INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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5.   **KEYWORDS**: Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

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    INTRODUCTION

    REVIEW OF LITERATURE

    NEED/IMPORTANCE OF THE STUDY

    STATEMENT OF THE PROBLEM

    OBJECTIVES

    HYPOTHESES

    RESEARCH METHODOLOGY

    RESULTS & DISCUSSION

    FINDINGS

    RECOMMENDATIONS/SUGGESTIONS

    CONCLUSIONS

    SCOPE FOR FURTHER RESEARCH

    ACKNOWLEDGMENTS

    REFERENCES

    APPENDIX/ANNEXURE

    It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed ***5000 WORDS***.

10.   **FIGURES &TABLES**: These should be simple, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.

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BOOKS
- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
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CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES
- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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THE IMPACT OF STUDENTS' DIVERSITY ON GROUP WORK IN BAHIR DAR UNIVERSITY AND GONDER UNIVERSITY

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ABSTRACT

Student community in higher learning institutions encompasses a complex pattern of diversity. It includes important dimensions of human identity such as race, ethnicity, national origin, religion, gender, sexual orientation, class, age, and ability. Ethiopia's higher learning institutions have students of diverse languages, ethnic groups, religions, culture, race, gender and the like (MOE, 2008). This paper aimed to find out the impact of diversity on group work in selected Ethiopian Higher Learning Institutions. The sample size consisted of students and instructors from Bahir Dar University and Gondar University, Ethiopia. Purposive sapling was used. To get diverse sample students and instructors from eight departments were taken. Data collection strategy consisted of questionnaire, interview and observation. Both open ended and close ended type of questions have been prepared and dispatched to respondents. 160 students and 36 instructors were selected. The questionnaire return rate was 74 % for students and 61% for instructors. The collected data were analyzed using tables and percentages. The results of the findings indicated that diversity has positive impact on group activity and students prefer heterogeneous groupings to homogenous groupings although the actual practice showed that the learners formed groupings from similar backgrounds such as sex, religion, ethnicity and the like.

KEYWORDS
Diversity, Group work, Heterogeneity, Homogeneity.

INTRODUCTION
Student community in higher learning institutions encompasses a complex pattern of diversity. It includes important dimensions of human identity such as race, ethnicity, national origin, religion, gender, sexual orientation, class, age, and ability. They influence ways of understanding and interpreting of the world. (Kazanjian, 1999)

Ethiopia's higher learning institutions have students of diverse languages, ethnic groups, religions, culture, race, gender and the like. (MOE, 2008). The encouragement of learners to participate in the learning tasks can be achieved by means of group work among other factors. To get better result from team work, group tasks must be given for the learners. The formation of groups must take into account the diverse nature of the learners and better learning and knowledge could be realized if diversity is recognized.

Making students work together in groups is beneficial and can be used in a variety of contexts. Groups can be created in class or outside class, around projects, or weekly assignments. Methods of grouping are various. Allowing students to create their own groups should be done sparingly, as it can be used to create or reinforce social group differences within the class. Heterogeneous groups can be made across certain characteristics such as gender, race, area of residence, and/ or level of achievement in a particular discipline to improve interpersonal relationships among students.

Psychological theories state that discontinuity of students from home environment improves the chances for enhanced cognitive and identity development. But a sustained and coordinated effort is needed to increase the positive effects of diversity on student development and learning (Milem, et al, 2005).

What is being observed in Bahir Dar University (BDU) and Gondar University (GU) and perhaps other universities in Ethiopia concerning group formation and its relation with diversity has triggered the writer of this paper to make assessment of the role of diversity in the effectiveness of group activity to promote active learning.

There is a tendency in the courses which the researcher has taught that students have formed groups based on homogeneous backgrounds rather than from diverse settings.

