

HAIGAZIAN UNIVERSITY

The Impact of Student Experiences with Diversity in Lebanese Universities on Developing Workplace Performance Attributes

By

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DEDICATION

To MOM (Nanor Kondayan)

You are the best and will always be the greatest mom in the whole wide world.

To my father, brother, Sisters Aline and Tamig, and fiancé Ara without whom this thesis would have never been completed.

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ABSTRACT

of the Thesis of Sanan Berj Sahagian for Master of Business Administration

**Title: The Impact of Student Experiences with Diversity in Lebanese Universities on
Developing Workplace Performance Attributes**

On the campus of universities, the student populations present a great cultural, linguistic and socio-economic diversity. This diversity creates heterogeneity of needs and learning habits.

One of the main objectives of a post-secondary education system is to prepare graduates for the job market. Therefore, greater emphasis must be placed on developing graduate attributes.

University students' experience with diversity has been found to have a positive effect on developing graduate attributes.

A review of related literature on the impact of students' experiences with diversity on developing graduate attributes reveals that there are three main categories of variables that nurture diversity and have an impact on developing these graduate attributes. These categories of variables are the following:

- The welcoming environment of the university which includes the following cultural and structural characteristics of the university: trust and respect for all individuals, non-discriminatory policies/practices, campus structure-facilities encouraging interactions.
- Diversity related activities/practices by the university which include: students exchange programs, cultural diversity awareness workshops/seminars, heterogeneous peer group projects, classroom discussions led by instructors that expose students to different types of knowledge and different perspectives.

- Informal interactional diversity .i.e. the student's relation and informal interaction with diverse peers.

And the resulting attributes have been identified to be enhanced workplace performance attributes such as: self-confidence, communication skills, critical thinking, acceptance of others and overall workplace performance.

In this study we wanted to see if the findings of the research literature hold true in the case of Lebanese universities. Therefore a survey research was conducted in seven Lebanese universities chosen based on the following criteria: their mission / vision statements as well as policy statements that address diversity, their non-Lebanese students' percentage of the university's student population, and their university's student population percentage of the total Lebanese students.s

A survey research questionnaire was conducted to collect data on students' experiences with the different aspects of diversity (described in the literature review).

284 students responded to the questionnaire which allowed us to analyze data collected with statistical techniques.

The result of the study indicated that the student's experiences with diversity in the Lebanese universities are in general positively related to developing workplace performance attributes except for some of the diversity related practices which did not have the expected impact. It also indicated that the Lebanese University is perceived by the students to be less encouraging diversity and interaction.

The research also showed that the more students interact with their diverse peers the better their workplace skills are developed.

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CHAPTER 1

INTRODUCTION

1.1 General Background about the Topic

On the campus of universities, the student populations present a great cultural, linguistic and socio-economic diversity (Harrison, 2012). This diversity of students creates heterogeneity of needs and learning habits (Tomlinson, 2015).

Remarkably, the student population is diversifying. Students present a diversity of cultures, languages, professional experiences, academic levels, and learning styles. In order to accommodate this cultural and social diversity in the classroom, and to enable everyone to learn effectively, teachers use a variety of teaching tools to adapt to the different needs and learning styles of students (Madhlangobe & Gordon, 2012).

One of the main objectives of a post-secondary education system is to prepare graduates for the job market, to enable them to earn a living through a job application, self-employment, or the creation of a cooperative business. Everyone has the obligation to make a living and put their skills to the service of their future career they choose (Denson & Bowman, 2013).

However, we see that there is an inverse relationship between increased enrollment rate and low employability of graduates. To prevent a rise in the unemployment of young graduates, greater emphasis must be placed on developing graduate attributes (Bowman, 2013), because university students' experience with diversity has been found to have a positive effect on developing graduate attributes, skills, and competencies. This will enhance their preparation to enter the labor market and will develop their abilities and capabilities (Tymon, 2013).

1.2 Diversity of Students' Population in the Lebanese Universities

I myself faced several difficulties when trying to penetrate the employment market due to the fact that the university I attended didn't have diverse students on its campus, therefore I didn't know how to relate to diverse groups.

Being a member of the student population in Lebanon, I am particularly interested to discuss and understand the Lebanese case.

Higher education in Lebanon is proliferating.

The Lebanese Directorate of Higher Education is a public service and provides service to institutions of higher education. It meets the need of the society to build its capacity and develop its potential to do scientific research, while respecting the fundamental freedoms of individuals, groups and values enshrined in international conventions, especially in terms of academic freedoms.

In my study I focused on seven Lebanese universities. These universities were chosen based on whether they are providing for a diverse student population. The more universities host students of different backgrounds, the more likely for those students to meet and engage with peers that are from different race or ethnic backgrounds (Chang, 2001; Chang, 2002; Milem & Hakuta, 2000). A review of the mission/vision statements of these universities and their policies also helped me to partially identify the specific universities of my sample. The other criteria for my choice were the percentage of non-Lebanese students in these universities and the percentage of the overall Lebanese students in these universities.

Thus, the chosen universities are the following:

- **The Lebanese University (LU)** - is the only official institution in Lebanon that performs the functions of official higher education in its various specialties and degrees, scientific research, and continuous training. The university achieves its national, humanitarian and developmental role for various sectors and regions through: (1) Dissemination of knowledge and culture, (2) Providing scientifically qualified human capabilities, (3) Serving the community through studies and continuous training to meet its needs and development, (4) Scientific presence at the national, regional and global levels, (5) Deepening social and national integration, and (6) Maintaining human values in the hearts of citizens.

As we see there are no specific mission/vision/policy statements here regarding diversity, and the percentage of international students, 4.78%, is small. However Lebanese University has the largest student population 60.82% of the overall student population in Lebanon, and this university being the only public university reflecting the Lebanese culture was of interest to me.

- **American University of Beirut (AUB)** – provides higher learning services for the students from the Middle East and beyond. It was chartered in 1863 in New York State with the American liberal arts model of higher education as the basis of its philosophy, standards as well as practices. Its mission is to cater for excellence in education, and advancement of knowledge through research. The university deeply encourages freedom of thought and expression among students. It also promotes acceptance and respect for diversity and differences in views and ideas. The university is committed to enrich within its graduates the qualities that help them be an active part of the society and succeed in the job market such as creativity, critical thinking, personal integrity, civic responsibility, and leadership.

It addresses diversity clearly in its mission/vision statements and the statistics concerning international students for AUB is one of the highest 21.80%, and the percentage of students of the overall student population is 6.78%

- **Haigazian University (HU)** – HU mission is to cater for the educational needs of students from different backgrounds and aspires for a keen, quality academic experience that can turn them into successful members of their communities who are prepared to deal with all the challenges that the 21st century has brought along. Even more, the university takes on itself to build an environment that is full of respect, trust, and non – discrimination, where cultural and religious diversity is promoted, and respect for the individual is encouraged.

As we see the statistics show that the international students' percentage for HU is 18.66%. One of the highest numbers in the sample, although the percentage of students of the overall student population for HU is only 0.53%

- **Lebanese American University (LAU)** – not only promotes academic excellence, but also fosters student centeredness. The university has the mission of encouraging civic engagement and the advancement of scholarship. Its educational methods target the students as whole persons and it works to form leaders in a diverse world.

LAU's vision is realized through its values and mission. It will be effected through:

Welcoming students from various religious, ethnical and socioeconomic backgrounds and providing them with their higher educational needs and demands.

The statistics show that the international students' percentage for LAU is 17.87% while the percentage of students of the overall student population is 6.60%

- **Beirut Arab University (BAU)** – through its comprehensive educational programs and ranges of teaching methodologies, laboratories, clinics and field training, the university aspires to provide a culturally and ethically sensitive experience to its students.

With the highest ethical standards in mind, the faculty's primary objective is to make graduates ready and able to fulfill the needs of the labor market as well as the community.

BAU's international students' percentage is 18.16% while the percentage of students of the overall student population is 7%

- **Université Saint-Joseph de Beyrouth (USJ)** – The University's mission, vision, and values revolve around the ideology that the university's community must be committed to promoting personal freedom without compromising the individuals' right to be spiritually engaged. The university invites members from all religious denominations, to take part in its mission and advocate mutual respect and knowledge. Its vision also implies that the faculty serves all members of the community, irrespective of their social and ethnic differences, which explains the importance it allocates to nurturing diversity on its campus and among its students. The diverse student body is responsible to organize cultural activities with the aim of allowing everyone to present their skills and talents, and turning their lives into one that is much livelier.

The percentage of international students at USJ is 3.58%, while the percentage of students of the overall student population is 8.38%

- **Lebanese International University (LIU)** – through its mission, the Lebanese International University caters for both accessible and, at the same time, affordable higher education which is excellent and of first order quality. LIU mission is to graduate

students as responsible citizens and life-long self-actuated learners. LIU seeks to enable its students to improve their awareness and take active part in cultural and environmental sustainability.

LIU's international students' percentage is 10% while the percentage of students of the overall student population is 17.16%

Numerous students attend a wide number of Lebanese universities aiming at acquiring knowledge and getting exposed to the needed skills, competencies, and attributes that will help them find a job, or establish their own business once graduated.

Diversity is increasing on the campus of Lebanese universities. In addition to Lebanese students from diversified regions in Lebanon, multinational students are also attending Lebanese universities seeking education in this country reputable for its high education standards.

This chart lists the universities of our sample, shows the international students percentage of the university students population and the university student population percentage of the total Lebanese students.

	Numbers		Percentages		% of the total student population
	Nationality		Nationality		
	Lebanese	Non-Lebanese	Lebanese	Non-Lebanese	
Lebanese University (LU)	72257	3699	95.13	4.87	60.82
Lebanese International University (LIU)	19241	2193	90	10	17.16
Université Saint Joseph (USJ)	10088	375	96.42	3.58	8.38
Beirut Arab University (BAU)	7919	1757	81.84	18.16	7
American University of Beirut (AUB)	6627	1847	78.20	21.80	6.780
Lebanese American University (LAU)	6776	1474	82.13	17.87	6.60
Haigazian University (HU)	545	125	81.34	18.66	0.53

Table 1: Number of Lebanese and Non-Lebanese Students at a sample of 7 Lebanese Universities (Academic Year 2016- 2017)

Source: Center for Educational Research and Development
<file:///C:/Users/User/Downloads/201712260328261.pdf>

1.3 Significance of the Study

At the end of this research the results that will be obtained might be interesting and beneficial for several parties (individual students, institutions, and society at large). First and above all, Lebanese universities might find interesting and helpful findings within this research and decide to invest in some of these findings. Second, the Lebanese ministry of Higher Education might find interesting findings that might trigger future plans concerning diversity policies in Lebanese universities. Third, multinational students might find the results of this study encouraging for them to come to Lebanon and enroll in one of its universities. Studies examining the impact of Lebanese students' experiences with diversity on developing workplace performance attributes are few if not to say at all. Thus, this research will take the initiative of discussing this topic and thus will provide important information to the Human Resource managers of the job market.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In the face of an increasingly open international environment and increased competition, the consideration of cultural differences and interactions between cultures are becoming an essential issue, both to satisfy the diversity of demand and to integrate multicultural interacting groups or teams (Moran, Abramson, & Moran, 2014).

This profound change requires proper management because cultural conflicts are one of the major risks faced by authorities in charge of a multicultural team. Despite the conflicts arising from this diversity, some of its advantages and effects might boost the result of the work team (Fischer, 2016).

This chapter tackles in depth the concept of diversity in general, its advantages and disadvantages. Then, it goes on to discuss diversity of students in universities. Then it reviews literature related to the effect of diversity in universities on developing graduate attributes for the workplace.

2.2 Diversity

2.2.1 Definition of Diversity

The concept of diversity refers to the existence of differences. It is used more and more widely to emphasize the differences between people, communities and cultures and the need that must be taken into account to avoid inequalities (Gay, 2013).

Diversity is the state, the character of what is diverse, varied, and different. Applied to a human group, diversity refers to the variety of individual profiles found in terms of geographic origin, socio-occupational category, culture, religion, custom, age, and gender, level of studies, sexual orientation, and physical appearance. And cultural diversity is the recognition of the existence of different cultures within the same population. Thus, Cultural diversity manifests itself in the recognition of different languages, histories, religions, traditions, lifestyles as well as all the peculiarities attributed to a culture (Sue & Sue, 2012).

- **Languages:** Civilizations and nations have been distinguished with their own languages throughout the ages and times (Laroche, 2012). They are the cornerstone of culture. They are a manifestation of the difference between civilizations and nations. Every nation boasts the benefits of its language. Language is the gateway used to identify all civilizations, and to mix people across the globe (Pyykkönen, 2012).
- **Religions:** Recognition of the many religions that have spread throughout the earth is one of the best ways to reconcile peoples and nations, as well as to identify many civilizations and factors of cultural differences (Hogan, 2012).
- **Customs and traditions:** Are at the forefront of cultural and civilizational differences among nations. In fact, nations are keen to inherit all their customs and traditions (Bellini, *et al.*, 2013).

Cultural diversity brings advantages to groups if it is well managed and disadvantages within groups if it is not well managed. Diversity management entails all the measures taken by managers and employers to recruit, develop, and retain employees from various social categories. In organizations, it is also understood as increasing the presence of employees and individuals of different nationalities, sex, or ethnic origins (Wambui *et al.*, 2013). Managing

diversity means renewing and expanding the pool of human resources available to the organization (Olsen & Martins, 2012). Moreover, managing diversity is seen by many employers and managers as a tool for human resource management through the reinforcement of a corporate culture based on the principles of equality and respect for differences in which everyone feels empowered to fulfill his duties (Munjuri & Maina, 2013).

2.2.2 Advantages of a Well Managed Cultural Diversity

A well-managed cultural diversity:

- Increases creativity so ultimately improves productivity.

Studies on the subject show that multicultural teams emit more ideas, analyze issues from different perspectives, and are therefore less likely to think in groups. Group thinking is a phenomenon that describes the process by which individuals in a group tend to seek consensus rather than realistically define the situation. This phenomenon is found more in a homogeneous than heterogeneous group. The danger of such a phenomenon is that the group may embark on a path where irrational or unwelcome decisions will be made even if the individuals in the group would have personally preferred another decision (all because of the misleading perception of a group consensus) (Wrench, 2016).

- Has an impact on the reputation of the institution.

Studies argue that companies that demonstrate this openness to the world are more attractive especially for generations Y and C who would be the least culturally sensitive generations (Olsen & Martins, 2012; Barak, 2016; Suedekum, Wolf, & Blien 2014). In addition, this reputation for openness emphasizes respect for ethics, in particular through respect for workplace equity laws and the prohibition of discriminatory practices (Barak, 2016).

- Cultural diversity increases morale

As an organization values diversity and thus manages it effectively, members of this organization would feel considered important despite their differences and will as well feel validated and valued. This will lead to an increase in their morale (Wrench, 2016).

- Leads to increased community and social relations

Diversity is proliferating in numerous communities. Thus, it is significant that organizations mimic the societies they work within and recognize this crucial concept. It is thus essential for organizations to communicate effectively with clients and perceive well their needs and wants despite their cultural diversity (such as language, educational background, values...). Thus, companies that hire and train employees to manage diversity effectively would gain more in a market that has fierce competition (Barak, 2016).

2.2.2.1 Additional Advantages of Successful Management of Cultural Diversity

- Recognizes the legitimacy of all cultures in society, as they represent an important part of society (Suedekum, Wolf, & Blien 2014).
- Allows to learn about the habits, values and traditions of other cultures (Wrench, 2016).
- Creates an opportunity to promote equality and freedoms among all cultures within society (Sue & Sue, 2012).
- Promotes respect among different cultures within society and in addition to self-investigation of the individual, it contributes to the development of self-criticism (Landry & Wood, 2012).

