonging. According to the findings of current study it is recommended that higher education institutions should focus on faculty diverse issues which mainly effect the student outcome. This effort will enhance inclusivity, promote student achievement, and make the higher education system more responsive to Sustainable Development.

Keywords: *Teacher Diversity, Higher Education, Pakistan, Student outcome*

Introduction

In a time of globalization and internationalization of education, classrooms across the globe increasingly represent melting pots of cultural, pedagogical and demographic diversity. Globalization has enabled the movement of faculty and collaboration across borders and has exposed education settings to diverse views and practices. In this context, the concept of teacher diversity appears not only as a representation, but also as a crucial factor of quality, and equity in education [1, 2].

Teacher diversity can be defined as having teachers of diverse cultural, ethnic, linguistic, gender and professional backgrounds in an educational facility. This is significant as it increases the diversity of the classroom, exposes students to a greater variety of views, and equips them to join more interconnected communities[3, 4]. It has been observed that teacher diversity enhances the



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sense of belonging, cultural competence, and the academic and social performance of students [5, 6]. Hiring diverse faculty is becoming increasingly popular across the world, especially in institutions of higher learning answering internationalization pressures and student calls towards more equitable and representative learning configurations [7, 8].

In the world, learning institutions are emphasizing student-centered learning with the application of flexible approaches such as differentiated instruction, PBL, and ICTs. Educationalists use all these strategies and empirical and cooperative learning to increase scholar participation and achievement, a fact that reflects the flexibility and diversity of higher instruction in terms of possibilities and opportunities [9-11]. A diverse group of people can co-exist on the same place, regardless of their differences. The inclusion of diverse teachers into the outcomes of accountability measures can improve academic achievement especially on the part of students. Educational diversity among educators is a complicated concept that lays the diversity in terms of vary in teaching philosophies, varying teaching methods, and the demographics of the educators. Each of these aspects plays its own role in making the learning process more profound and impacting the performance of students [10, 12-14].

Effective instructors know how learners assimilate knowledge from their teachers and build an adequate social and emotional framework in their educational environment. This foundation is what contributes to great achievement in school [15]. Increased diversity in the teaching profession takes advantage of the chance to enhance cultural compatibility within the educational program of the academic institution and the interactions that students have daily [16, 17]. Teachers from similar cultural and racially diverse backgrounds enable students to flourish in sociology-emotional development and achieve higher academic achievement [7, 18]. Increased cultural diversity among the teaching staff fosters good student identity development and positively impacts their school performance [19, 20]. Positive outcomes among learners include increased individual effort, satisfaction in the educational environment, a sense of support and motivation from their teachers, enhanced student-teacher interaction, and more ambitious objectives for their futures in higher education [21-23].

Students acquire confidence and improved academic achievements by having similar cultural or ethnic backgrounds with their teachers which provides them with a conducive and caring learning environment [24-26]. Various teachers impart different ideas, act as coaches, and help students go through inhibitions related to their traits. This relationship makes one more flexible and a part of something, fostering general achievement [17, 27].

Cultivating a diverse workforce is essential to reducing student opportunity and achievement gaps. To more effectively prepare their students for a fluctuating society, teachers of color are more likely to adopt practices that are culturally appropriate and confront racism and bias in the



educational environment worldwide. Cultural diversity has become an essential consideration for academic institutions and districts regarding recruiting techniques [28, 29].

The objective of this study is to examine the effect of teacher diversity on student outcomes in higher education institutions, focusing on how teachers' diverse backgrounds influence students' academic achievement, motivation, and overall learning experiences.

The study seeks to address questions such as: Does teacher diversity have a significant effect on student academic performance? And how does teacher diversity influence students' motivation and engagement in the classroom?

This study is significant as it highlights the vital role of teacher diversity in improving the quality of education and student outcomes. By exploring how diverse teachers impact student learning, the research offers valuable insights for policymakers, administrators, and educators to develop more inclusive educational environments. The findings will also enrich the existing body of literature by providing empirical evidence from a local context, supporting ongoing efforts to promote equity, inclusion, and academic excellence in higher education.

Materials and Methods

The research technique used in this study seeks to understand, with a focus on higher education institutions, how teacher diversity effects student learning and achievement. A quantitative research design was employed, specifically using a descriptive analysis. The data was collected from the different higher education institution and the 50-faculty member were selected as a sample. The choice of using a census sampling frame was also supported by the fact that the population size is manageable and every faculty member has a unique point of view. Questionnaire was circulated among all the members of the faculties and the data obtained were gathered with the consent of the individuals. The data-collection process was carried out in one segment which was in line with the census design that ensured that the target population was fully covered. The ethical protection was highly observed: the subjects were given guarantees about confidentiality, anonymity, and voluntary involvement, and the data collected were used solely in academic context.