PURPOSE OF THE STUDY
Those people engaged in teaching learning process might not be well versed with the tenets of diversity on the effectiveness of learning. As literatures indicate there are insurmountable benefits that can be obtained from diversity. But many teachers would not sense what is going on after class room with regard to students' group activity and what and how it can be achieved from various groupings. Thus this paper focuses on the impact of diversity on group work. More specifically an attempt will be made to pin point and address issues like the extent to which group formation takes diversity in to account, what the role of instructs must be in the formation of groups, and how diversity influences group work.

SIGNIFICANCE OF THE STUDY
The study will be useful to:
1. Create awareness for instructors and university academic managers to incorporate diversity issues in group tasks of students.
2. Narrow the gap in the perception of students and instructors about diversity and group work.
3. Add to the existing literature.
4. Initiate scholars to do further research on the issue in large scale at national and international level.
5. Provide the researcher with evidence upon which to initiate innovations in his own approach to group work

From the findings of the research, the researcher has planned to make necessary changes in the delivery and assessment practices of the courses in the future. Besides, the results of this study can serve as basis for other instructors to shape their student groupings for effective implementation of active learning.

STATEMENT OF THE PROBLEM
There are no universal solutions or specifications for responding to ethnic, gender and cultural diversity in the classrooms, and research on best practice in Ethiopia is limited. Indeed, the topic is complicated, confusing, and dynamic and for some faculty it is fraught with uneasiness, difficulty, and discomfort. Perhaps, the overriding principle is to be thoughtful and sensitive and do what you think is best (Davis, 1999).

From the experience of the writer of this paper as a lecturer in BDU and from preliminary discussions with colleagues in the university and in workshops the writer participated in from November 2 to November 6, 2009 given by Leeds Met University lecturers at Addis Ababa and also discussions with some Bahir Dar University students, it became obvious that students in BDU and GU are forming groups for group tasks on the bases of either background of origin or

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geographic location, race, ethnicity, religion, parental status, or personal habits. When they are doing certain group tasks, the learners favor only one or two of these dimensions and they are inclined to homogeneous dimension of these diversity elements rather than joining with other's diverse contexts.

As far as the researcher's knowledge is concerned, there is no research done on diversity and group work in Ethiopian context.

Despite its potential benefits it seems that diversity is not well recognized by learners and instructors while forming groups. The expectation is that students get along with varied learning environments and instructors would play a role to facilitate learning in diverse situations. Thus, this paper will attempt to address the following basic research questions in light of the problems raised.

1. To what extent have group formations taken diversity into account?
2. What is the role of instructors in the formation of groups?
3. How does diversity influences group work?

SCOPE AND LIMITATION OF THE STUDY

The research focuses mainly on undergraduate level students of eight selected departments from BDU and GU. Since there are no foreign students in these universities, national diversity issues are assessed. Diversity and group work was studied at higher institutions of learning by delimiting to BDU and GU for manageability.

Because of financial and time constraints the population of the study was restricted. Lack of appropriate measuring tools and resources for developing instruments were also encountered. There was lack of understanding of some questions properly by students and instructors. The other limitations were carelessness and unwillingness of some instructors in filling the questionnaire and unclear handwriting.

DESIGN OF THE STUDY AND METHODOLOGY

The study is a descriptive survey of target respondents.

POPULATION AND SAMPLE

The population of the study was undergraduate students and instructors from Bahir Dar University and Gondar University. To have a diverse sample, purposive sampling was used.

The population sample were taken using purposive sampling from accounting, marketing management, geography , law, medical science, plant since, computer since, and textile departments final year students of both Bahir Dar University and Gondar University. Accordingly, of the total population of students in these departments, 160(about 20%) of them were selected randomly to fill questionnaires. The data were collected from final year students assuming these students can judge the instruction activities in a good way. In addition 36(about 15%) of the total teacher population were selected randomly from similar departments of both universities to fill questionnaires. The questionnaire return rate was 74 % for students and 61% for instructors.