2.2.3 Disadvantages of Not Well Managed Cultural Diversity

Mainly these are:

- Mistrust and prejudices

People are likely to identify with those who resemble them because it reduces conflicts and their stress and increases trust (people often tend to be wary of what they did not know) (Okoro & Washington, 2012). Most individuals (such as employees or students) have many negative attitudes towards groups of people (Nathan & Lee, 2013). These attitudes are made up of opinions or judgments formed from weak and summary analysis. This is called prejudices (Duysters *et al.*, 2012).

- Difficulties related to communication.

Individuals, in general, have difficulty communicating effectively and adequately even when they speak the same language; one can therefore imagine the misunderstandings, stress and efficiency problems that arise when individuals try to express themselves adequately in a team's language (Nederveen Pieterse, Van Knippenberg, & Van Dierendonck, 2013).

2.3 Cultural Diversity

2.3.1 History of Cultural Diversity and its Diffusion

The notion of cultural diversity was “invented” and launched, if not deepened, and generalized, in the United States, as early as the 1970s, notably by the decision of the Supreme Court in 1978 (Bakke decision) and then by the laws on culture by Jimmy Carter in 1980. Cultural diversity is therefore special within the United States where all languages, believes, forms of expression and life styles are not only possible, legal, but still protected by the Constitution (Melé, & Sánchez-Runde, 2013).

The term "cultural diversity" was first used in reference to diversity within a given cultural system, to refer to the multiplicity of subcultures and subpopulations, of varying sizes, sharing a set of values and fundamental ideas (Banks, 2015).

Then, it was used, in a context of social interbreeding, to describe the cohabitation of different cultural systems, or at least the existence of other important social groups within the same geopolitical boundaries (Suedekum, Wolf, & Blien, 2014).

In Third World countries, the diversity of cultural identities will rapidly become, in the era of decolonization, a political argument for the liberation and independence of the colonized countries. It goes then, starting from the years 1960, to impel a new vision of the development, the endogenous development (Olsen & Martins, 2012). It will be followed by the highlighting of a new link, the one between culture and democracy, which will lead to prioritizing the promotion of cultural expressions of minorities in the context of cultural pluralism (Nathan & Lee, 2013).

Today, the term "cultural diversity" tends to replace the notion of "cultural exception" that has been used in world trade negotiations since the Uruguay Round in the GATT and then the WTO. In this approach, cultural diversity aims to ensure the special treatment of cultural goods and services through national or international measures. UNESCO drafted a "Convention on the Protection and Promotion of the Diversity of Cultural Contents (Burri, 2015)."

On an ethical level, the UNESCO Universal Declaration on Cultural Diversity, adopted on 2 November 2001, recognizes cultural diversity as "the common heritage of humanity". Thus the struggle for the safeguarding of endangered cultures becomes a citizen's duty (Kozymka, 2014). The scientific community has become aware of the risk of the standardization of culture in a

globalized society, even if it theoretically allows the manifestation of cultural diversity " (Hogan, 2012).

2.3.2 Expanded definition

In addition to peace, the stakes of preserving cultural diversity are numerous:

1. A Societal Stake: In a condition of living together, the meeting of the other is a source of enrichment and mutual understanding, an essential condition for co-existence in our increasingly mixed societies (Verkuyten, 2013);

2. Sustainable Development: the right of indigenous peoples to maintain a sustainable, respectful and environmentally friendly way of life, where the globalized economy threatens the preservation of their ancestral territories through the exploitation of natural resources (Reid, 2013);

3. An Economic and Conceptual Issue: the reference to "cultural industries" reflects a conception of culture as a commodity while many associations struggle to ensure that culture and cultural property are subject to exception and not subject to the rules of international trade, but considered as global public goods (Gruenewald, 2014).

However, one must never forget that a culture is alive, perpetually moving: promoting cultural diversity should not close the door to a reflection on modernity. It is not therefore a question of sanctuarizing cultures, at the risk of freezing them in non-authenticity, a tradition that can be ambiguous (Martin, 2014).

Thus, the difficulty of intercultural dialogue stems in part from the fact that the rules of civility of one culture can be understood in another culture as an expression of incivility and hence of barbarism. Authentic intercultural dialogue cannot take place if the other is not recognized as a

subject and if diversity is often perceived as a disparity, a variation, a plurality, that is to say, the opposite of uniformity and homogeneity. Indeed, the concept of cultural diversity, like that of biodiversity, goes further in that it considers the multiplicity of cultures in a systemic perspective where each culture develops and evolves in contact with other cultures (Canas & Sondak, 2013). In this sense, having a general culture refers to a person's ability to understand different cultures. By following such a path, a person is actually moving in the right direction that leads to the formation of a universal culture that has above all a humanistic aim. It is the opposite of specialization and self-containment, it is nurturing the richness of a diversity of viewpoints and practices that help to better understand not only oneself but also the world around (Trenerry, Franklin, & Paradies, 2012).

Once again, these questions are intensifying with the rise of Information and Communication Technologies and the pressure of large commercial firms to promote the concept of commercial ownership of culture (Kozymka, 2014). This offensive of a "merchandised" culture tends to shift the focus of debate and decision-making from multilateral UN agencies to entities such as the WTO and regional or bilateral free trade agreements and treaties. The challenge of international debates on culture is therefore to ensure the survival of cultural diversity despite the dangers of the information society (Martin, 2014).

In summary, cultural diversity is therefore part of a logic that considers that there are other ways of thinking, of existing, of working, than the modern anthropo-centered and ratio-centered way and that the reality of cultural diversity is not binary, but stems from respect for and acceptance of differences, dialogue and the search for common values to overcome the monologism that characterizes the information society (Thompson, 2016).

2.4 The Concept of Diversity at Universities

At universities, the concept of diversity is defined through the existence of differences that are in the context of the population they serve; these differences are related to geographic origin, socio-economic class, culture, gender, sexual orientation and ability (Kimmel & Volet, 2012).

It should be noted at the outset that universities mainly serve territories made up of urban and rural populations. These populations are of different socio-economic levels and, in the current context, cultural diversity refers as much if not more to differences in social backgrounds as to those introduced by new communities. This particular context must be taken into account in any diversity approach (Brannan *et al.*, 2013).

Introducing the concept of diversity into university life may mean that one wants to develop respect for differences, which is a first step in taking into account this social reality. But real change requires going further and valuing diversity. It is therefore a question of asserting that equality can be realized by considering the diversity of individuals and communities as an asset and by using such diversity to promote changes in direction. It's about considering that diversity is fundamental to achieving excellence (Colvin, Volet, & Fozdar, 2014).

To adopt an approach that integrates diversity is first and foremost to opt for inclusion, to demonstrate openness to others, regardless of their characteristics, and to show respect. Diversity, as a value, is an essential component of the flagship value of professionalism. To act with professionalism is to respect the other, beyond personal characteristics, experiences, beliefs and social and cultural belonging. Such differences (individual, experiential, social, cultural characteristics) mean that individuals have different readings and understandings of reality as well as diverse practices (Banks, 2015).

By adopting diversity as a value, a university is committed to develop a culture and practices of openness to social and cultural differences from an equity perspective. To do this, it is committed to reviewing its admission practices, academic contents and practical training, hiring and professional development (Gay, 2013).

Diversity concerns student and professional bodies as well as administration. It translates into equitable representation among staff and students, of people from diverse communities and backgrounds, through respectful and inclusive ways of doing things (including interactions) and through the transmission of knowledge promoting (Greene & Kirton, 2015).

2.4.1 Forms of Diversity Present on University Campuses

According to Gurin et al. (2002), students experience three different forms of diversity on university campuses: structural diversity, diversity-related initiatives, and informal interactional diversity

2.4.1.1 Structural Diversity

We say that a university is structurally diverse when it comprises a numerical representation of different backgrounds in its student body (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Hurtado et al., 1999). Interaction with diverse peers is only possible in the context of a diverse university, from here comes that importance of having culturally diverse universities. Hurtado et al. (1999) and Chang (1999), on the other hand, view that structural diversity in itself does not essentially lead to a diversity supportive environment. Nonetheless building a broad range of students who are of different backgrounds is essential to ensure the minimal level of structural diversity, otherwise cross-cultural interactions between students can never be realized. For universities to make the best use of structural diversity they are demanded to commit to the vision of diversity and enforce policies to allow diverse interactions to take place (Chang, 1999).

2.4.1.2 Diversity-Related initiatives

Diversity-related initiatives are practiced when institutions engage in structured programs or curricula with the primary objective of helping students engage and learn about gender/ethnic/race-diverse experiences. In this type of diversity the focus is on the number and nature of diversity-related initiatives that faculties conduct (Gurin et al., 2002). Diversity-related activities and practices have best impact on students who experience diversity while on campus. In other words, when campuses that have homogenous student body conduct such activities the effect on students is not as powerful as on campuses that have higher structural diversity (Chang, 2002).

2.4.1.3 Practices for Supporting Diversity at the University

This section highlights the important steps faculties, departments and administration can follow to promote a welcoming environment that nurtures diversity.

2.4.1.3.1 Faculty

- Bring together activities where students are encouraged to participate in heterogeneous peer groups (such as heterogeneous peer group projects).
- Organize cultural awareness workshops/seminars offered during orientation and throughout the year aiming to foster the value of cultural diversity and to increase students' benefits from this concept (Gurin et al., 2002).
- Encourage students to use critical thinking to answer the various assumptions they have, to acquire and accumulate knowledge and cultivate informed perspectives. By doing so, students will develop skills that will help them develop a more positive attitude toward diversity (Palmer, Bexley, & James, 2011).

2.4.1.3.2 Departments

- Make the faculty stronger by introducing diversity of candidates within the recruitment practices.
- Request from instructors to integrate diversity-related materials into their course content. The department should request classroom discussions led by instructors that expose students to different types of knowledge and different perspectives (Laird, 2005). Faculty that perceives their department as valuing diversity is much more likely to conscientiously include diversity related materials into their curriculum (Jabbar, & Hardaker, 2013).

2.4.1.3.3 Administration

- Constantly evaluate whether or not the university is communicating a favorable message about diversity. Diversity is discussed as a process to improve learning, rather than an exercise to reach a percentage of students, faculty and staff from underrepresented groups. A good approach to accomplish this is to incorporate diversity initiatives into academic initiatives, instead of isolating diversity as an independent quality separated from education quality (Hurtado et al., 1999).
- Develop a culture that encourages diversity. This culture expresses trust and respect for all individuals and nurtures non-discriminatory policies/practices (Jabbar, & Hardaker, 2013).
- Designing, planning, and implementing students exchange programs with foreign countries.

- Restructure the campus in a way that makes facilities encourage diverse interactions on campus; plan the residential, dining and social areas to cater for the interactions. Make campus activities available to all students (Loreman, Deppeler, & Harvey, 2010).

2.4.1.4 Diversity Interactions or Informal Interactional Diversity

This form of diversity is best illustrated when some amount of diversity on university campus is evident through students' relations or their informal interactions. The latter occur naturally outside institutional structures with students of different backgrounds. The diversity is also witnessed through students' exposure to diverse experiences, ideas, as well as information (Umback and Kuh, 2003). These informal interactions play a vital role in preparing the student for entering the workplace after graduation (Roy, 2017).

2.4.2 Key Arguments for Supporting Diversity

Some of the key arguments for supporting diversity include:

- Diversity is an essential condition for providing culturally appropriate professional experience to an increasingly heterogeneous population, as professionals from different cultural and social backgrounds are more likely to practice it in their communities (Valle & Gait, 2014).
- Research programs developed by faculties with a diverse composition may be closer to the real needs of populations (Mertens, 2014).
- Diversity within a faculty can foster academic excellence because innovation in research and education is rooted in diverse experiences and perspectives (Museus, 2014). Having diverse identity landmarks improve team problem-solving and creativity. Differences in life experiences, perceptions, and practices shape the thinking of an individual and

provide the seeds for innovation, progress, and understanding (van Dijk, van Engen, & Paauwe, 2012).

2.4.3 Challenges of Diversity

The challenges of diversity are around three main axes:

2.4.3.1 Geographic Diversity

It is referred here to populations from urban, rural, remote and isolated areas. In the case of these populations, various issues need to be taken into consideration: access to the university, access to professions and, consequently, the training of professionals in regional realities, the return of graduates to the regions and the ongoing training of professionals established in the region (Pant & Vijaya, 2015).

2.4.3.2 Socio-economic Diversity

Here it is referred to the diversity present in the social and economic development of populations and more specifically to the problems of deprivation and social exclusion. The challenges of this diversity are linked to access to vocational training, the knowledge and understanding of students and the realities experienced by less privileged or excluded populations along with all the problems that come along (Canas & Sondak, 2013).

2.4.3.3 Diversity with Regard to Cultural Communities

The stakes of this diversity are similar in nature to those of the disadvantaged populations (vocational training, knowledge and understanding of socio-cultural realities, etc.) (Pritchard, Klumpp, & Teichler, 2015).

2.5 Diversity Management at Universities

Diversity management is recognizing and appreciating individual differences. The concept of diversity also includes acceptance and respect of all individuals. It means knowing that each person is unique. Experience has shown that the more diverse backgrounds and orientations of students and faculty, the more exposure to diversity, the more positive will be the impact of this diversity on students' learning and their preparation for entering a diverse workforce and society (Adams, 2013).

2.5.1 Effect of Diversity Experience on Students

While on campus interacting with a more diverse student environment students are most probably going to face unfamiliar situations and diverse opinions. Such situations are essential in that they start the mental processes of 'accommodating' and 'assimilating' new information. This process of handling new information or experiences impacts, in a relatively positive way, the students' learning and cognitive growth. Thus, with more opportunities to participate in different experiences, there is a greater potential for learning (Loes, Pascarella, & Umbach, 2012).

The fact that undergraduates go through developmental stages, where they are free to explore new ideas, social roles, and relationships make exposure to diversity most impactful to this age group. As part of this developmental phase, exposure to surroundings different from students' home environments provides the possibility for deep learning and critical thinking (Pascarella, Salisbury, Martin, G. L., & Blaich, 2012).

Universities that position themselves as culturally diverse, thrive to formulate richly varied educational practices that encourage students to learn and be prepared to participate in a

progressively diverse workforce and society. Homogeneous universities, on the other hand, do not take any part in such practices.

It is not enough, however, to rely on student body composition to maximize educational benefits, as the latter depend on whether or not universities encourage students to engage in diversity-related activities. The existence of such purposeful programmatic efforts provides students with the chance to interact effectively with diverse peers (Deas *et al.*, 2012).

Cultural diversity positively affects individuals who interact on university campus. These persons include professors, employees, workers, and any other individual who performs a specific function within the university. The outcomes of studying at a university, where diversity is encouraged, supported, and effectively managed favor the well-being of students and are numerous. In the following sections are discussed separately some of these outcomes and resulting attributes (Curşeu & Pluut, 2013).

- Attending a university with a culturally diverse campus boosts students' critical thinking. Critical thinking is defined as analyzing and evaluating thought to improve it. Critical thinking is a concept used in philosophy and pedagogy to designate a critical attitude towards any affirmation or information as well as the intellectual capacity to reason correctly, to draw conclusions that are not premature, but thoughtful and supported by arguments. It brings intellectual autonomy and an ability to make decisions that are not tainted by cognitive biases (McPeck, 2016).

Critical thinking starts with finding an answer to a question. One of the most important techniques used in critical thinking is to ask questions. While the critical thinker might accept the first answer given, he will challenge all the answers given to him. Critical thinkers must be able to maintain control of their mental activities, use their critical thinking to make sense

of their world by carefully examining their thinking and the thinking of others to improve their understanding. The critical thinker must be able to follow the inconsistencies in his reasoning (Piergiovanni, 2014).