The questionnaire used for this study was adapted from previously validated instruments and scholarly literature on teacher diversity. There were some changes to items so that they could fit the higher education setting and represent the viewpoint of teachers. The most important sources that were used to develop the questionnaire are [30-33]. The modified questionnaire included the perceptions of teachers about the effect of teacher diversity on the academic performance, motivation, social and emotional well-being, inclusiveness and classroom atmosphere of student performance.



Results:

Descriptive statistics were applied to the answers of 50 faculty members. The demographic survey implied that 85% of the participants were female and 15% were male, and the larger proportion 80% of them had MS/MSc degrees, 15-percent were M.Phil. and 5-percent PhD degrees. Regarding teaching experience, half of them were under five years, and 20% were between 5 and 10 years, 20% between 10 and 15 years and 10% above 16 years.

As it was noted in the analysis, a substantial percentage of the teachers admitted the significance of diversity in education. 85% of the teachers said that professional development programs involving cultural diversity led to inclusion in the classroom. A higher proportion of 90% of teachers also concurred that teacher diversity is critical in enhancing positive student achievements. Likewise, 70% were in agreement with the fact that different teachers gave individual attention to students belonging to different cultural orientations whereas 20 percent were indifferent and 10 percent opposed the notion.

In terms of student motivation, faculty members 75% indicated that teacher diversity has a positive effect. Concerning the question of how teachers address the problem of cultural biases and stereotypes, half of the educators agreed that they felt confident, one-third of the teachers were neutral, and the other one-tenth disagreed with it, mentioning the need to train them further. Moreover, 70% of them approved that the teacher diversity has a positive effect on a school climate and student engagement, and 90% said that this diversity leads to a reduction of the achievement gap in students.

The analysis reveals that diversity among faculty is viewed by teachers as a strong source of promoting inclusion, motivation, engagement, and achievement, yet it also indicates that more deeply organized professional development is essential to enhance the confidence of the teachers in working with cultural differences.

Discussion:

The results of the research, through the views of the teachers, affirm the importance of teacher diversity with regards to student performance at the higher level. The majority of the members of the faculty were in favor of diversity among faculty members as it enhances inclusivity, engagement, and positive academic performance. Teachers stressed that professional development opportunities and training based on cultural diversity help them to meet the needs of diverse students and provide more inclusive classroom set-ups. This is in line with other researchers who propose that teachers who are sensitive to the cultural differences and embrace inclusive teaching methods are in a good position to enhance learning experiences and academic achievement [5, 17, 28].



It was also determined that different teachers offer students relatable role models, which in their turn increases motivation and learning outcomes. Teachers admitted that the presence of co-workers with other cultural and social background makes classroom discussion more diverse and offers students various points of view, which will result in increased engagement and better critical thinking ability [2, 6, 9]. Although a significant number of teachers said they were sure about their ability to combat stereotypes and cultural biases, a significant percentage of them said that they were unsure, which makes it seem that further professional growth is necessary to enhance the competence of teachers in the specified matter. This conclusion is an indicator that cultural diversity training should be supported by institutions over a long period. [11, 13]

All in all, the teacher views in the current study indicate that diversity in the teaching population is not only beneficial in enhancing the professional practices of the teachers themselves, but also in enhancing the performance of students since it will help to create a more inclusive and inspiring learning environment [2, 28].

Conclusion

The study concludes that teacher diversity plays a vital role in enhancing student outcomes in higher education institutions. The findings reveal that teachers acknowledge the value of diversity, recognizing that individuals from different cultural, educational, and experiential backgrounds bring unique perspectives and teaching approaches to the classroom. Such diversity enriches classroom practices, promotes inclusivity, and enhances student motivation and engagement. It was observed that when students see themselves represented through diverse faculty members, they develop a stronger sense of belonging, which contributes positively to their academic performance. The study also highlights the need for continuous professional development to equip teachers with the skills to effectively manage cultural differences and overcome potential biases. Institutional support and regular training programs are essential to ensure that teachers can implement inclusive teaching practices successfully. Overall, the results confirm that teacher diversity has a positive effect on student learning experiences and academic achievement. Promoting diversity in faculty recruitment and investing in professional growth are therefore crucial steps toward improving educational quality and fostering inclusive learning environments in higher education.

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