DATA COLLECTION INSTRUMENTS

To explore the issue of diversity and its impact on the group work of students, questionnaires were used to collect first hand information. The questionnaire was designed by the researcher after examining various literatures on the issue. The questionnaire was pilot tested with 60 marketing management graduating class students to assure its reliability. The validity of the questionnaire was seen by an expert from pedagogical department at Bahir Dar University. The researcher also made observation of group activity to get additional information. To substantiate the study on solid theoretical foundations, a review of earlier related literature was made.

DATA ANALYSIS PROCEDURE

The data were then tabulated and analyzed using mean and percentages, and descriptions and interpretations were made.

REVIEW OF RELATED LITERATURE

This section presents a brief discussion on rationale for group work, types of group formation, group work perception, problems and challenges of group work, impact of group diversity in knowledge spill over, importance of diversity in higher education, diversity as engagement.

The rationales for group work are to facilitate student learning, to improve interpersonal relationships among students, to foster students' responsibility for their own learning and the learning of others, and to prepare students to work in groups in their future careers.

Some major advantageous of group tasks are improvement of the overall quality of student learning, development of specific and generic skills sought by employers, and reduction of workload involved in assessing, grading and providing feedback to students (James, R., McInnis, C. and Devlin, M., 2002).

Groups can be classified into three types (informal learning groups, formal learning groups, and base groups) that can enhance collaborative learning (Sherpa, 2000). There can also be groups such as lab groups, homework groups, problem solving groups, and study groups.

There are no hard and fast rules about how to set up groups but two factors are worth mentioning, group size and group type (Ibid). There are a number of options for determining group membership, including letting students choose their group ('friendship groups') and staff assigning students to groups by matching groups or mixing them up randomly. The appropriate size of the group really depends on the context - How big is the class? What are the learning outcomes desired? How much work is involved in the associated task? What are your resources? What meeting facilities are available? and so on. According to Phil Race and Sally Brown cited in Sherpa 2000,group size can consist of pairs, threes, fours, fives, sixes and sevens.

According to a study made in New Zealand University in 2005, Asian students valued highly the significance of classroom group discussions where they could interact with students from other cultures and backgrounds, improve their English-language skills, enhance their cultural understanding and provide them with opportunities to make friends. However, they held intensely negative views about group assignments that required students to complete a project as a group with shared marks determined by the performance of the group (Li & Campbell, 2008). We must be ready to challenge assumptions that groups will either be aided or hindered by having certain kinds of students in their group. One way to reduce the likelihood of such assumptions manifesting in group work would be to inform the class that each individual brings a different combination of strengths and weaknesses into the group work context and that students should not make assumptions about what these might be (Sherpa, 2000).

There is a relationship between workforce diversity and productivity. A group work's effect on performance and knowledge spill over has scarcity of empirical research but a noticeable empirical research on the issue was made by Hansen, Owan, and Pan (Hansen, Owan, and Pan, 2006). The difficult issue in team work is self selection rather than the exogenous assignment of groups. But Hansen, Owan, and Pan's study used exogenous assignment. Their findings provide empirical evidence that age and gender diversity matter in group performance and group learning in certain team environments. Their study indicates that they do not find any significant effect of ethnic or racial diversity on performance. (Hansen, Owan and Pan, 2006:3). Unless randomly assigned, subjects of teams usually self select into team groups.

Surface-level social differences like race/ethnicity, gender, or age tend to have negative effects on the ability of groups to function effectively but underlying differences like functional background, education, or personality are more positively related to performance by facilitating creativity or group problem solving when group process is carefully controlled.

The contradicting views stated in the above two paragraphs that race and ethnicity have insignificant impact on performance on the one hand and that they have positive impact on performance on the other hand could be proved or disproved through further research.

Gender diversity has a favorable impact on group performance and learning is striking (Ibid).

Gender composition of the group an individual belonged to had noticeable influence over individual performance. Specifically, a student in a male-dominant group tended to do worse in exams compared to another student in a mixed-gender group. Age heterogeneity within a group reflects the differences in group members' college year levels (i.e. knowledge accumulation in college), as well as the maturity of individuals.