To test one's dispositions toward critical thinking Facione and his colleagues created an instrument called the California Critical Thinking Disposition Inventory (CCTDI). This test depends on several aspects: maturity of judgment, truth seeking, open-mindedness, systematicity, analyticity, inquisitiveness, critical thinking self-confidence (i.e. confidence in reasoning). These traits and characteristics are necessary for a critical thinker, the willingness to think critically can be viewed as how much one perceives of oneself as being a critical thinker. (Facione, Sánchez, Facione, and Gainen, 1995; Facione, Facione, and Giancarlo, 1998; Facione and Giancarlo, 2001).

The two most significant aspects of critical thinking as revealed in the literature related to diversity are open-mindedness and critical thinking self-confidence.

Open-mindedness is the act of accepting the opinion of others even if we hold different views on the subject. People who are open-minded have high levels of tolerance toward the opinions of other. Open-mindedness is crucial to achieve harmony in a multicultural and complex society where people relate to situations on the basis of religion, society, family, culture, and personal background. The opposite of open-mindedness is intolerance.

Critical thinking self-confidence is defined as the propensity to rely on reflective thinking to deal with problems and to come up with decisions. Similar to the other attributes discussed in this chapter, confidence in reasoning relates to both individuals and groups. A whole family, or team, or even society can resort to reasoned judgment as a mean to approach problems and

realize goals. The opposite to this habit is mistrust of reasoning, often exhibited as reluctance for careful consideration, deep analysis of reason and reflection prior to making decisions.

- The second attribute is the enhancement of student's self-confidence. Self-confidence is an important aspect of the personality that individuals need in order to complete their lives successfully. There are many people who seek a minimum of self-confidence and sometimes their efforts are futile. Self-confidence is so important that those who lack it have great difficulties in achieving success on both personal and professional levels (Crisp, Taggart, & Nora, 2015).

Interacting with peers at university, having each coming from a different culture, background, mentality and other diverse factors assist the student to get used to interact with diverse people later on at work. This increases students' confidence because of the exposure to diversity at university which initiates their "utensils" to be used later on when accepted at work. Students can invest the confidence that was initiated and developed at university due to diversity in their future workplace. This is sure an added value for them (Banks, 2015).

- The third attribute is the enhancement of the student's communication skills. Communication is vital for daily life and is extremely crucial for professional life particularly. Students who study at universities that encourage campus diversity are expected to have better communication skills. Those students interact on campus with their peers who are culturally different. Thus, they elaborate communication skills that help them to render their communication to be more effective. The accumulation of interactions with their diverse peers allows these students later on to communicate more effectively with their peers at the workplace (Renn & Reason, 2012).

- The fourth attribute is the acceptance of others. Diversity at the university is a richness and added value to be discovered and explored. It takes the students beyond their limits and open them to new horizons. Each individual is unique in his own past, culture and environment. So, one should not expect people to act and think like oneself. When one integrates the fact that others also have an environment and a past that influence them, one reacts differently and increases one's acceptance of the uniqueness of each. Acceptance of others is absolutely necessary for the creation and maintenance of good human relations. Moreover, this attitude helps individuals to become more aware of their own imperfections.

Acceptance of others is: (1) Listening to others and encourage them to express themselves, (2) Recognizing one's qualities, skills and success without being envious, (3) Demonstrating empathy, being flexible and tolerating towards others, (4) Forgiving others without counting, (5) Respecting others' tastes and desires, without neglecting ours, (6) Welcoming others without criticizing their way of acting and their faults, and (7) Putting ourselves in the place of others, to better understand their attitudes, reactions and decisions. (Beaudry & Pinsonneault, 2010).

- The fifth attribute is the enhancement of the overall work performance. Of many aspects of work performance the literature related to diversity addresses clearly teamwork skills and problem solving. (Denson, Nida, Zhang & Shirley, 2010). It is necessary to learn how to work in a team. Thus, team work skills, such as communication, planning, persuasion, coordination...are significant to ensure cohesion between the members of the team (Ferdman *et al.*, 2010). Moreover, any organization is committed to creating a positive work environment where employees solve problems and work together constructively. Problem solving skills are crucial to ensure that the workplace remains positive (Zhou, Hirst, &

Shipton, 2012). Furthermore, creativity is essential to boost work performance; creativity is a skill that one can develop and practice. Employees who practice good team skills, solve problems together with the contribution of their different viewpoints, foster creativity in their workplace (De Stobbeleir, Ashford, & Buyens, 2011).

These attributes are perceived to be essential for the workplace performance.

2.6 Critical Literature Review

In a report “Researching the Educational Benefits of Diversity.”, Shaw, E. J. (2005) aimed at summarizing the main devices and ways of dealing with this category of research. He wanted to promote a different way that institutions and organizations can follow in conducting their own effective research programs to identify the educational benefits of diversity in the most proper way. The findings of his research are summarized in 3 major points: (1) when colleges and universities choose to conduct and implement the outcomes of research on the educational benefits of diversity, they are making use of a great opportunity to develop not only the campus environment in the area of racial/ethnic diversity, but enhance the world as a whole; (2) the different alterations that students encounter in college can have a permanent effect on the ways students continue on with their lives after graduation. In other words, they are most likely to seek out and lead post college lives that make best use of the lessons learned on campus; and (3) in presence of increasingly global economy, companies assume that graduates are capable of working and interacting with a wide variety of people

In a research entitled “College Students’ Experiences with Diversity and their Effects on Academic Self-Confidence, Social Agency, and Disposition Toward Critical Thinking.” conducted in 2005, the researcher Nelson Laird, sought to inspect the correlation between

exposure to diversity and the ways students view themselves. The research targeted 289 students from the University of Michigan. The findings of this research showed that students are more likely to achieve high scores on academic self-confidence, social agency, and critical thinking if they have more experiences with diversity such as positive engagements with diverse peers. Furthermore, the study presented evidence that diversity experiences may work side by side to enhance the growth of certain aspects of one's self.

In an article written by Umbach, P. D., & Kuh, G. D. (2006) entitled "Student experiences with diversity at liberal arts colleges: Another claim for distinctiveness.", the researchers sought to examine the exact type of relationship that exists between organizational and personal characteristics and experiences that are categorized as diversity-related. The study targeted two overlapping samples with a total of 116,384 students at liberal arts colleges. Hierarchical linear modeling (HLM) was used to analyze data in three stages. The research concluded that diversity experiences are positively correlated with a number of student outcomes.

2.7 Conclusions

The literature showed why introducing diversity in the curriculum, practices of universities and even the campus diversity structure itself are essential to help students prepare for their professional lives and be an active part of their societies where diversity is highly present.

The literature has also explained why it is crucial to introduce the concept of diversity to undergraduates where the latter are still in their developmental stage and can grasp and nurture their understanding of differences among individuals in the most rightful way.

In concept, all the Lebanese universities incorporate in their mission the promotion of understanding one another, tolerance to differences in opinion and religion as well as practicing

critical thinking. In this thesis, the intention is to investigate the impact of students' experiences with diversity on university campus in developing workplace attributes. It first started reviewing similar studies that have tackled the topic and will continue, in the following chapters, present the primary data and the tools used to investigate and answer the research question. At the end of this thesis, it should be clear whether or not diversity at universities helps students improve their communication skills, acceptance of others, self-confidence and critical thinking among other qualities such as creativity, problem solving and teamwork skills (Fine & Handelsman, 2010).

CHAPTER 3

RESEARCH FRAMEWORK AND METHODOLOGY

3.1 Introduction

The preceding chapter was a basic literature review on the topic of this study which allowed us to formulate the questions and the hypotheses of the study.

This chapter provides the details of the research framework and methodology. I.e. the research questions, hypotheses, research methods and study instruments.

3.2 Research Questions

The major objective of this study is to examine the impact of student experiences with diversity on developing workplace performance attributes. Based on the reviewed literature in the preceding chapter the following research questions are defined:

1. Whether there is a relationship between trust and respect for all individuals on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?
2. Whether there is a relationship between non-discriminatory policies/practices on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?
3. Whether there is a relationship between campus structure/facilities that encourage interactions on university campus and students' enhancement of : self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?

4. Whether there is a relationship between students exchange programs on university campus and students' enhancement of : self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace
5. Whether there is a relationship between diversity related seminars/workshops on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?
6. Whether there is a relationship between heterogeneous peer group projects on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?
7. Whether there is a relationship between classroom discussions led by instructors that expose students to different types of knowledge and different perspectives and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?
8. Whether there is a relationship between students' informal interactions with diverse peers on university campus and students' enhancement of : self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace
9. Whether enhancement of: self-confidence, communication skills, critical thinking, acceptance of others and overall performance differ between local students and international students?
10. Whether enhancement of: self-confidence, communication skills, critical thinking, acceptance of others and overall performance differ between undergraduate and graduate students?
11. Whether enhancement of: self-confidence, communication skills, critical thinking, acceptance of others and overall performance differ between students of different Lebanese universities?

3.3 Hypotheses

Based on the above stated research questions, the following hypotheses are defined:

- **Hypothesis 1**

H₁: Cultural characteristics of the university have a positive impact on students' enhancement of self-confidence

Hypothesis 1.1

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of self-confidence

Hypothesis 1.2

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of self-confidence

Hypothesis 1.3

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of self-confidence

- **Hypothesis 2**

H₂: Cultural characteristics of the university have a positive impact on students' enhancement of communication skills

Hypothesis 2.1

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of communication skills

Hypothesis 2.2

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of communication skills

Hypothesis 2.3

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of communication skills

- **Hypothesis 3**

H3: Cultural characteristics of the university have a positive impact on students' enhancement of critical thinking

Hypothesis_{3.1}

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of critical thinking

Hypothesis_{3.2}

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of critical thinking

Hypothesis_{3.3}

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of critical thinking

- **Hypothesis 4**

H4: Cultural characteristics of the university have a positive impact on students' acceptance of others

Hypothesis 4.1

Trust and respect for all individuals on university campus have a positive impact on students' acceptance of others

Hypothesis 4.2

Non-discriminatory policies/practices on university campus have a positive impact on students' acceptance of others

Hypothesis 4.3

Campus structures/facilities that encourage interactions have a positive impact on students' acceptance of others

- **Hypothesis 5**

H5: Cultural characteristics of the university have a positive impact on students' enhancement of overall performance in the workplace

Hypothesis 5.1

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of overall performance.

Hypothesis 5.2

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of overall performance

Hypothesis 5.3

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of overall performance

- **Hypothesis 6**

H₆: Diversity related activities/practices by the university have a positive impact on students' enhancement of self-confidence

Hypothesis 6.1

Students exchange programs have a positive impact on students' enhancement of self-confidence

Hypothesis 6.2

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of self-confidence

Hypothesis 6.3

Heterogeneous peer group projects have a positive impact on students' enhancement of self-confidence

Hypothesis 6.4

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' enhancement of self-confidence

- **Hypothesis 7**

H7: Diversity related activities/practices by the university have a positive impact on students' enhancement of communication skills

Hypothesis 7.1

Students exchange programs have a positive impact on students' enhancement of communication skills

Hypothesis 7.2

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of communication skills

Hypothesis 7.3

Heterogeneous peer group projects have a positive impact on students' enhancement of communication skills

Hypothesis 7.4

Classroom discussions led by instructors that expose students to viewpoints and different perspectives have a positive impact on students' enhancement of communication skills

- **Hypothesis 8**

H8: Diversity related activities/practices by the university have a positive impact on students' enhancement of critical thinking

Hypothesis 8.1

Students exchange programs have a positive impact on students' enhancement of critical thinking

Hypothesis 8.2

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of critical thinking

Hypothesis 8.3

Heterogeneous peer group projects have a positive impact on students' enhancement of critical thinking

Hypothesis 8.4

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' enhancement of critical thinking

- **Hypothesis 9**

H₉: Diversity related activities/practices by the university have a positive impact on students' acceptance of others

Hypothesis 9.1

Students exchange programs have a positive impact on students' acceptance of others

Hypothesis 9.2

Cultural diversity awareness seminars/workshops have a positive impact on students' acceptance of others

Hypothesis 9.3

Heterogeneous peer group projects have a positive impact on students' acceptance of others

Hypothesis 9.4

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' acceptance of others

- **Hypothesis 10**

H₁₀: Diversity related activities/practices by the university have a positive impact on students' enhancement of overall performance

Hypothesis 10.1

Students exchange programs have a positive impact on students' enhancement of overall performance

Hypothesis 10.2

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of overall performance

Hypothesis 10.3

Heterogeneous peer group projects have a positive impact on students' enhancement of overall performance

Hypothesis 10.4

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' enhancement of overall performance

- **Hypothesis11**

H₁₁: Informal interactions with diverse peers have a positive impact on students' enhancement of self-confidence

- **Hypothesis12**

H₁₂: Informal interactions with diverse peers have a positive impact on students' enhancement of communication skills

- **Hypothesis13**

H₁₃: Informal interactions with diverse peers have a positive impact on students' enhancement of critical thinking

- **Hypothesis14**

H₁₄: Informal interactions with diverse peers have a positive impact on students' acceptance of others

- **Hypothesis 15**

H₁₅: Informal interactions with diverse peers have a positive impact on students' enhancement of overall performance

- **Hypothesis 16**

H₁₆: The impact of student experiences with diversity on university campus differs between local and international students

- **Hypothesis 17**

H₁₇: The impact of student experiences with diversity on university campus differs between undergraduate and graduate students

- **Hypothesis 18**

H₁₈: The impact of student experiences with diversity on university campus differs between different Lebanese universities.

3.4 Approach and methods

The instrument used in this study is a survey questionnaire composed of 29 questions that were developed based on related literature. Data were collected from students of 7 Lebanese universities. The questionnaire has been administered through a pilot study to a random sample of 10 participants to check the clarity of the questions and the required changes have been applied.

Students first identified their working status, and then the answers to the rest of the questionnaire were measured based on a five-point Likert type scale ranging from “Strongly Disagree” to “Strongly Agree” as follows:

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1	2	3	4	5

Respondents were asked to choose the answer that best shows their level of agreement and applicability of the questions to their situation.

Moreover, some demographic questions were added like the gender of the students, the age, academic status in the university and others to check if these affect our study.

The questionnaires were distributed to students of public and private Lebanese universities. The number of universities chosen was 7: The Lebanese University (LU), American University of Beirut (AUB), Haigazian University (HU), Lebanese American University (LAU), Beirut Arab

University (BAU), Université Saint-Joseph de Beyrouth (USJ), and Lebanese International University (LIU).

The sample size: since Regression Analysis was used for testing the hypotheses, the number of observations to each independent variable should not be below five to avoid the risk of over fitting i.e. making the results specific to the sample. In our study the number of observations to each independent variable is 10. In this study, 8 variables were tested. Hence the corresponding number of observations on the basis of 10:1 ratio is $10 \times 8 = 80$

Moreover, since Factor Analysis will be used to detect the structure of variables, a researcher cannot factor analyze a sample of fewer than 50 observations and preferably the sample size should be 100 or larger to provide an adequate basis for the calculation of the correlations between variables.

Therefore 250 was defined to be an appropriate sample size for carrying out both regression and factor analysis. However, 20% is added to count for non-responses making the sample size 276 for simplicity, the sample size was rounded to 300 respondents.

The hypotheses were tested using Regression Analysis, Factor Analysis, And Independent T-test and the answers were analyzed using Statistical Package for the Social Sciences (SPSS). Factor Analysis was used to identify the relationships among the variables and to understand the group of the variables used in the survey. Regression Analysis was used to identify which among the independent variables do affect the dependent variables. Independent T-samples test was used to check if there is a significant difference between the groups that were part of the study. Moreover, Descriptive Statistics were used.

The survey administration period was four weeks during which the questionnaires were sent through emails and distributed personally to student life program managers.

During the administration of the survey, certain ethical issues were taken into consideration.

Among these are the respondents' right to anonymity and the right to confidentiality of shared information. As addressed in the face sheet of the survey questionnaire, the respondents were not required to disclose any personal information.

Moreover, the data collected from the survey was promised to remain strictly confidential and be reported in the thesis anonymously.

3.5 Model

In pursuit of the validation of research Hypotheses and to answer the research question the following model was adopted and forms the basis of the correlation analysis presented in the coming chapter.

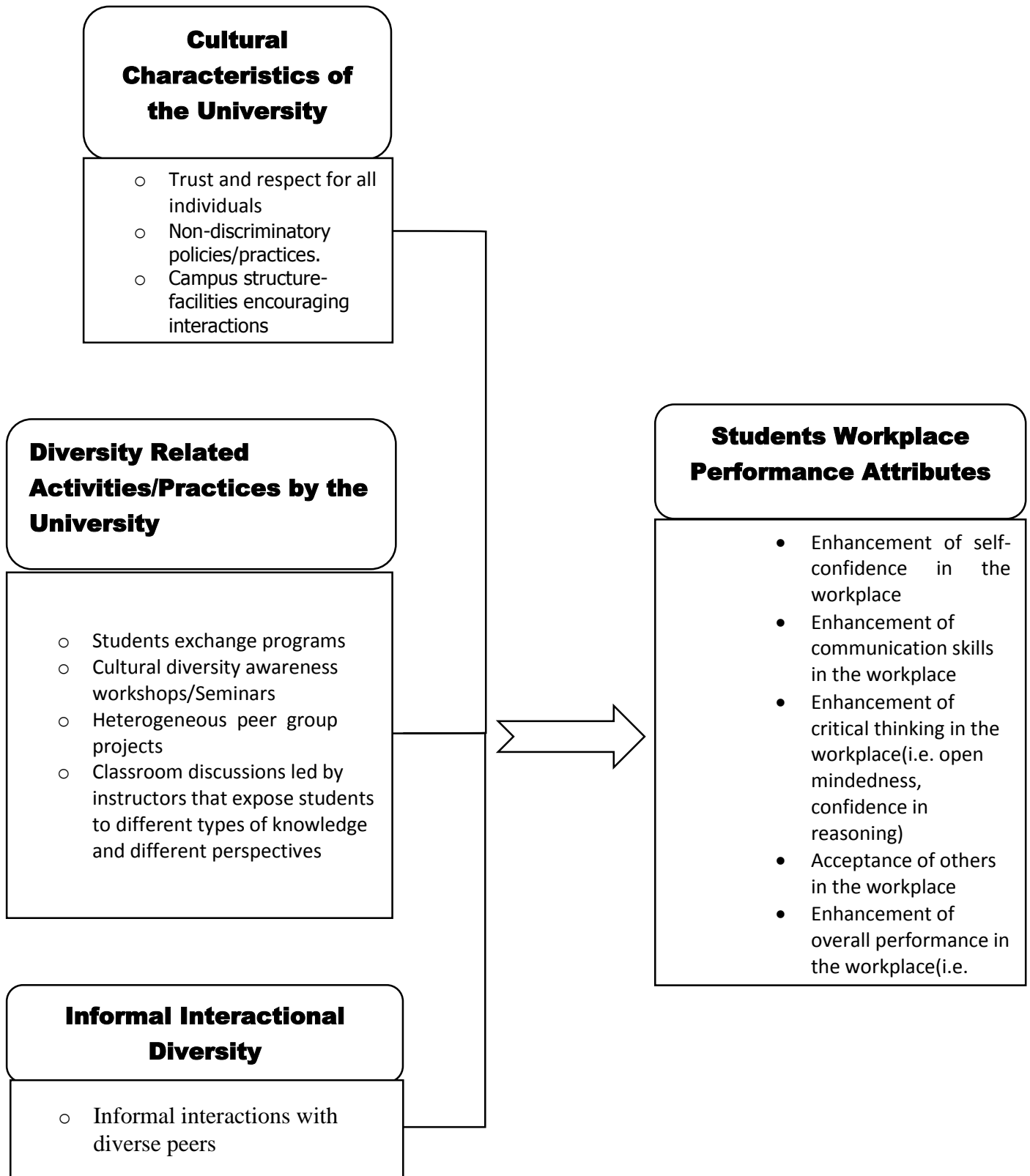


Figure 1 : Model

3.6 Questionnaire Used in the Survey

My Name is Sanan Sahagian, I am a student at Haigazian University. I am currently conducting my MBA research aiming to determine the impact of Lebanese students' experiences with campus diversity on developing attributes for the workplace.

Kindly note that your input is essential for my study and that your responses are solely used for academic purposes. Answers are kept confidential. And please note that there are no right/wrong answers, rather these questions are defined to collect primary data regarding students' perceptions of the impact of diversity on developing workplace performance attributes.

Kindly note that responding to the questions will not take more than a few minutes.

I greatly appreciate your cooperation.

Please specify you working status:

- ☐ I am working / have worked
- ☐ I am not working / have never worked

If you are not working please do not continue responding to the questions that follow.

I. Please specify if the university you are attending have the below mentioned characteristics	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.In my university there is trust and respect for all the individuals					
2.In my university there is no discrimination against any individual					
3.In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).					
II. Please specify if the university you are attending provides activities/practices that are stated below	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
4.In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide					
5.In my university student exchange programs bring together students from different areas and nationalities.					

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
6. In my university cultural diversity awareness seminars/workshops for students take place.					
7. In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.					
III. Please specify the level of agreement or disagreement you have with the statements listed below	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8. I am able to work well with different types of people in the workplace					
9. I feel it is easy to interact informally with others of different backgrounds					
10. I can confidently express my opinions on campus or in the workplace					
11. I feel comfortable discussing controversial issues with diverse peers					
12. It concerns me that I might have biases(pre conceived ideas)of which I am not aware					
13. My peers call me to make judgments because I decide things fairly					
14. I feel prepared to work in a job with people who are different from myself					
15. It is important to me to understand what other people think about things					
16. I will be comfortable with a work supervisor who is of a different background than me					
17. I can easily come up with innovative solutions no matter the work field					
18. I understand points of view that are different from my own					
19. I am able to identify problems and recognize possible solutions					
20. I feel confident that I can perform creatively on many different tasks at work					
21. My colleagues think of me as a creative employee					
22. When I work as part of a team, I interact cooperatively with other team members to insure mutual understanding					
23. When I work as part of a team, I contribute to the process of solving problems and making decision					
IV. Please specify your response to the statement listed below	Never	Sometimes	Often	Very often	Always
24. I interact informally with students of different backgrounds					

- **Please specify the following**

25. Your age: -----

26. Your sex:

- ☐ Male
- ☐ Female

27. Your nationality:

- ☐ Lebanese
- ☐ Non-Lebanese

28. Your university: -----

29. Your academic status at the university:

- ☐ Undergraduate
- ☐ Graduate

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

In the previous chapter the model used in data analysis was presented as well as the tools and techniques adopted in realizing the research main findings. In the following a detail presentation of each of these research techniques will be illustrated allowing for discussion of the main findings and conclusions that will follow in the final chapter.

4.2 Findings

Relying on SPSS tool with all the techniques it offers for data validation and analysis, the following tables were extracted and formed the basis of the research findings. First, the chapter starts with descriptive analysis showing the demographic profile of respondents, and then it moves to data validation to make sure that the sample is adequate and can be used for further analysis, then it continues to regression analysis to inspect the level of dependency among factors.

4.2.1 Descriptive Analysis

Based on the frequency technique in SPSS, the following demographic data was extracted:

Description	Percentage
18-20	39%
21-25	46%
26-30	11%
31-35	2%
Above 35%	2%

Table 2: Age of Respondents

Description	Percentage
Male	41%
Female	59%

Table 3: Gender of Respondents

Description	Percentage
Lebanese	81%
Non-Lebanese	19%

Table 4: Nationality of Respondents

Description	Percentage
Undergraduate	64%
Graduate	36%

Table 5: Academic Status of Respondents

Description	Percentage
AUB	14%
BAU	14%
HU	15%
LAU	15%
LIU	12%
LU	16%
USJ	14%

Table 6: Universities of Respondents

4.2.2 Factor Analysis

As factor analysis is usually used to measure the adequacy and the factor loading of the different dependent variables into new constructs that can be explored for hidden information. Questions from 8 to 23 in the questionnaire were loaded to verify if these questions answer the five dependent variables. Results of the test came as follows:

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.846
Bartlett's Test of Sphericity	Approx. Chi-Square	2692.636
	Df	253
	Sig.	.000

Table 7: KMO and Bartlett's Test

The KMO statistic technique is often used to measure sampling adequacy as all amounts above the acceptable threshold of 0.5 are considered adequate. Based on table the KMO for this survey is amounting to 0.846>0.5 signifying that the sample used in the upcoming analysis is statistically acceptable. The Bartlett's test of sphericity also showed statistical significance (sig.<0.05) which proves the existence of interrelation structure of the data.

Comp onent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	5.517	34.483	34.483	5.517	34.483	34.483	4.021
2	1.526	9.537	44.020	1.526	9.537	44.020	3.926
3	1.154	7.210	51.230	1.154	7.210	51.230	2.869
4	1.047	6.546	57.776	1.047	6.546	57.776	1.229
5	.990	6.189	63.965				
6	.866	5.411	69.376				
7	.769	4.809	74.185				
8	.677	4.229	78.414				
9	.609	3.803	82.217				
10	.528	3.299	85.516				
11	.498	3.110	88.626				
12	.485	3.031	91.658				
13	.377	2.354	94.012				
14	.365	2.281	96.294				
15	.350	2.188	98.482				
16	.243	1.518	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 8: Total Variance Explained

In the above table related to Variance and after extraction, only four constructs were visible and are representative of 57.77% of total variance. From these results we conclude that only four

factors are being measured through the questions 8 to 23. As a result, it is concluded the four factors presented in above table which can be interpreted as “Communication skills” (factor 1), “Self-confidence” (factor 2), “Critical thinking” (factor 3), and “Acceptance of Others” (factor 4) as explained below.

	Component			
	1	2	3	4
Q8: I am able to work well with different types of people in the workplace	.032	.625	.052	.028
Q9: I feel it is easy to interact informally with others of different backgrounds	.082	.689	.035	.098
Q10: I can confidently express my opinions on campus or in the workplace	.067	.715	-.035	.189
Q11: I feel comfortable discussing controversial issues with diverse peers	.114	.711	-.225	.137
Q12: It concerns me that I might have biases(pre conceived ideas)of which I am not aware	-.022	.240	.042	.739
Q13: My peers call me to make judgments because I decide things fairly	.612	-.075	.039	-.066
Q14: I feel prepared to work in a job with people who are different from myself	-.132	.548	.470	-.088
Q15: It is important to me to understand what other people think about things	.016	-.096	.802	.115
Q16: I will be comfortable with a work supervisor who is of a different background than me	-.048	.613	.122	-.304
Q17: I can easily comp up with innovative solutions no matter the work field	.663	.184	-.035	-.435

Q18: I understand points of view that are different from my own	.150	.076	.709	-.152
Q19: I am able to identify problems and recognize possible solutions	.504	.241	.227	-.006
Q20: I feel confident that I can perform creatively on many different tasks at work	.669	.113	.008	.063
Q21: My colleagues think of me as a creative employee	.820	-.030	-.075	.052
Q22: When I work as part of a team, I interact cooperatively with other team members to insure mutual understanding	.442	.054	.457	.298
Q23: When I work as part of a team, I contribute to the process of solving problems and making decision	.573	.061	.272	.282

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Table 9: Principle Component Analysis

Based on the total variance explained and as four constructs only were identified, the Principle Component Analysis was extracted to identify, per construct, which answers load together. From the above table the following was concluded:

Construct	Questions
Communication Skills (Component 1)	Q13,17,19-21 & Q23
Self-confidence (component 2)	Q8-11, Q14 & Q16
Critical thinking (Component 3)	Q15,Q18 & Q22
Acceptance of others (Component 4)	Q12

Table 10: Constructs and Their Respective Questions

4.2.3 Cronbach's Alpha

The next technique in this section is Cronbach's alpha and it aims to check the reliability of the answers provided per construct.

Factor	Cronbach's alpha
Communication Skills	0.793
Self-confidence	0.774
Critical thinking	0.676
Acceptance of others	Can't be performed for 1 question
Whole Sample	0.829

Table 11: Reliability Test via Cronbach's Alpha

From the above table where Cronbach's Alpha technique was used to validate the reliability of the factors extracted in the previous technique (Factor Analysis) in addition to the whole sample obtained for this analysis, the value for all of the factors is above 0.5 indicating that they are reliable and can be considered for further analysis.

4.2.4 Regression Techniques for Hypotheses Testing

To test the Hypotheses included in this research various regression models were used:

4.2.4.1 Regression Analysis

H₁: Cultural characteristics of the university have a positive impact on students' enhancement of self-confidence

a) Hypothesis 1.1

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of self-confidence

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.224	.153		21.114	.000	2.924	3.525
Q1: In my university there is trust and respect for all the individuals	.228	.037	.342	6.120	.000	.154	.301

a. Dependent Variable: Self Confidence Level among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	13.005	1	13.005	37.458	.000 ^a
Residual	97.910	282	.347		
Total	110.915	283			

a. Predictors: (Constant), Q1: In my university there is trust and respect for all the individuals

b. Dependent Variable: Self Confidence Level among Students

Table 12: Regression analysis for H_{1.1}

As per above tables and from the significance value of the independent variable Q1 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely the promotion of trust and respect and the level of self confidence among students. Additionally, the fact this dependency is positive means that the higher the perception of trust and respect in the university environment, the higher is the perception of the students in their self-confidence.

b) Hypothesis 1.2

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of self-confidence

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.604	.144		25.023	.000	3.321	3.888
Q2: In my university there is no discrimination against any individual	.136	.036	.221	3.797	.000	.066	.207

a. Dependent Variable: Self Confidence Level among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.395	1	5.395	14.418	.000 ^a
Residual	105.521	282	.374		
Total	110.915	283			

a. Predictors: (Constant), Q2: In my university there is no discrimination against any individual

b. Dependent Variable: Self Confidence Level among Students

Table 13: Regression analysis for H_{1.2}

As per above tables and from the significance value of the independent variable Q2 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely the promotion of non-discrimination and the level of self confidence among students. Additionally, the fact that this dependency is positive means that the higher the perception of no discrimination in the university environment, the higher is the perception of the students in their self-confidence.

c) Hypothesis 1.3

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of self-confidence

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.498	.132		26.442	.000	3.237	3.758
	Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).	.160	.032	.285	4.992	.000	.097	.223

a. Dependent Variable: Self Confidence Level among Students

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.007	1	9.007	24.924	.000 ^a
	Residual	101.908	282	.361		
	Total	110.915	283			

a. Predictors: (Constant), Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).

b. Dependent Variable: Self Confidence Level among Students

Table 14: Regression analysis for H_{1.3}

As per above tables and from the significance value of the independent variable Q3 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely the existence of facilities that encourage interaction and the level of self confidence among students. Additionally, the fact that this dependency is positive means that the higher the perception of the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction) in the university environment, the higher is the perception of the students in their self confidence

- **Hypothesis 2**

H₂: Cultural characteristics of the university have a positive impact on students' enhancement of communication skills

Hypothesis 2.1

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of communication skills

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.819	.153		24.999	.000	3.518	4.120
Q1: In my university there is trust and respect for all the individuals	.157	.037	.244	4.224	.000	.084	.230

a. Dependent Variable: Communication Skills

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.200	1	6.200	17.838	.000 ^a
Residual	98.008	282	.348		
Total	104.208	283			

a. Predictors: (Constant), Q1: In my university there is trust and respect for all the individuals

b. Dependent Variable: Communication Skills

Table 15: Regression analysis for H_{2.1}

As per above tables and from the significance value of the independent variable Q4 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely the promotion of trust and respect and the level of self confidence among students. Additionally, the fact that this dependency is positive means that the higher the perception of trust and respect in the university environment, the higher is the perception of the students in their communication.