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Basic analytical and cognitive skills which are much more correlated with students' natural ability cannot be easily transferred through teamwork (Hansen, Owan and Pan, 2006:22-23).

An individual's knowledge and skill set prior to entering college on his or her college performance diminishes over time and is replaced by newer knowledge set obtained through the learning process in college (Ibid).

There are several educational outcomes of diversity. Some of these are learning outcomes and democracy outcomes. Learning outcomes include active thinking skills, intellectual engagement and motivation, and a variety of academic skills. Democracy outcomes include perspective-taking, citizenship engagement, racial and cultural understanding, and judgment of compatibility among different groups in a democracy. The impact of diversity on learning and democracy outcomes is believed to be especially important during the college years because students are at a critical developmental stage (Gurin, et al, 2001:4).

According to psychologist Erik Erickson (1946, 1956), who introduced the concept of identity, late adolescence and early adulthood are the unique times when a sense of personal and social identity is formed (ibid). Universities can assist in the identity development of learners. Continuing higher education in home environment impedes the personal struggle and thinking important for identity development. Change in political and social attitude occurs in students to whom new ideas and attitudes are presented by peer influence (ibid). Students who graduate from a university with diverse population are able to suit the cultural, social and technical demands of the workplace and are better able to participate as citizens of local, national and international communities. (Ambrose, et al, 2004)

General education curricula, specifically diversity course requirements, can play a meaningful role in diminishing divisive racial prejudices and can subsequently improve race relations (ibid: 10). An illustration of research made by Chang et al, 2004 cited in Milem, Chang, and Antonio (2005:12) shows that a supportive campus climate and set of institutional practices might be linked to, or serve as a proxy for, high levels of cross-racial interaction among students—and make it possible for all students to improve their knowledge of and ability to accept others from different backgrounds and cultures.

According to Hurtado and colleagues (2003) cited in Milem, Chang, and Antonio(2005) the higher education literature identifies several important elements that link diversity to student learning, including factors related to individual development and the environments within which students are educated. They also note that three themes have emerged from hundreds of research studies that have explored these issues:

1. Individuals who are educated in diverse settings are far more likely to work and live in racially and ethnically diverse environments after they graduate.
2. Individuals who study and discuss issues related to race and ethnicity in their academic courses and interact with a diverse set of peers in college are better prepared for life in an increasingly complex and diverse society.
3. Increasing the compositional diversity of the student body is essential to create the kind of learning environment described here.(Ibid:13)

ANALYSIS AND INTERPRETATION OF DATA

This part deals with the analysis and interpretation of data. Data collected from two groups of respondents, namely, students and instructors are presented.
Then, the responses were tallied and tabulated in tables and the major findings were analyzed using percentages.
The following results were derived from responses of students and instructors to separate set of questionnaires.

TABLE 1: CHARACTERISTICS OF RESPONDENTS

No.	Item	Respondents			
		Students		Instructors	
		No.	%	No.	%
1	Sex				
	Male	84	71	22	100
	Female	34	29	0	0
	Total	**118**	**100**	**22**	**6**
2	Age				
	A. <20 years	5	4	-	-
	B. 20-30	111	94	15	68
	C. 31-40	1	1	6	27
	D. >40	1	1	1	5
	Total	**118**	**100**	**22**	**100**

Source: Survey 2010

1. According to the personal data obtained from questionnaire analysis 71 %(84) of the students and 100 %(22) of the teachers are male. This shows that the number of females is very small.