Hypothesis 2.2

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of communication skills

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.096	.142		28.948	.000	3.818	4.375
	Q2: In my university there is no discrimination against any individual	.090	.035	.151	2.561	.011	.021	.160

a. Dependent Variable: Communication Skills

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.368	1	2.368	6.558	.011 ^a
	Residual	101.839	282	.361		
	Total	104.208	283			

a. Predictors: (Constant), Q2: In my university there is no discrimination against any individual

b. Dependent Variable: Communication Skills

Table 16: Regression analysis for H_{2.2}

As per above tables and from the significance value of the independent variable Q5 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Non-discriminatory policies/practices on university campus and the level of communication skills among students. Additionally, the fact that this dependency is positive means that the higher the perception of no discrimination against any individual in the university environment, the higher is the perception of the students in their communication.

Hypothesis 2.3

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of communication skills

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.051	.132		30.805	.000	3.792	4.310
Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).	.100	.032	.183	3.130	.002	.037	.163

a. Dependent Variable: Communication Skills

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.498	1	3.498	9.794	.002 ^a
Residual	100.710	282	.357		
Total	104.208	283			

a. Predictors: (Constant), Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).

b. Dependent Variable: Communication Skills

Table 17: Regression analysis for H_{2.3}

As per above tables and from the significance value of the independent variable Q6 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Campus structures/facilities that encourage interactions and the level of communication skills among students. Additionally, the fact that this dependency is positive means that the higher the perception the campus includes facilities that encourage interactions (residential,

dining, social areas that cater for this interaction), the higher is the perception of the students in their communication.

- **Hypothesis 3**

H₃: Cultural characteristics of the university have a positive impact on students' enhancement of critical thinking

Hypothesis_{3.1}

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of critical thinking

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.822	.137		27.972	.000	3.553	4.091
Q1: In my university there is trust and respect for all the individuals	.096	.033	.170	2.898	.004	.031	.162

a. Dependent Variable: Critical Thinking Ability among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.335	1	2.335	8.397	.004 ^a
Residual	78.408	282	.278		
Total	80.743	283			

a. Predictors: (Constant), Q1: In my university there is trust and respect for all the individuals

b. Dependent Variable: Critical Thinking Ability among Students

Table 18: Regression analysis for H_{3.1}

As per above tables and from the significance value of the independent variable Q7 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture

namely Trust and respect for all individuals on university campus and the level of critical thinking among students. Additionally, the fact that this dependency is positive means that the higher the perception that there is trust and respect for all the individuals in the university environment, the higher is the perception of the students in their critical thinking.

Hypothesis_{3.2}

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of critical thinking

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.912	.125		31.378	.000	3.667	4.158
Q2: In my university there is no discrimination against any individual	.076	.031	.144	2.447	.015	.015	.137

a. Dependent Variable: Critical Thinking Ability among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.679	1	1.679	5.989	.015 ^a
Residual	79.064	282	.280		
Total	80.743	283			

a. Predictors: (Constant), Q2: In my university there is no discrimination against any individual

b. Dependent Variable: Critical Thinking Ability among Students

Table 19: Regression analysis for H_{3.2}

As per above tables and from the significance value of the independent variable Q8 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Non-discriminatory policies/practices on university campus and the level of critical

thinking among students. Additionally, the fact that this dependency is positive means that the higher the perception that there is no discrimination against any individual in the university environment, the higher is the perception of the students in their critical thinking.

Hypothesis_{3.3}

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of critical thinking

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.836	.115	33.217	.000	3.609	4.063
	Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).	.094	.028	.195	.001	.039	.149

a. Dependent Variable: Critical Thinking Ability among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.081	1	3.081	11.186	.001 ^a
Residual	77.662	282	.275		
Total	80.743	283			

a. Predictors: (Constant), Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).

b. Dependent Variable: Critical Thinking Ability among Students

Table 20: Regression analysis for H_{3.3}

As per above tables and from the significance value of the independent variable Q9 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture

namely Campus structures/facilities that encourage interactions have a positive impact and the level of critical thinking among students. Additionally, the fact that this dependency is positive means that the higher the perception that the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction)., the higher is the perception of the students in their critical thinking.

- **Hypothesis 4**

H4: Cultural characteristics of the university have a positive impact on students' acceptance of others

Hypothesis_{4.1}

Trust and respect for all individuals on university campus have a positive impact on students' acceptance of others

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.971	.159		24.934	.000	3.658	4.285
Q1: In my university there is trust and respect for all the individuals	.117	.039	.177	3.023	.003	.041	.194

a. Dependent Variable: Acceptance of others

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.453	1	3.453	9.141	.003 ^a
Residual	106.529	282	.378		
Total	109.982	283			

a. Predictors: (Constant), Q1: In my university there is trust and respect for all the individuals

b. Dependent Variable: Acceptance of others

Table 21: Regression analysis for H4.1

As per above tables and from the significance value of the independent variable Q10 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Trust and respect for all individuals on university campus and students' acceptance of others. Additionally, the fact that this dependency is positive means that the higher the perception that the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction), the higher is the perception of the students in their acceptance of others.

Hypothesis_{4.2}

Non-discriminatory policies/practices on university campus have a positive impact on students' acceptance of others

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.852	.143		27.023	.000	3.571	4.132
	Q2: In my university there is no discrimination against any individual	.152	.036	.246	4.266	.000	.082	.222

a. Dependent Variable: Acceptance of others

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.667	1	6.667	18.197	.000 ^a

Residual	103.316	282	.366		
Total	109.982	283			

a. Predictors: (Constant), Q2: In my university there is no discrimination against any individual

b. Dependent Variable: Acceptance of others

Table 22: Regression analysis for H4.2

As per above tables and from the significance value of the independent variable Q11 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Non-discriminatory policies/practices on university campus and students' acceptance of others. Additionally, the fact that this dependency is positive means that the higher the perception that there is no discrimination against any individual in the University Environment, the higher is the perception of the students in their Acceptance of others.

Hypothesis_{4.3}

Campus structures/facilities that encourage interactions have a positive impact on students' acceptance of others

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.056	.135		29.965	.000	3.789	4.322
	Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).	.097	.033	.173	2.948	.003	.032	.161

a. Dependent Variable: Acceptance of others

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.289	1	3.289	8.692	.003 ^a
	Residual	106.694	282	.378		
	Total	109.982	283			

a. Predictors: (Constant), Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).

b. Dependent Variable: Acceptance of others

Table 23: Regression analysis for H_{4.3}

As per above tables and from the significance value of the independent variable Q12 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Campus structures/facilities that encourage interactions and students' acceptance of others. Additionally, the fact that this dependency is positive means that the higher the perception that the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction); the higher is the perception of the students in their acceptance of others.

- **Hypothesis 5**

H₅: Cultural characteristics of the university have a positive impact on students' enhancement of overall performance in the workplace

Hypothesis_{5.1}

Trust and respect for all individuals on university campus have a positive impact on students' enhancement of overall performance.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.529	.107		32.991	.000	3.319	3.740
	Q1: In my university there is trust and respect for all the individuals	.163	.026	.349	6.249	.000	.112	.214

a. Dependent Variable: Overall Performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.654	1	6.654	39.047	.000 ^a
	Residual	48.057	282	.170		
	Total	54.711	283			

a. Predictors: (Constant), Q1: In my university there is trust and respect for all the individuals

b. Dependent Variable: Overall Performance

Table 24: Regression analysis for H_{5.1}

As per above tables and from the significance value of the independent variable Q13 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Trust and respect for all individuals on university campus and students' overall performance. Additionally, the fact that this dependency is positive means that the higher the perception that there is trust and respect for all the individuals in the university environment, the higher is the perception of the students in their Overall Performance.

Hypothesis_{5.2}

Non-discriminatory policies/practices on university campus have a positive impact on students' enhancement of overall performance.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.738	.100		37.347	.000	3.541	3.935
Q2: In my university there is no discrimination against any individual	.114	.025	.262	4.559	.000	.065	.163

a. Dependent Variable: Overall Performance

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.755	1	3.755	20.781	.000 ^a
Residual	50.956	282	.181		
Total	54.711	283			

a. Predictors: (Constant), Q2: In my university there is no discrimination against any individual

b. Dependent Variable: Overall Performance

Table 25: Regression analysis for H_{5.2}

As per above tables and from the significance value of the independent variable Q14 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Non-discriminatory policies/practices on university campus and students' overall performance. Additionally, the fact that this dependency is positive means that the higher the perception that there is no discrimination against any individual in the university environment, the higher is the perception of the students in their Overall Performance.

Hypothesis_{5.3}

Campus structures/facilities that encourage interactions have a positive impact on students' enhancement of overall performance.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.641	.091		40.006	.000	3.462	3.820
	Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).	.136	.022	.344	6.148	.000	.092	.179

a. Dependent Variable: Overall Performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.466	1	6.466	37.794	.000 ^a
	Residual	48.245	282	.171		
	Total	54.711	283			

a. Predictors: (Constant), Q3: In my university the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction).

b. Dependent Variable: Overall Performance

Table 26: Regression analysis for H_{5.3}

As per above tables and from the significance value of the independent variable Q14 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between university culture namely Campus structures/facilities that encourage interactions and students' overall performance. Additionally, the fact that this dependency is positive means that the higher the

perception that the campus includes facilities that encourage interactions on campus (residential, dining, social areas that cater for this interaction), the higher is the perception of the students in their Overall Performance.

- **Hypothesis 6**

H₆: Diversity related activities/practices by the university have a positive impact on students' enhancement of self-confidence.

Hypothesis_{6.1}

Students exchange programs have a positive impact on students' enhancement of self-confidence.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.596	.136		26.417	.000	3.328	3.864
	Q4: In my university departments/administrati on encourage students to participate in heterogeneous group projects in classrooms or campus wide	.140	.034	.237	4.095	.000	.072	.207

a. Dependent Variable: Self Confidence Level among Students

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.226	1	6.226	16.770	.000 ^a
	Residual	104.690	282	.371		
	Total	110.915	283			

a. Predictors: (Constant), Q4: In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide

b. Dependent Variable: Self Confidence Level among Students

Table 27: Regression analysis for H_{6.1}

As per above tables and from the significance value of the independent variable Q15 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between Diversity ay university namely Students exchange programs and students' enhancement of self-confidence. Additionally, the fact that this dependency is positive means that the higher the perception that the departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide, the higher is the perception of the students in their Self Confidence.

Hypothesis_{6.2}

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of self-confidence.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.612	.129		27.896	.000	3.357	3.866
Q5: In my university student exchange programs bring together students from different areas and nationalities.	.138	.033	.243	4.201	.000	.073	.203

a. Dependent Variable: Self Confidence Level among Students

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.532	1	6.532	17.646	.000 ^a
	Residual	104.384	282	.370		
	Total	110.915	283			

a. Predictors: (Constant), Q5: In my university student exchange programs bring together students from different areas and nationalities.

b. Dependent Variable: Self Confidence Level among Students

Table 28: Regression analysis for H_{6.2}

As per above tables and from the significance value of the independent variable Q16 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between Diversity at university namely Cultural diversity awareness seminars/workshops and students' enhancement of self-confidence. Additionally, the fact that this dependency is positive means that the higher the perception that student exchange programs bring together students from different areas and nationalities, the higher is the perception of the students in their Self Confidence.

Hypothesis_{6.3}

Heterogeneous peer group projects have a positive impact on students' enhancement of self-confidence.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.586	.124		28.928	.000	3.342	3.830

Q6: In my university cultural diversity awareness seminars/workshops for students take place.	.151	.033	.265	4.619	.000	.086	.215
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a. Dependent Variable: Self Confidence Level among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.803	1	7.803	21.339	.000 ^a
Residual	103.113	282	.366		
Total	110.915	283			

a. Predictors: (Constant), Q6: In my university cultural diversity awareness seminars/workshops for students take place.

b. Dependent Variable: Self Confidence Level among Students

Table 29: Regression analysis for H_{6.3}

As per above tables and from the significance value of the independent variable Q17 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between Diversity ay university namely Heterogeneous peer group projects and students' enhancement of self-confidence. Additionally, the fact that this dependency is positive means that the higher the perception that student exchange programs bring together students from different areas and nationalities, the higher is the perception of the students in their Self Confidence.

Hypothesis_{6.4}

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' enhancement of self-confidence.

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
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	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.660	.164		22.313	.000	3.337	3.983
Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.	.117	.039	.174	2.966	.003	.039	.194

a. Dependent Variable: Self Confidence Level among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.354	1	3.354	8.795	.003 ^a
Residual	107.561	282	.381		
Total	110.915	283			

a. Predictors: (Constant), Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.

b. Dependent Variable: Self Confidence Level among Students

Table 30: Regression analysis for H_{6.4}

As per above tables and from the significance value of the independent variable Q18 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between Diversity ay university namely Classroom discussions led by instructors that expose students to different viewpoints and different perspectives and students' enhancement of self-confidence. Additionally, the fact that this dependency is positive means that the higher the perception that instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives in the university environment, the higher is the perception of the students in their Self Confidence.

- **Hypothesis7**

H7: Diversity related activities/practices by the university have a positive impact on students' enhancement of communication skills

Hypothesis_{7.1}

Students exchange programs have a positive impact on students' enhancement of communication skills.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.185	.135		31.032	.000	3.919	4.450
Q4: In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide	.068	.034	.119	2.018	.045	.002	.135

a. Dependent Variable: Communication Skills

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.484	1	1.484	4.073	.045 ^a
Residual	102.724	282	.364		
Total	104.208	283			

a. Predictors: (Constant), Q4: In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide

b. Dependent Variable: Communication Skills

Table 31: Regression analysis for H_{7.1}

As per above tables and from the significance value of the independent variable Q18 ($p < 0.05$) it is evident that there exists a strong dependency and thus correlation between Diversity ay

university namely Students exchange programs and enhancement of communication skills among students. Additionally, the fact that this dependency is positive means that the higher the perception that departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide, the higher is the perception of the students in their communication skills.

Hypothesis_{7.2}

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of communication skills.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.285	.129		33.224	.000	4.031	4.538
Q5: In my university student exchange programs bring together students from different areas and nationalities.	.043	.033	.078	1.313	.190	-.021	.107

a. Dependent Variable: Communication Skills

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.633	1	.633	1.724	.190 ^a
Residual	103.575	282	.367		
Total	104.208	283			

a. Predictors: (Constant), Q5: In my university student exchange programs bring together students from different areas and nationalities.

b. Dependent Variable: Communication Skills

Table 32: Regression analysis for H_{7.2}

As per above tables and from the significance value of the independent variable Q19 ($p>0.05$) it is evident that there is no significant strong dependency and thus correlation between Cultural diversity awareness seminars/workshops and enhancement of communication skills among students.

Hypothesis_{7.3}

Heterogeneous peer group projects have a positive impact on students' enhancement of communication skills.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.193	.124		33.920	.000	3.949	4.436
Q6: In my university cultural diversity awareness seminars/workshops for students take place.	.070	.033	.127	2.153	.032	.006	.134

a. Dependent Variable: Communication Skills

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.685	1	1.685	4.633	.032 ^a
Residual	102.523	282	.364		
Total	104.208	283			

a. Predictors: (Constant), Q6: In my university cultural diversity awareness seminars/workshops for students take place.

b. Dependent Variable: Communication Skills

Table 33: Regression analysis for H_{7.3}

As per above tables and from the significance value of the independent variable Q20 ($p<0.05$) it is evident that there is significant dependency and thus correlation between Heterogeneous peer

group projects and enhancement of communication skills among students. Additionally, the fact that this dependency is positive means that the higher the perception that departments/administration encourage students to participate in heterogeneous group projects in cultural diversity awareness seminars/workshops for students take place, the higher is the perception of the students in their communication skills.