TABLE 2: GROUP FORMATION FAVORED BY LEARNERS OF DIVERSITY

No.	Item	Respondents /Students/			
		No.	%	No.	%
1	Interest of learners in group formation is based on A. Grouping made by interest				
	A. Mixed ability	43	38.39		
	B. Ethnic /age/gender	24	21.43		
	C. Random	9	8.04		
		36	32.14		
			100		
2	Type of group formation enhancing best learning diversity				
	A. interest groining				
	B. Ability groping	49	63.64		
	C. Random Groping	17	22.08		
	D. Homogenous grouping	4	5.19		
	E. None	1	1.30		
		6	7.80		
	Total	**77**	**100**		

Source: Survey 2010

2. The response of learners indicates that majority of learners (38.39%) i. e., 43 prefer grouping based on interest. Similarly, many students (64%) i.e., 49 said interest grouping enhances best learning in diversity.

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TABLE 3: INSTRUCTOR'S ROLE IN GROUPING ACTIVITY

NO.	ITEM	RESPONDENTS			
		STUDENTS		INSTRUCTOR	
		NO.	%	NO.	%
1	**WHETHER GROUPING TASKS ARE APPLIED IN CLASS ROOM OR NOT**				
	A. YES			17	77
	B. NO			5	23
	TOTAL			22	100
2	**GROUP FORMATION FOLLOWED BY INSTRUCTORS**				
	A. BY STUDENTS INTEREST				
	B. " MIXED ABILITY	48	41		
	C. " ETHNIC LARGE/SEX/ GENDER	13	11		
	D. RANDOM	2	2		
	E. SYSTEMATIC	8	7	11	65
	F. NONE	45	38	4	24
	G. OTHER	1	1	2	11
	TOTAL	117	100	17	100
3	**TYPE OF GROUP FORMATION & SPLITTING FOR GROUP WORK IN DIVERSE SETTINGS**				
	A. BY STUDENTS FRIENDSHIP			5	23
	B. SPLITTING UP VERY SMALL MINORITY GROUPS			0	
	C. PAIRING DIVERSE STUDENTS AS CRITICAL FRIENDS			1	5
	D. REQUIRING STUDENTS TO WORK IN OTHER GROUPS			9	40
	E. NO REPLY			7	32
	TOTAL			22	100
4	**WHETHER INSTRUCTORS PROVIDE ASSISTANCE IN GROUP ACTIVITY BY CONSIDERING DIVERSITY**				
	A. YES	39	33		
	B. NO	68	58		
	C. NONE	10	9		
	TOTAL	117	100		
5	**IF THE INSTRUCTORS PROVIDE ASSISTANCE, THE FREQUENCY OF THEIR ASSISTANCE IS**				
	A. FREQUENTLY	14	36		
	B. OCCASIONALLY	18	46		
	C. SELDOM	7	18		
	D. NEVER	-	-		
	TOTAL	39	100		

Source: Survey 2010

3. With regard to instructor's role in group activity, most of instructors (77%), i.e., 17 replied they apply group tasks in classrooms and 65% (11) of the instructors make groups randomly. 40% (9) instructors form groups or split for group work in diverse setting by requiring students to work in other groups.

More than half of the students (58%), ie, 68 said that instructors do not provide assistance in group activity by considering diversity. 33% (39) of the students said instructors offer assistance in group activity and the frequency of the assistance is said to be occasionally by 46% (18) of the students and frequently by 36% (14) of the students. So, frequency of assistance can said to be infrequent.

TABLE 4: IMPACT OF DIVERSITY ON GROUPING TASKS

No.	Items	Respondents			
		Students		Instructors	
		No.	%	No.	%
1	Whether students prefer groups of diverse learners				
	A. yes	71	71		
	B. No	29	29		
	Total	100	100		
2	If you prefer to function 1 above yes, the resin is				
	A. Broadening of thinking	29	36		
	B. To get new knowledge	17	21		
	C. To share culture of values with others	19	24		
	D. Other to learn difference in views	15	19		
	Total	80	100		
3	If you say No. to question. 1 above, the reason is				
	A. It could lead to adverse completion	5	17		
	B. It is not comfortable to debase with different culture, religion ethnic, or gender groups	8	26		
	C. Moe effective performance is achieved with homogenous groping	17	57		
	Total	30	100		
4	How diversity in fluency teaching learner process?				
	a. It promotes multiple and different perspectives	22	21	9	41
	b. It has positive impact on learning outcome	20	19	3	13
	c. It engages in active thinking process, growth in intellectual motivation , and growthin intellectual & academic & social attitudes	25	23	9	41
	d. To appreciate both similarities & differences	7	7		
	e. Better quips to function in an increasingly diverse world	25	23	1	5
	f. None	8	7		
	Total	107	100	22	100

Source: Survey 2010

4. Student responses show that most of (71%), ie, 71 of them prefer groups of diverse learners. Their reason for preference of groups of diverse learns is to broaden thinking (36%) ie. 29, to share values (24%), ie, 19, and to get new knowledge (21%),ie,17 . Hence their main reason is broadening of thinking. But those who do not prefer diverse learners forward the rationale that more effective performance is achieved when they work in homogenous groups.

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The students indicated that the influence of diversity in teaching learning process is: it engages learners in active thinking process, it enhances intellectual motivation, and it develops intercultural and academic skills (23%),ie, 25. Another 23% of students said diversity better equips to function in an increasingly diverse world. For similar question, instructors also have the same focus on the influence that diversity engages in active thinking process, growth in intellectual motivation, and promotes multiple and different perspectives.

TABLE 5: HETEROGENEOUS VIRUS HOMOGENEOUS GROPING WOK AND PERFORMANCE &PERCEPTION OF DIVERSITY IN INSTRUCTIONAL PROCESS

No.	Items	Students	
		No.	%
1	"The result of performance in diverse groupings is better than in homogenous group"		
	a. strongly agree	62	54
	b. agree	25	22
	c. neither agree nor disagree	8	6
	d. disagree	10	9
	e. strongly disagree	3	3
	f. no reply	7	6
2	What is your perception of diversity in the learning teaching process		
	A. varied counters form high schools and van form junior to senior classes	6	5
	B. students in colleges with different diverse setting becomes successful in diverse world of work after graduation	81	70
	C. Companies who employees graduates prefer students exposed to diverse learning set	11	10
	D. Diversity is and for identity and it will lead to conflict of interest among students	6	5
	E. No reply	12	10

Source: Survey 2010

5. The study indicated that more than 70% of the students support the proposition that "the result of performance in diverse grouping is better than in homogenous grouping."

Regarding the perception of diversity in instructional process a majority (70%) of the students are of the view that students in college with different /diverse settings become successful in the diverse world of work after graduation. The next important rationale is companies' preference of graduates exposed to diverse learning sets.

TABLE 6: EMPHASIS BY STUDENTS & INSTRUCTORS ON VARIOUS DIVERSITY ELEMENTS IN GROUP ACTIVITY

No.	Items	Respondents			
		Students		Instructors	
		No.	%	No.	%
1	Emphasis given to				
	A. Gender /sex	18	17	4	18
	B. Ethnicity /race	15	14	2	9
	C. Home geographical location/langue	4	4	2	9
	D. Religion	16	15		
	E. Educational background	42	39		
	F. Income	14	13		
	G. Others				
	H. Ability			6	27
	I. Age				
	J. No reply			8	37
	Total	**109**	**100**	**22**	**100**

6. The emphasis on where diversity issues are more significant in group activity by students is educational back ground given first attention followed by gender, religion, ethnicity, income, and home geographical location. On the instructors' side, the emphasis is on ability followed by gender, ethnicity and language. Thus, both students and instructors put ethnicity in the second place in the emphasis on diversity.