Hypothesis_{7.4}

Classroom discussions led by instructors that expose students to viewpoints and different perspectives have a positive impact on students' enhancement of communication skills.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.292	.161		26.632	.000	3.975	4.609
Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.	.038	.039	.059	.987	.324	-.038	.114

a. Dependent Variable: Communication Skills

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.359	1	.359	.975	.324 ^a
Residual	103.849	282	.368		
Total	104.208	283			

a. Predictors: (Constant), Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.

b. Dependent Variable: Communication Skills

Table 34: Regression analysis for H_{7.4}

As per above tables and from the significance value of the independent variable Q21 ($p>0.05$) it is evident that there is no significant dependency and thus correlation between Classroom discussions led by instructors that expose students to viewpoints and different perspectives and enhancement of communication skills among students.

- **Hypothesis 8**

H₈: Diversity related activities/practices by the university have a positive impact on students' enhancement of critical thinking

Hypothesis_{8.1}

Students exchange programs have a positive impact on students' enhancement of critical thinking

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.934	.118		33.239	.000	3.701	4.167
	Q4: In my university departments/administrations encourage students to participate in heterogeneous group projects in classrooms or campus wide	.071	.030	.141	2.399	.017	.013	.129

a. Dependent Variable: Critical Thinking Ability among Students

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.615	1	1.615	5.755	.017 ^a
	Residual	79.128	282	.281		
	Total	80.743	283			

a. Predictors: (Constant), Q4: In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide

b. Dependent Variable: Critical Thinking Ability among Students

Table 35: Regression analysis for H_{8.1}

As per above tables and from the significance value ($p < 0.05$) it is evident that there exists significant correlation between Students exchange programs and students' enhancement of critical thinking

Hypothesis_{8.2}

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of critical thinking.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.856	.112		34.503	.000	3.636	4.076
	Q5: In my university student exchange programs bring together students from different areas and nationalities.	.093	.028	.192	3.280	.001	.037	.149

a. Dependent Variable: Critical Thinking Ability among Students

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.968	1	2.968	10.761	.001 ^a
	Residual	77.775	282	.276		
	Total	80.743	283			

a. Predictors: (Constant), Q5: In my university student exchange programs bring together students from different areas and nationalities.

b. Dependent Variable: Critical Thinking Ability among Students

Table 36: Regression analysis for H_{8.2}

As per above tables and from the significance value of the independent variable Q22 ($p < 0.05$) it is evident that there exists significant dependency and thus correlation between Cultural diversity awareness seminars/workshops and students' enhancement of critical thinking. Additionally, the fact that this dependency is positive means that the higher the perception that student exchange programs bring together students from different areas and nationalities, the higher is the perception of the students in their critical thinking.

Hypothesis_{8.3}

Heterogeneous peer group projects have a positive impact on students' enhancement of critical thinking.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.844	.107		35.814	.000	3.632	4.055
Q6: In my university cultural diversity awareness seminars/workshops for students take place.	.100	.028	.207	3.544	.000	.045	.156

a. Dependent Variable: Critical Thinking Ability among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.443	1	3.443	12.561	.000 ^a
Residual	77.300	282	.274		
Total	80.743	283			

a. Predictors: (Constant), Q6: In my university cultural diversity awareness seminars/workshops for students take place.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.443	1	3.443	12.561	.000 ^a
	Residual	77.300	282	.274		
	Total	80.743	283			

a. Predictors: (Constant), Q6: In my university cultural diversity awareness seminars/workshops for students take place.

b. Dependent Variable: Critical Thinking Ability among Students

Table 37: Regression analysis for H_{8.3}

As per above tables and from the significance value of the independent variable Q23 ($p < 0.05$) it is evident that there exists significant dependency and thus correlation between Heterogeneous peer group projects and students' enhancement of critical thinking. Additionally, the fact that this dependency is positive means that the higher the perception that student exchange programs bring together students from different areas and nationalities, the higher is the perception of the students in their critical thinking.

Hypothesis_{8.4}

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' enhancement of critical thinking.

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.969	.141		28.078	.000	3.691	4.247

Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.	.059	.034	.103	1.733	.084	-.008	.126
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a. Dependent Variable: Critical Thinking Ability among Students

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.851	1	.851	3.004	.084 ^a
Residual	79.892	282	.283		
Total	80.743	283			

a. Predictors: (Constant), Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.

b. Dependent Variable: Critical Thinking Ability among Students

Table 38: Regression analysis for H_{8.4}

As per above tables and from the significance value of the independent variable Q24 ($p > 0.05$) it is evident that there is no significant dependency and thus correlation between Classroom discussions led by instructors that expose students to different viewpoints and different perspectives and students' enhancement of critical thinking.

- **Hypothesis 9**

H₉: Diversity related activities/practices by the university have a positive impact on students' acceptance of others.

Hypothesis_{9.1}

Students exchange programs have a positive impact on students' acceptance of others.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.085	.138		29.644	.000	3.814	4.356
Q4: In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide	.092	.034	.157	2.674	.008	.024	.160

a. Dependent Variable: Acceptance of others

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.719	1	2.719	7.148	.008 ^a
Residual	107.264	282	.380		
Total	109.982	283			

a. Predictors: (Constant), Q4: In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide

b. Dependent Variable: Acceptance of others

Table 39: Regression analysis for H_{9.1}

As per above tables and from the significance value of the independent variable Q25 ($p < 0.05$) it is evident that there exists significant dependency and thus correlation between Students exchange programs and students' acceptance of others. Additionally, the fact that this dependency is positive means that the higher the perception that departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide, the higher is the perception of the students in their acceptance of others.

Hypothesis_{9.2}

Cultural diversity awareness seminars/workshops have a positive impact on students' acceptance of others.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.293	.133		32.384	.000	4.032	4.554
	Q5: In my university student exchange programs bring together students from different areas and nationalities.	.039	.034	.068	1.153	.250	-.027	.105

a. Dependent Variable: Acceptance of others

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.516	1	.516	1.328	.250 ^a
	Residual	109.467	282	.388		
	Total	109.982	283			

a. Predictors: (Constant), Q5: In my university student exchange programs bring together students from different areas and nationalities.

b. Dependent Variable: Acceptance of others

Table 40: Regression analysis for H_{9.2}

As per above tables and from the significance value of the independent variable Q26 ($p > 0.05$) it is evident that there is no significant dependency and thus correlation between Cultural diversity awareness seminars/workshops and students' acceptance of others.

Hypothesis_{9.3}

Heterogeneous peer group projects have a positive impact on students' acceptance of others.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.246	.127		33.317	.000	3.995	4.497
Q6: In my university cultural diversity awareness seminars/workshops for students take place.	.053	.034	.094	1.591	.113	-.013	.119

a. Dependent Variable: Acceptance of others

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.978	1	.978	2.531	.113 ^a
Residual	109.004	282	.387		
Total	109.982	283			

a. Predictors: (Constant), Q6: In my university cultural diversity awareness seminars/workshops for students take place.

b. Dependent Variable: Acceptance of others

Table 41: Regression analysis for H_{9,3}

As per above tables and from the significance value of the independent variable Q27 ($p > 0.05$) it is evident that there is no significant correlation between Cultural diversity awareness seminars/workshops and students' acceptance of others.

Hypothesis 9.4

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' acceptance of others.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	4.035	.164		24.607	.000	3.713	4.358
Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.	.100	.039	.149	2.531	.012	.022	.177

a. Dependent Variable: Acceptance of others

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.444	1	2.444	6.408	.012 ^a
Residual	107.539	282	.381		
Total	109.982	283			

a. Predictors: (Constant), Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.

b. Dependent Variable: Acceptance of others

Table 42: Regression analysis for H_{9,4}

As per above tables and from the significance value ($p < 0.05$) it is evident that there exists significant correlation between Classroom discussions led by instructors that expose students to different viewpoints and different perspectives and students' acceptance of others.

- Hypothesis 10**

H₁₀: Diversity related activities/practices by the university have a positive impact on students' enhancement of overall performance.

Hypothesis₁₀₁

Students exchange programs have a positive impact on students' enhancement of overall performance.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.763	.090		41.769	.000	3.585	3.940
Q5: In my university student exchange programs bring together students from different areas and nationalities.	.110	.023	.276	4.823	.000	.065	.155

a. Dependent Variable: Overall Performance

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.789	1	3.789	20.985	.000 ^a
Residual	50.921	282	.181		
Total	54.711	283			

a. Predictors: (Constant), Q4: In my university departments/administration encourage students to participate in heterogeneous group projects in classrooms or campus wide

b. Dependent Variable: Overall Performance

Table 43: Regression analysis for H_{10.1}

As per above tables and from the significance value ($p < 0.05$) it is evident that there exists significant correlation between Students exchange programs and students' enhancement of overall performance.

Hypothesis_{10.2}

Cultural diversity awareness seminars/workshops have a positive impact on students' enhancement of overall performance.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.787	.087		43.571	.000	3.616	3.958
Q6: In my university cultural diversity awareness seminars/workshops for students take place.	.108	.023	.271	4.720	.000	.063	.153

a. Dependent Variable: Overall Performance

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.169	1	4.169	23.262	.000 ^a
Residual	50.542	282	.179		
Total	54.711	283			

a. Predictors: (Constant), Q5: In my university student exchange programs bring together students from different areas and nationalities.

b. Dependent Variable: Overall Performance

Table 44: Regression analysis for H_{10.2}

As per above table and from the significance value ($p < 0.05$) it is evident that there exists significant correlation between Cultural diversity awareness seminars/workshops and students' enhancement of overall performance.

Hypothesis_{10.3}

Heterogeneous peer group projects have a positive impact on students' enhancement of overall performance.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.820	.115		33.250	.000	3.594	4.046
Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.	.089	.028	.188	3.215	.001	.034	.143

a. Dependent Variable: Overall Performance

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.006	1	4.006	22.281	.000 ^a
Residual	50.704	282	.180		
Total	54.711	283			

a. Predictors: (Constant), Q6: In my university cultural diversity awareness seminars/workshops for students take place.

b. Dependent Variable: Overall Performance

Table 45: Regression analysis for H_{10.3}

As per above table and from the significance value ($p < 0.05$) it is evident that there exists significant correlation between Heterogeneous peer group projects and students' enhancement of overall performance.

Hypothesis_{10.4}

Classroom discussions led by instructors that expose students to different viewpoints and different perspectives have a positive impact on students' enhancement of overall performance.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.820	.115		33.250	.000	3.594	4.046
Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.	.089	.028	.188	3.215	.001	.034	.143

a. Dependent Variable: Overall Performance

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.935	1	1.935	10.337	.001 ^a
Residual	52.776	282	.187		
Total	54.711	283			

a. Predictors: (Constant), Q7: In my university instructors lead discussions in a variety of courses that expose students to different viewpoints and perspectives.

b. Dependent Variable: Overall Performance

Table 46: Regression analysis for H_{10.3}

As per above table and from the significance value ($p < 0.05$) it is evident that there exists significant correlation between Classroom discussions led by instructors that expose students to different viewpoints and different perspectives and students' enhancement of overall performance.

4.2.4.2 Crosstabs and Chi-square Tests

To test hypotheses 11 through 15 both crosstabs and Chi-square correlation techniques were used:

- **Hypothesis11**

H₁₁: Informal interaction and students' enhancement of self-confidence have interdependency relationship

This hypothesis is tested using chi-square technique. It showed the following result:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.182 ^a	12	.000
Likelihood Ratio	61.654	12	.000
Linear-by-Linear Association	43.872	1	.000
N of Valid Cases	284		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is .01.

Table 47: Chi-Square Tests H₁₁

The results show significant inter-dependency between Informal interaction and students' enhancement of self-confidence.

To further explore Hypothesis 11, the cross-tabulation was used. By exploring the table below, it is apparent that students who responded that they very often or always interact informally with students from different backgrounds have the high and very high level of self-confidence.

Self Confidence Level among Students * Q24: I interact informally with students of different backgrounds Crosstabulation

		Q24: I interact informally with students of different backgrounds					Total
		never	sometimes	often	very often	always	
Self Confidence Level Low among Students	Count	0	1	0	0	0	1
	% within Self Confidence Level among Students	.0%	100.0%	.0%	.0%	.0%	100.0%
	% within Q24: I interact informally with students of different backgrounds	.0%	4.0%	.0%	.0%	.0%	.4%

	Neutral	Count	1	6	18	3	8	36
		% within Self Confidence Level among Students	2.8%	16.7%	50.0%	8.3%	22.2%	100.0%
		% within Q24: I interact informally with students of different backgrounds	25.0%	24.0%	24.7%	4.3%	7.1%	12.7%
	High	Count	3	17	50	46	55	171
		% within Self Confidence Level among Students	1.8%	9.9%	29.2%	26.9%	32.2%	100.0%
		% within Q24: I interact informally with students of different backgrounds	75.0%	68.0%	68.5%	65.7%	49.1%	60.2%
	Very High	Count	0	1	5	21	49	76
		% within Self Confidence Level among Students	.0%	1.3%	6.6%	27.6%	64.5%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	4.0%	6.8%	30.0%	43.8%	26.8%
Total	Count	4	25	73	70	112	284	
	% within Self Confidence Level among Students	1.4%	8.8%	25.7%	24.6%	39.4%	100.0%	
	% within Q24: I interact informally with students of different backgrounds	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 48: Crosstabs Self Confidence Level Among Students* Informal Interaction

Hypothesis12

H₁₂: Informal interactions with diverse peers and students' enhancement of communication skills have inter-dependency relationship

This hypothesis is tested using chi-square technique. It showed the following result:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.069 ^a	12	.003
Likelihood Ratio	33.207	12	.001
Linear-by-Linear Association	14.504	1	.000
N of Valid Cases	284		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is 01.

Table 49: Chi-Square Tests H₁₂

The results show significant inter-dependency between Informal interaction and students' enhancement of self-confidence

To further explore Hypothesis 12, the cross tab function was used. By exploring the table below, it is evident that students who responded that they very often or always interact informally with students from different backgrounds have high and very high level of communication skills.

Communication Skills * Q24: I interact informally with students of different backgrounds Crosstabulation

			Q24: I interact informally with students of different backgrounds					Total
			never	sometimes	often	very often	always	
Communication Skills	Low	Count	0	0	1	0	0	1
		% within Communication Skills	.0%	.0%	100.0%	.0%	.0%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	.0%	1.4%	.0%	.0%	.4%
	Neutral	Count	0	3	6	0	5	14
		% within Communication Skills	.0%	21.4%	42.9%	.0%	35.7%	100.0%

	% within Q24: I interact informally with students of different backgrounds	.0%	12.0%	8.2%	.0%	4.5%	4.9%
High	Count	3	10	44	33	36	126
	% within Communication Skills	2.4%	7.9%	34.9%	26.2%	28.6%	100.0%
	% within Q24: I interact informally with students of different backgrounds	75.0%	40.0%	60.3%	47.1%	32.1%	44.4%
Very High	Count	1	12	22	37	71	143
	% within Communication Skills	.7%	8.4%	15.4%	25.9%	49.7%	100.0%
	% within Q24: I interact informally with students of different backgrounds	25.0%	48.0%	30.1%	52.9%	63.4%	50.4%
Total	Count	4	25	73	70	112	284
	% within Communication Skills	1.4%	8.8%	25.7%	24.6%	39.4%	100.0%
	% within Q24: I interact informally with students of different backgrounds	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 50: Crosstabs Communication Skills Level among Students* Informal Interaction

- Hypothesis 13**

H₁₃: Informal interactions with diverse peers and students' enhancement of critical thinking have inter-dependency relationship

This hypothesis is tested using chi-square technique. It showed the following result:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.105 ^a	12	.000
Likelihood Ratio	40.425	12	.000
Linear-by-Linear Association	12.531	1	.000
N of Valid Cases	284		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .01.

Table 51: Chi-Square Tests H₁₃

The results show significant inter-dependency between Informal interaction and students' enhancement of self-confidence.

To further explore Hypothesis 13, the cross-tab function was used. By exploring the table below, it is evident that students who responded that they very often or always interact informally with students from different backgrounds have high and very high ability to think critically.

Critical Thinking Ability among Students * Q24: I interact informally with students of different backgrounds
Crosstabulation

			Q24: I interact informally with students of different backgrounds					Total
			never	sometimes	often	very often	always	
Critical Thinking Ability among Students	Low	Count	0	0	1	0	0	1
		% within Critical Thinking Ability among Students	.0%	.0%	100.0%	.0%	.0%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	.0%	1.4%	.0%	.0%	.4%
	Neutral	Count	0	6	2	1	5	14
		% within Critical Thinking Ability among Students	.0%	42.9%	14.3%	7.1%	35.7%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	24.0%	2.7%	1.4%	4.5%	4.9%
	High	Count	4	11	60	56	63	194
		% within Critical Thinking Ability among Students	2.1%	5.7%	30.9%	28.9%	32.5%	100.0%
		% within Q24: I interact informally with students of different backgrounds	100.0%	44.0%	82.2%	80.0%	56.3%	68.3%
	Very	Count	0	8	10	13	44	75

	High	% within Critical Thinking Ability among Students	.0%	10.7%	13.3%	17.3%	58.7%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	32.0%	13.7%	18.6%	39.3%	26.4%
Total		Count	4	25	73	70	112	284
		% within Critical Thinking Ability among Students	1.4%	8.8%	25.7%	24.6%	39.4%	100.0%
		% within Q24: I interact informally with students of different backgrounds	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 52: Crosstabs Critical Thinking Ability* Informal Interaction

- Hypothesis14**

H₁₄: Informal interactions with diverse peers and students' acceptance of others have inter-dependency relationship.

This hypothesis is tested using chi-square technique. It showed the following result:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.245 ^a	12	.000
Likelihood Ratio	53.434	12	.000
Linear-by-Linear Association	27.239	1	.000
N of Valid Cases	284		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .03.

Table 53: Chi-Square Tests H₁₄

The results show significant inter-dependency between Informal interaction and students' enhancement of self-confidence.

To further explore Hypothesis 14, the cross tab function was used. By exploring the table below, it is evident that students who responded that they very often or always interact informally with students from different backgrounds have high and very high levels of acceptance to others.

Acceptance of others * Q24: I interact informally with students of different backgrounds Crosstabulation

			Q24: I interact informally with students of different backgrounds					Total
			never	sometimes	often	very often	always	
Acceptance of others	Low	Count	0	0	1	0	1	2
		% within Acceptance of others	.0%	.0%	50.0%	.0%	50.0%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	.0%	1.4%	.0%	.9%	.7%
	Neutral	Count	0	6	7	0	1	14
		% within Acceptance of others	.0%	42.9%	50.0%	.0%	7.1%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	24.0%	9.6%	.0%	.9%	4.9%
	High	Count	3	8	44	36	34	125
		% within Acceptance of others	2.4%	6.4%	35.2%	28.8%	27.2%	100.0%
		% within Q24: I interact informally with students of different backgrounds	75.0%	32.0%	60.3%	51.4%	30.4%	44.0%
	Very High	Count	1	11	21	34	76	143
		% within Acceptance of others	.7%	7.7%	14.7%	23.8%	53.1%	100.0%
		% within Q24: I interact informally with students of different backgrounds	25.0%	44.0%	28.8%	48.6%	67.9%	50.4%
Total	Count	4	25	73	70	112	284	
	% within Acceptance of others	1.4%	8.8%	25.7%	24.6%	39.4%	100.0%	
	% within Q24: I interact informally with students of different backgrounds	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 54: Crosstabs Acceptance of Others* Informal Interaction

- **Hypothesis 15**

H₁₅: Informal interactions with diverse peers and students’ enhancement of overall performance have inter-dependency relationship

This hypothesis is tested using chi-square technique. It showed the following result:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.781 ^a	8	.000
Likelihood Ratio	54.470	8	.000
Linear-by-Linear Association	25.257	1	.000
N of Valid Cases	284		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .14.

Table 55: Chi-Square Tests H₁₅

The results show significant inter-dependency between Informal interaction and students’ enhancement of self-confidence.

To further explore Hypothesis 15, the cross tab function was used. By exploring the table below, it is evident that students who responded that they very often or always interact informally with students from different backgrounds have high and very high enhancement of overall performance.

Overall Performance * Q24: I interact informally with students of different backgrounds Crosstabulation								
			Q24: I interact informally with students of different backgrounds					Total
			never	sometimes	often	very often	always	
Overall Performance	Neutral	Count	0	1	6	0	3	10
		% within Overall Performance	.0%	10.0%	60.0%	.0%	30.0%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	4.0%	8.2%	.0%	2.7%	3.5%
	High	Count	4	17	60	58	53	192

		% within Overall Performance	2.1%	8.9%	31.3%	30.2%	27.6%	100.0%
		% within Q24: I interact informally with students of different backgrounds	100.0%	68.0%	82.2%	82.9%	47.3%	67.6%
	Very High	Count	0	7	7	12	56	82
		% within Overall Performance	.0%	8.5%	8.5%	14.6%	68.3%	100.0%
		% within Q24: I interact informally with students of different backgrounds	.0%	28.0%	9.6%	17.1%	50.0%	28.9%
	Total	Count	4	25	73	70	112	284
		% within Overall Performance	1.4%	8.8%	25.7%	24.6%	39.4%	100.0%
		% within Q24: I interact informally with students of different backgrounds	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 56: Crosstabs Overall Performance* Informal Interaction

4.2.4.3 Independent Sample T-test

Hypotheses 16 and 17 were tested using the Independent Sample T-Test which whether indicates the presence or absences of differences in the means of two independent variables.

- Hypothesis 16**

H₁₆: The impact of student experiences with diversity on university campus differs between local and international students.

	Q27: Nationality	N	Mean	Std. Deviation	Std. Error Mean
Diversity at Universities	Lebanese	230	3.9598	.84288	.05558
	Non-Lebanese	54	3.9259	1.13023	.15381

Table 57: Group Statistics for Hypothesis 16

In the above table it is apparent that the mean values for the two groups of students surveyed- Lebanese and Non- Lebanese- are almost the same indicating no variance between them.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Diversity at Universities	Equal variances assumed	2.730	.100	.248	282	.805	.03386	.13668	-.23519	.30290
	Equal variances not assumed			.207	67.478	.837	.03386	.16354	-.29253	.36024

Table 58: Independent Samples Test to validate H16

In the above table related to independent sample T-test it shows that the case of equal variance cannot be assumed since it was not validated by the Levene's test for homogeneity of variances which happens to be not significant (above 0.05) and thus for the T-test the assumption of equal variance is considered.

Under the assumption of equal variance, the t-test for equality of means shows-no evidence of significant difference between the two means of the university diversity population (i.e. Lebanese or non-Lebanese nationalities).

- **Hypothesis 17**

H₁₇: The impact of student experiences with diversity on university campus differs between undergraduate and graduate students

	Q29: Academic Status	N	Mean	Std. Deviation	Std. Error Mean
Diversity at Universities	Undergraduate	183	3.9344	.89937	.06648
	graduate	101	3.9876	.91130	.09068

Table 59: Group Statistics for Hypothesis 17

In the above table it is apparent that the mean values for the two groups of students surveyed- undergraduate and graduate- are almost the same indicating no variance between them.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Diversity at Universities	Equal variances assumed	0.111	0.739	-0.475	282	0.635	-0.0532	0.11201	-0.27368	0.16728
	Equal variances not assumed			-0.473	204.015	0.637	-0.0532	0.11244	-0.27489	0.16849

Table 60: Independent Samples Test to validate H₁₇

In the above table related to independent sample T-test it shows that the case of equal variance cannot be assumed since it was not validated by the the Levene's test for homogeneity of variances which happens to be not significant (above 0.05) and thus for the T-test the assumption of equal variance is considered.

Under the assumption of equal variance, the t-test for equality of means shows-no evidence of significant difference between the two means of the university diversity population (i.e. graduates and under graduates).

4.2.4.4 One Way Anova

The final technique used in this analysis is the one-way Anova to validate Hypothesis 18.

- **Hypothesis 18**

H₁₈: The impact of student experiences with diversity on university campus differs between Lebanese universities.

Diversity at Universities					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.626	6	5.438	7.614	.000
Within Groups	197.818	277	.714		
Total	230.444	283			

Table 61: ANOVA to Validate H₁₈

From the significance value of the one-way Anova above ($P < 0.05$), there is statistical evidence to say that the means of the diversity at universities surveyed for this analysis are different. However, to spot where exactly this difference is the Post Hoc technique was used and results came as follows:

	(I) Q28: (J) Q28: Universi ty Universi ty		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	AUB	BAU	.00061	.18781	.997	-.3691	.3703
		HU	-.23369	.18446	.206	-.5968	.1294
		LAU	-.35772	.18553	.055	-.7230	.0075
		LIU	-.02439	.19763	.902	-.4134	.3647
		LU	.73648*	.18150	.000	.3792	1.0938
		USJ	-.04362	.18902	.818	-.4157	.3285
	BAU	AUB	-.00061	.18781	.997	-.3703	.3691
		HU	-.23430	.18564	.208	-.5997	.1311
		LAU	-.35833	.18670	.056	-.7259	.0092
		LIU	-.02500	.19873	.900	-.4162	.3662

	LU	.73587*	.18270	.000	.3762	1.0955
	USJ	-.04423	.19017	.816	-.4186	.3301
HU	AUB	.23369	.18446	.206	-.1294	.5968
	BAU	.23430	.18564	.208	-.1311	.5997
	LAU	-.12403	.18333	.499	-.4849	.2369
	LIU	.20930	.19557	.285	-.1757	.5943
	LU	.97017*	.17926	.000	.6173	1.3230
	USJ	.19007	.18687	.310	-.1778	.5579
LAU	AUB	.35772	.18553	.055	-.0075	.7230
	BAU	.35833	.18670	.056	-.0092	.7259
	HU	.12403	.18333	.499	-.2369	.4849
	LIU	.33333	.19658	.091	-.0536	.7203
	LU	1.09420*	.18036	.000	.7392	1.4492
	USJ	.31410	.18792	.096	-.0558	.6840
LIU	AUB	.02439	.19763	.902	-.3647	.4134
	BAU	.02500	.19873	.900	-.3662	.4162
	HU	-.20930	.19557	.285	-.5943	.1757
	LAU	-.33333	.19658	.091	-.7203	.0536
	LU	.76087*	.19278	.000	.3814	1.1404
	USJ	-.01923	.19988	.923	-.4127	.3742
LU	AUB	-.73648*	.18150	.000	-1.0938	-.3792
	BAU	-.73587*	.18270	.000	-1.0955	-.3762
	HU	-.97017*	.17926	.000	-1.3230	-.6173
	LAU	-1.09420*	.18036	.000	-1.4492	-.7392
	LIU	-.76087*	.19278	.000	-1.1404	-.3814
	USJ	-.78010*	.18395	.000	-1.1422	-.4180
USJ	AUB	.04362	.18902	.818	-.3285	.4157
	BAU	.04423	.19017	.816	-.3301	.4186
	HU	-.19007	.18687	.310	-.5579	.1778
	LAU	-.31410	.18792	.096	-.6840	.0558
	LIU	.01923	.19988	.923	-.3742	.4127
	LU	.78010*	.18395	.000	.4180	1.1422

Dependent Variable: Diversity at Universities

Table 62: Multiple Comparisons

As can be seen the significance values in the above post Hoc table are all above 0.05 except for the one related to the Lebanese university.

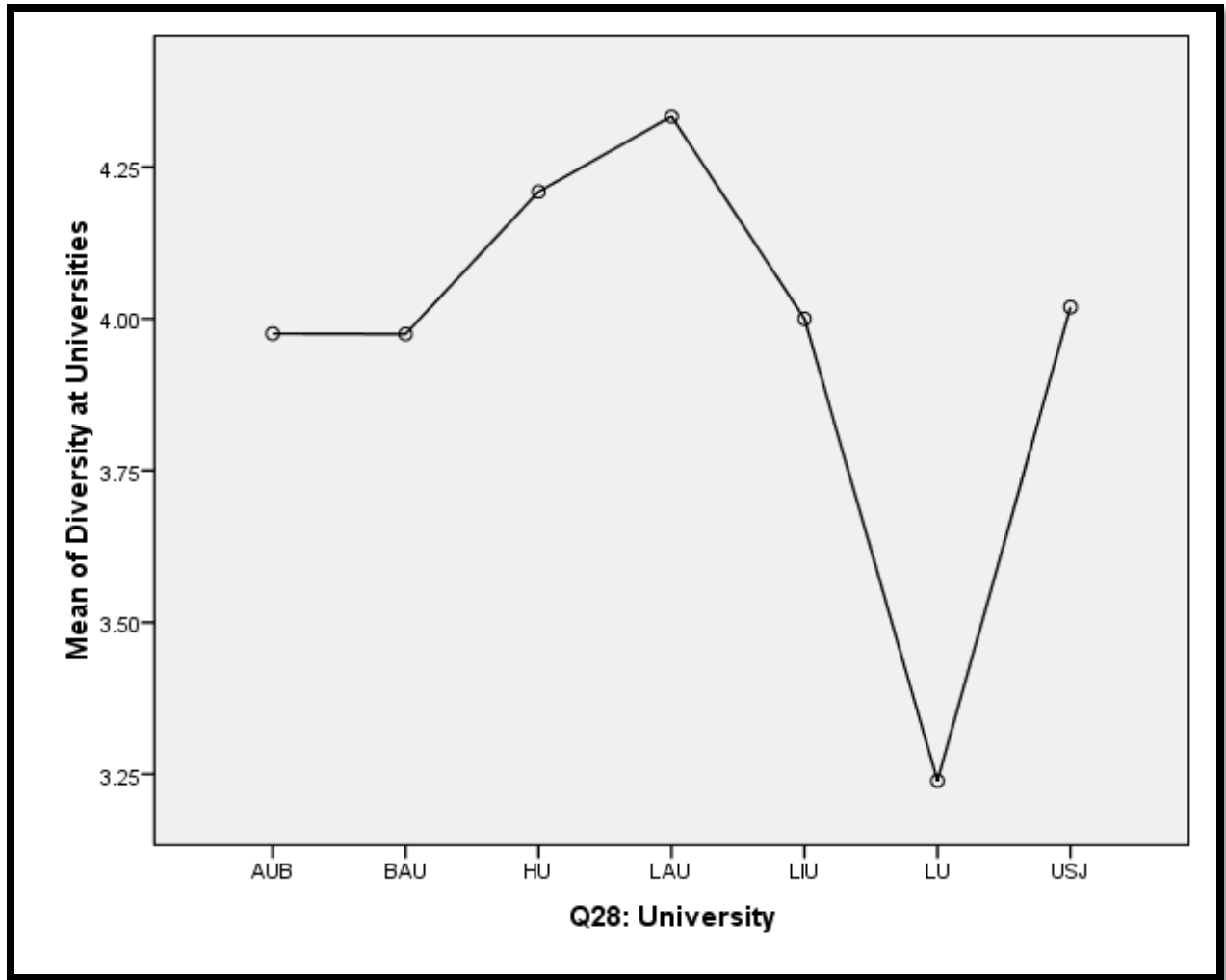


Figure 2: Means Plot for the Universities' Means

The same was obtained in the above means plot where the means pertaining to all of the universities except the LU came almost consistent to each other.