TABLE 7: CAMPUS CLIMATE, DIVERSITY & GROUP WORK

No.	Items	Respondents/Students/	
		No.	%
1.	Institution's emphasis to courage contacts from different backgrounds (economic, social, racial, cultural, etc)		
	A. very much	18	15
	B. Quit a bit	17	14
	C. Some	31	26
	D. Very Little	34	20
	E. None	18	15
	Total	**118**	**100**
2	Level of institutions assistance for learners to cope with non academic responsibility(Work, family, etc)		
	A. very much	**11**	**9**
	B. Quiet a bit	**15**	**13**
	C. Some	**33**	**28**
	D. Very little	**39**	**34**
	E. None	**18**	**16**
	Total	**116**	**100**

Source: Survey 2010

7. 34% of the students indicated that the level of institutional assistance for learners to cope up with non academic responsibilities (work, family, etc) is too low.

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TABLE 8: GROUP DISCUSSION/TASK IN DIVERSIFIED OPINIONS AND BELIEF SYSTEMS

No.	Items	Respondents	
		Respondents/Students/	
		No.	%
1	How often have you had serious conversations with religious beliefs, political opinions, or personal values very different from yours?		
	A. very often	8	7
	B. Often	18	15
	C. Come times	55	47
	D. Never	19	16
	E. None	18	15
	Total	**118**	**100**

Source: Survey 2010

8. Student responses show that only few (7%) students have serious conversations with diversified groups who are different in religion, ethnicity, beliefs, and political systems from their own

OPEN ENDED QUESTIONS ANALYSIS

A. STUDENT RESPONSES

A majority of responses indicated that instructors do not emphasize or give very little attention to diversity in group work. But some (a few) respondents said some (limited) instructors do give consideration to this issue.

Several reasons were put forward for the absence of conducive environment in the campus, including:

- Coordination and communication problems.
- Interest based grouping.
- Intolerance & disagreement among groups in terms of political opinions, religion, nationality, race.
- Lack of sharing information, lack of background, lack of knowledge about existing various diversity issues, no promotion by instructors & their lack of support for diversity, biases of grading by some teachers, aggressive behavior of some teachers
- Ethnocentricity, negative attitude, ignorance, disrespect, stereo-type, prejudice to diversified nationalities, cultures etc., low self esteem, and irrationality about diversity.
- No of university regulations on diversity issues
- No orientation in freshman on diversity by universities
- Regional placement (Nowadays)
- No good attitude of university top administrators toward diversity

The majority of student responses indicate that instructors and university administrators must do more on promotion of each ethnicity, religion, culture, language, etc. and tolerance among various diverse groups in group activity. Furthermore, most of these students underlined the instructors' responsibility in terms of focusing on random grouping and the university administrators' requirement to encourage instructors to consider diversity by the instructors. The other most important factor that students consider in related issue are instructors /administrators should avoid segregation / discrimination, and the instructors /administrators need to teach, orient and appreciate diversity.

Students also indicated that instructors should give group tasks based on diversified groupings and then assess the result of the learners.

B. INSTRUCTOR RESPONSES

The instructor responses for open end questions are as follows.

Asked what opportunities were given to students to study particular issues of diversity, a variety of replies included:

- Some say equal opportunity is given, but others replied that very little attention is given
- Some claimed that the course deals with similarities & diversities
- Some said whether the composition of students' grouping is diverse or not, they are encouraged to work in groups
- Some gave projects regarding diversity of culture

Asked about assistance for assistance for students to look in to their own values & compare with others different from them, different responses to were:-

1. No ways
2. Dialogue & discussion of differences
3. The subject matter sometimes doesn't invite diversity
4. Practically not considered
5. Create awareness and create favorable condition (example, presentations)

Asked how to improve effectiveness and efficiency of team discussion and time table arrangement, some of the main replies were:-

1. small class size usage
2. Random grouping
3. Specifying topic of discussion for the group task
4. Enhance students' interest to work in group

CONCLUSION, MEASURES TO BE TAKEN AND RECOMMENDATIONS

On the basis of the findings and review of related literature, the following conclusions are drawn.