4.3 Summary of findings

The below table summarize the findings in this chapter and indicates based on the findings of each hypothesis the existence or absence of dependence of the Five Attributes on Universities Strategies.

Universities' Strategies		Trust and respect	Non-discriminatory policies/practices	Campus structures/facilities	Students exchange programs	Cultural diversity awareness seminars/workshops	Heterogeneous peer group projects	Classroom discussions
	Self-Confidence	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Communication skills	Yes	Yes	Yes	Yes	No	Yes	No
	Critical thinking	Yes	Yes	Yes	Yes	Yes	Yes	No
	Acceptance of others	Yes	Yes	Yes	Yes	No	No	Yes
	Overall Performance	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 63: Matrix Showing the dependence of the Five Attributes on Universities Strategies

As for the impact of informal communications on the four attributes, the following table summarizes the findings based on the outcome of each hypothesis separately:

	Self Confidence	communicati on Skills	Critical Thinking	Acceptance of Others	Overall Performance
Informal Interaction	Yes	Yes	Yes	Yes	Yes

Table 64: Matrix showing the dependence of the Five Attributes on Informal Interactions

4.3 Conclusions

This chapter presented the techniques used in validating all of the hypotheses set for this research. It first starts with factor analysis to determine which questions pertain to which variables of the model, then data validation and reliability was run. The last part of the chapter displayed the correlation tests conducted (regression, independent T-test and One way Anova). It ended by summarizing findings and indicating which hypotheses are accepted and which are rejected. In the final chapter of this research, discussions of the main findings, conclusion, recommendations and limitations will be unveiled.

CHAPTER 5

RESEARCH RECOMMENDATIONS, IMPLICATIONS AND LIMITATIONS

5.1 Introduction

In this chapter, we will discuss the main findings, present the research conclusions, state present and future implications, and conclude with research limitations.

5.2 Discussion of the Main Findings

In the first part of the analysis we looked into the demographics of the sample collected. As the topic deals with diversity in a culture, it was imperative to collect appropriate data that would serve this purpose. Factors like student current status (graduate or undergraduate), nationality (Lebanese or not) and University (type) were considered to ensure a representative sample. As can be seen in the descriptive data section of the analysis, students come from different backgrounds, some are graduates and others are undergraduates. And while the majority is Lebanese, there are still students who took part in this thesis and who are non-Lebanese.

The sample is evenly distributed between males and females and the highest number of participants is undergraduates which implicates that results discuss the current situation at universities.

Before delving into the hypotheses, SPSS validation and reliability testing technique, KMO test, was adopted to investigate whether or not the sample used in this analysis is adequate and

reliable. The findings came positive and the sample is considered adequate and can be used for further analysis.

Second, the factor analysis was run for being the most popular and relevant measure to be adopted for the Likert scale analysis. The technique measured the factor loading between responses and grouped together the responses that answer each question. Later on, the grouped questions were tested for reliability using Cronbach's Alpha which proved their reliability. It was also used to measure the reliability of the whole sample used, and came up with a positive answer.

The research went on to answer the set of questions developed in the third chapter. While the reviewed literature contributed in setting the questions (check appendix II), the findings in the previous chapter and with the assistance of SPSS will answer each of these questions here after:

- *Whether there is a relationship between trust and respect for all individuals on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?*

Hypotheses 1.1, 2.1, 3.1, 4.1 and 5.1 measured the proposed relationship and dependency between trust and respect for all individuals on university campus and their level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used regression analysis to inspect this relationship. Both Pearson's correlation and Anova testing techniques showed the presence of significant dependency between the factors as none of the hypotheses was rejected.

- *Whether there is a relationship between non-discriminatory policies/practices on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?*

Hypotheses 1.2, 2.2, 3.2, 4.2 and 5.2 measured the proposed relationship and dependency between nondiscriminatory policies/practices on university campus and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used regression analysis to inspect this relationship. Both Pearson's correlation and Anova testing techniques showed the presence of significant dependency between the factors as none of the hypotheses was rejected.

- *Whether there is a relationship between campus structure/facilities that encourage interactions on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?*

Hypotheses 1.3, 2.3, 3.3, 4.3 and 5.3 measured the alleged relationship and dependency between on university campus and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used regression analysis to inspect this relationship. Both Pearson's correlation and Anova testing techniques showed the presence of significant dependency between the factors as none of the hypotheses was rejected.

- *Whether there is a relationship between students exchange programs on university campus and students' enhancement of : self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace*

Hypotheses 6.1, 7.1, 8.1, 9.1 and 10.1 measured the proposed relationship and dependency between students exchange programs on university campus and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used regression analysis to inspect this relationship. Both Pearson's correlation and Anova testing techniques showed the presence of significant dependency between the factors as none of the hypotheses was rejected.

- *Whether there is a relationship between diversity related seminars/workshops on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?*

Hypotheses 6.2, 7.2, 8.2, 9.2 and 10.2 measured the proposed relationship and dependency between diversity related seminars/workshops on university campus and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used regression analysis to inspect this relationship. Both Pearson's correlation and Anova testing techniques showed the presence of significant dependency of self-confidence, critical thinking and overall performance among students on the diversity related seminars/workshops conducted on campus one hand and the absence of significant dependency of communication skills and acceptance of others on such activities.

- *Whether there is a relationship between heterogeneous peer group projects on university campus and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?*

Hypotheses 6.3, 7.3, 8.3, 9.3 and 10.3 measured the proposed relationship and dependency between heterogeneous peer group projects on university campus and students' level of self-

confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used regression analysis to inspect this relationship. Both Pearson's correlation and Anova testing techniques showed the presence of significant correlation between the factors except the dependence of acceptance of others on such activities as related hypotheses was rejected.

- *Whether there is a relationship between classroom discussions led by instructors that expose students to different types of knowledge and different perspectives and students' enhancement of: self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace?*

Hypotheses 6.4, 7.4, 8.4, 9.4 and 10.4 measured the proposed relationship and dependency between classroom discussions led by instructors that expose students to different types of knowledge and different perspectives and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used regression analysis to inspect this relationship. Both Pearson's correlation and Anova testing techniques showed the presence of significant dependency of self-confidence, acceptance of others and overall performance among students on the classroom discussions led by instructors that expose students to different types of knowledge and different perspectives on one hand and the absence of significant dependency of communication skills and critical thinking on such activities.

- *Whether there is a relationship between students' informal interactions with diverse peers on university campus and students' enhancement of : self-confidence, communications skills, critical thinking, acceptance of others and overall performance in the workplace*

Hypotheses 11, 12, 13, 14 and 15 measured the proposed relationship and dependency between students informal interactions with diverse peers on university campus and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used cross tabulation and one way Anova to inspect this relationship. Students were asked how often they interact with diverse peers and their responses were compared to the five attributes. Both testing techniques showed the presence of significant dependency between this factor and the five attributes as none of the hypotheses was rejected.

- *Whether enhancement of: self-confidence, communication skills, critical thinking, acceptance of others and overall performance differ between Lebanese students and non-Lebanese students?*

Hypothesis 16 measured the proposed relationship and dependency between students country of origin, and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used Independent Sample T-Test to inspect this relationship. Students were asked about their nationality, whether they are Lebanese or non-Lebanese, and their responses were compared in terms of the five attributes. The T-test showed the absence of significant dependency between this factor and the five attributes as respective hypothesis was rejected.

- *Whether enhancement of: self-confidence, communication skills, critical thinking, acceptance of others and overall performance differ between undergraduate and graduate students?*

Hypothesis 17 measured the proposed relationship and dependency between students status, whether graduates or undergraduates, and students' level of self-confidence, communication skills, critical thinking, acceptance of others and overall performance respectively. It used Independent Sample T-Test to inspect this relationship. Students were asked about their status and their responses were compared in terms of the five attributes. The T-test showed the absence of significant dependency between this factor and the five attributes as respective hypothesis was rejected.

➤ *Whether student experiences with diversity on university campus differ between students of different Lebanese universities?*

The final hypothesis 18 measured the proposed relationship and dependency between Students' University and students' experiences with diversity. It used One Way ANOVA to inspect this relationship. Students were asked about their university and their responses were compared to the five attributes. The One Way ANOVA showed the presence of significant dependency between Students' University and students' experiences with diversity as respective hypothesis was accepted. The LSD test was then performed to check whether this variance applies to the seven universities to which the respondents belong, the obtained results showed that only students of the Lebanese universities don't have impactful diversity related activities and experiences on their campuses.

5.3 Research Recommendations

The major objective of this study was to examine the impact of student experiences with diversity on developing workplace performance attributes. The major attributes that affect performance were identified: self-confidence, communication skills, critical thinking, acceptance

of others and overall performance. These were then tested against universities' strategies that aim to ensure and boost interaction and diversity on their campuses, as tabled below namely trust and respect for all individuals, non-discriminatory policies/practices, campus structures/facilities that encourage interactions, exchange programs, diversity related seminars/workshops, heterogeneous peer group projects, and classroom discussions led by instructors that expose students to different types of knowledge and perspectives. The thesis aimed to shed light on the differences, if any, in the applications of these strategies between the various Lebanese universities.

Based on the outcomes of the analysis that relied on SPSS testing techniques, the impact of the above strategies on the five attributes has been found to differ from one attribute to another.

Universities 'Strategies		Trust and respect	Non- discriminatory policies/practices	Campus structures/ facilities	Students exchange programs	Cultural diversity awareness seminars/ workshops	Heterogeneous peer group projects	Classroom discussions
Workplace Performance Attributes	Self-Confidence	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Communication skills	Yes	Yes	Yes	Yes	No	Yes	No
	Critical thinking	Yes	Yes	Yes	Yes	Yes	Yes	No
	Acceptance of others	Yes	Yes	Yes	Yes	No	No	Yes
	Overall Performance	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 65: Matrix Showing the dependence of the Five Attributes on Universities Strategies

While the literature addressed clearly a relationship between cultural diversity awareness seminars/workshops conducted by the universities and enhancement of the communication skills and acceptance of others among students, the findings of the research showed no such relationship. The same was also apparent for heterogeneous peer group projects and acceptance of others where findings found no dependence between the two. One possible explanation is that what the universities are doing in this regard is not enough and that they are to look at means that can make these activities/practices more effective. Communications skills are critical in any context and they are considered as part of the soft skills that all jobs list as indispensable. Acceptance of others is especially important in the Lebanese context where diversity is high and where disputes related to differences in culture, religion and ethnicity are tearing the country apart. Universities therefore need to exert more effort to improve these two skills by conducting the activities in more appropriate, nurturing and effective ways.

Another activity that was found to be of no major impact on communications skills is the classroom discussions led by instructors who expose students to different types of knowledge and perspectives. Literature suggested a dependency between the two, however the lack of dependency in our research may possibly result from a lack of focus; discussions' focus could have been more on other skills rather than on communication and critical thinking, both highly demanded in the job market. As universities' job is to prepare the student to compete in the job market, more effort is needed to improve these two skills through focused discussions.

As for the difference between the Lebanese and non-Lebanese students regarding the enhancements of the four attributes, since the findings suggested no difference between the two, it can be concluded that the general impact of universities' various activities discussed in this research is the same for both. So what is impactful to improve the skills of Lebanese is also

impactful to improve the skills of non-Lebanese and what is not effective enough on the Lebanese students is equally ineffective on the non-Lebanese students. So when universities work to improve their activities the result of such attempts will not only benefit the Lebanese students but the non-Lebanese as well.

In the same context, findings suggested no difference between students' status (graduate versus under graduate) on the enhancement of the four attributes. One possible explanation is that no major changes took place over time and the various activities conducted by universities that could have or not have an impact on the graduates have the same impact on undergraduates. This is another proof that universities have to improve in the areas where their activities, whether in part or full, were found to be ineffective for the enhancement of the five attributes examined here.

Also as we have already discussed in the main findings, we see that students who interact more frequently than their peers informally with students from different cultures and backgrounds, have high levels of self-confidence, communication skills, critical thinking, acceptance of others and overall performance.

And also as we mentioned before, of all the seven universities studied in this thesis, the Lebanese university is less encouraging diversity and interaction through activities that encourage students to interact more with their peers, irrespective of their background and nationality.

5.4 Present and Future Implications of the Research

The research studied a topic that is essential for every university as well as Human Resources of companies in the job market. On the academic level, universities' ultimate objective is to prepare

students to the job markets which is not likely to be achieved if the factors discussed in this thesis (self-confidence, communication skills, critical thinking, and acceptance of others) are not nurtured within the student. Reviewed Literature discussed how diversity and culture impact the lives of individuals and the latter need to be enriched through embracing differences and accepting others no matter how these others differ from self.

On the professional level, companies require employees who accept change and deal with diversity effectively. No company will accept an employee who finds difficulty communicating with peers or customers who are different as this would be destructive to its image and performance results.

In a country like Lebanon where diversity and cultural differences are present, it is a necessity that academic institutions allocate an importance to dealing with these two topics and incorporating within their strategies activities and policies that will help students manage diversity effectively in order to be successful.

The research dealt with these policies and inspected the extent to which universities are applying them to help students deal with diversity and cultural barriers. In doing so, they examined the impact that diversity has on four core attributes of human behavior that influence directly their on-the- job performance.

The findings of this research not only answered its questions but also shed light on what affects students' overall performance. Even more, the research listed some activities that universities do to boost harmony and encourage engagement among students; with some activities affecting certain attributes more than others. Anyone willing to conduct an in depth study of each of these attributes separately or even jointly, can rely on the findings of this research and use them to

identify the influencing factors. Employers may use this information to apply the activities that were found in this research to be of direct impact on employees' behavior, and adopt them to the work place context to overcome the cultural barrier on one hand and boost embracement of differences on the other.

Another important observation is related to the current status of the universities in Lebanon in the area of diversity and cultural differences. The respondents who come from different universities across the country have reported that their institutions resort to the identified policies and practices to encourage integration among diverse peers; except for the case of the Lebanese university where diversity doesn't seem to be a topic of interest to its management.

5.5 Research Limitations

In realizing the objectives of this thesis, the researcher experienced a set of constraints and those can be summarized as follows:

- The researcher was not able to collect data from all the universities in Lebanon. This could have given new insights into the subject of the study. The researcher needed to limit her data and targeted the main private institutions in the country including the public sector.
- Also it was difficult for the researcher to locate a large number non-Lebanese students. The sample of the non-Lebanese students collected was somehow small but the focus of this thesis was on the Lebanese students. However different studies that could be conducted with a much larger sample of both Lebanese and non-Lebanese students could certainly be more enlightening.

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Appendix I

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-20	111	39.1	39.1	39.1
21-25	132	46.5	46.5	85.6
26-30	32	11.3	11.3	96.8
31-35	7	2.5	2.5	99.3
Above 35	2	.7	.7	100.0
Total	284	100.0	100.0	

Table 66: Q25: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	117	41.2	41.2	41.2
Female	167	58.8	58.8	100.0
Total	284	100.0	100.0	

Table 67: Q26: Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lebanese	230	81.0	81.0	81.0
Non-Lebanese	54	19.0	19.0	100.0
Total	284	100.0	100.0	

Table 68: Q27: Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AUB	41	14.4	14.4	14.4
	BAU	40	14.1	14.1	28.5
	HU	43	15.1	15.1	43.7
	LAU	42	14.8	14.8	58.5
	LIU	33	11.6	11.6	70.1
	LU	46	16.2	16.2	86.3
	USJ	39	13.7	13.7	100.0
	Total	284	100.0	100.0	

Table 69: Q28: University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	183	64.4	64.4	64.4
	graduate	101	35.6	35.6	100.0
	Total	284	100.0	100.0	

Table 70: Q29: Academic Status