1. As the instructor and student replies indicated, group work is practiced in various courses at different levels but the extent of group activity to incorporate diversity is insignificant.
2. The group formation used by students is based on friendship and self selection but instructors and administrators preferred random grouping. This leads us to the conclusion that the diversity grouping that is most probably created by random groping is not practiced by students unless they are forced to do so.
3. The findings indicate that the majority of students are male.
4. Most of the students form homogenous groups, but they indicated that the performance result of heterogeneous groups is better than that of homogenous groups. Although students know and prefer the results of heterogeneous groups, they still practice homogenous grouping. Administrators said diversity is yet not given much consideration in the universities.
5. To realize the benefits of group work, instructors can design realistic goals and assist students to develop the necessary teamwork to share ideas and learn from each other. Nevertheless, students indicated that most of the instructors do not provide the necessary assistance to encourage team work in diversified groups.
6. Students gave emphasized educational background where as instructors emphasized ability in the formation of groups to enhance diversity in learning. We thus see deviation on emphasis between students and instructors on diversity issues.
7. Only limited attention was given by the institutions and instructors on diversity and students' interaction and this has lead to unconducive campus climate in terms of tolerance, repetitiveness, appreciation of one another's views and opinions from different cultural contexts.

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MEASURES TO BE TAKEN TO IMPROVE THE CONTEXT OF MY COURSE DELIVERY

In the courses which I taught so far I did not recognize diversity issues in group activity. As a result of this research finding, I will take the following measures (changes) in the courses I am going to offer.

- Read and learn about diversity and group work and train students about the benefits of working with diversity.
- Work on changing the students' perception on diversity towards its benefit.
- Teach the benefits of doing with diverse groups such as sharing ideas, learning from each other, companies' preference of graduates from diverse settings, better performance result of heterogeneous groups, and easy adaptation to life situations.
- Incorporate and promote diversity issues (ethnicity, language, gender, ability, etc) an tolerance in the modules I teach.
- Focus on random grouping and do assessment of projects and assignments accordingly, that is, give more incentive for groups based on diverse settings. I will do this by introducing marking schemes where groups of heterogeneous settings formed randomly by alphabet sequence or ID. No. or mixed gender, or mixed ability, etc get more marks than groups of homogeneous settings so that students increase participation on group activity under diverse settings.
- Raise the issue of diversity in department meeting so that it will be aired up the ladder of the top management of the university for due attention.
- Forward suggestions to my college administration so it might go forward to top officials for reconsideration of the current placement strategy of students to universities by the Ministry of Education.
- Attempt to increase institutional emphasis to encourage instructors to consider diversity in the teaching learning process
- Set projects to be done by heterogeneous groups
- Practice mixed gender grouping, mixed ability grouping and consider the educational backgrounds of learners in group formation.
- Give the necessary assistance to students who are doing projects and assignments in diverse groups

Based on the investigation of the impact of diversity on group work, the following recommendations are forwarded.

1. Since there is ineffective work done to incorporate diversity in group activity, significant attention must be given by staff and administrators of higher learning institutions in this regard
2. Since male dominant groups are more likely to suffer coordination failures and free ridding in group projects, and male students are more motivated to work hard in the presence of female students, ministry of education shall give more due attention in encouraging female participation in education and perpetuate the special consideration it started to the female to join higher learning institutions. The reason is almost two third of campus students are male dominated and it is impossible to match the benefits of gender diversity for the successful performance on group projects.
3. The research result that students prefer diversified grouping but they practice homogeneous groping based on interest is paradoxical. Thus, further research has to be done to identify the underlying cause of this paradox.
4. The assistance given by instructors to students' team activity should be improved. Promotion of diversity benefits, follow up group tasks, encouraging members to work in the group, elimination of discrimination to diversified learning sets, focusing on random grouping to create heterogeneous groups should be expected to be worked out by instructors and university administrators.
5. University administrators should strive more to have a healthy campus climate because it will both promote and reflect the inclusion of all cultures and perspectives in the research, curriculum and pedagogy across all cultures.

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