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Demographic differences in teachers' perceptions on Work place inclusion and its relationship with individual and group well-being at higher education

Abstract

Workplace inclusion is a phenomenon in which all members of the organization are valued equally, due to which they consider themselves as an important part of the institution. The phenomenon stands crucial in HEI's, where there is a big force, and all need to be valued equally for maximum work related output and well-being of teachers. The objective of the study was to explore teachers' sense of feeling towards inclusion whether and to what extent, they feel included in departmental activities that lead to individual and group wellbeing at workplaces. The study further examines significant difference in workplace inclusion on the basis of teachers' demographics. The study was quantitative in nature, where, data were collected from 300 teachers in public sector universities of Punjab Province in Pakistan through self-developed instrument. Mean, percentages, *t*-Test, ANOVA and Correlation tests were applied. The results revealed that 67% teachers responded that their institutional environment is inclusive while 56% responded that leadership attributes contribute in work place inclusion-exclusion for teachers. Sixty percent and 57% teachers responded that the environment is good for individual wellbeing and group wellbeing respectively. The results showed that institutional environment, leadership attributes are essential to foster workplace inclusion in their institution and perceived its positive influence on teachers individual and group wellbeing. Further,

result showed that there was no significant difference with respect to teachers' gender in departmental environment. Also, more qualified teachers felt more included due to inclusive leadership attributes leading to individual and group wellbeing of teachers. Result also showed that workplace inclusion has strong positive influence on individual and group wellbeing of teachers at higher education. It is recommended that leadership should take steps such as cater diversity, collaboration and shared decision making to promote workplace inclusion in their institutions as it leads to individual and group wellbeing of teachers.

Keywords: *Workplace inclusion, institutional environment, Teachers' Individual wellbeing, Teachers' group wellbeing*

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Introduction

According to Ferdman (2017), in workplace inclusion, all members have special place and feel their importance in an organization and have full involvement in terms of decision making process and in institutional activitiesdespite individual differences. In Pakistani context, there wasneed to study on workplace inclusion because in our institutions, sense of competition is promoted. That's why the formula of divide and rule is observed in institutions (Brimhall, 2019). And the workers are excluded. Current study stresses upon the idea that divide and rule should be devalued and all the workers should be treated equally (Dike, 2013). When individuals believe that their unique and special characteristics are valued and respected (the sense of uniqueness) and when they believe they are being treated as a central part and have special place (the sense of uniqueness) consequently they feel satisfaction and undaunting performance. Workplace inclusion provides opportunity to individuals to shape social relationships such as learn knowledge, self-confidence communication skill, various handling strategies, distinctiveness, fitting, life skills and problem-solving strategies (Boekhorst, 2015). It also stresses to attain equality in which all those are treating in the same way (Jones, Arena, Nittrouer, Alonso, & Lindsey, 2017).

Workplace inclusion is very important for any organization because the members recognize its importance and can works better (Ainscow & Sandill, 2010). The importance of workplace inclusion cannot be denied in higher educations as well. The study intends to identify the challenges that create hurdle in bringing workplace

inclusion at higher education. The study also explores leadership attributes and organizational environment as key elements to promote workplace inclusion (Choi and Rainey, 2014). Leadership attributes have been examined in terms of leader's creativity, unbiasedness, ability to cater diversity, collaborative skill, commitment towards workplace inclusion. Organizational environmental factors are explored in terms of cultural awareness, organizational values, flexibility and fairness towards workplace inclusion (Ordan, 2011). These factors influence on workplace inclusion in terms of individual and group well-being. The elements of individual well-being are commitment to work, effective communication, involvement in decision making process, build self-confidence and self-esteem, sense of uniqueness and sense of belonginess. Similarly, in the study, the elements of group well-being include feeling of acceptance, ability to work in teamwork and build social relationships (Fatima, Bilal, and Imran, 2019).

Exclusion can have adverse effects on employees, whether it happens as an obvious or an indirect form of discrimination (Jones, Arena, Nittrouer, Alonso, & Lindsey, 2017). Exclusion which means members do not take an active part in decision making process, and are not involved in other institutional activities. For organizational benefit, there is a great need of promoting workplace inclusion. Because when members feel that they are not given opportunity in organizational activities, outcomes can be adverse (Phipps, Prieto, &Ndinguri, 2013).

In the previous era, the idea of workplace Exclusion defined as the workplace mistreatment in all the educational and managemental researchers in all over the world and

specifically in Pakistan including injustice, inequality, annoyance and abuse to employees in particular institution. Researchers found that these behaviors lead to negative influence of teachers individual and group wellbeing (Fatima, Bilal, & Imran, 2019).

Workplace inclusion has great positive influence on wellbeing of the teachers. Research focused that workplace ostracism has negative impact on employees including psychologically and emotionally. Workplace ostracism means member of the institution being ignored and excluded by the others member of the institution and leader also. Thus, exclusion of any type has negative impact on the employees of the organization (Wu, Qu, Zhang, Hao, Tang, Zhao, & Si, 2019).

The basic objective behind of the study is to explore the challenges that create hurdle in workplace inclusion for the teachers at universities. This research can prove much important because through this, it can easily guess that there are manifold factors of leadership, commitment, decision making, and communication and are they affecting the system or not. These elements can perform an integral role in development of higher education because with its teachers can work in a well way and ultimately it effects the students positively (Ovseiko, Pololi, Edmunds, Civian, Daly, & Buchan, 2019).

Thus, workplace inclusion in higher education is important idea that has been emerged now a days (Ozturk & Tatli, 2016). The importance of workplace inclusion cannot be denied in higher educations as well, because in higher education it can be seen more positively, because higher

educational institutes having diversity in their organizations (Shore, Cleveland, & Sanchez, 2018).

Objectives

1. To explore the views of teachers on challenges to promote workplace inclusion at higher education
2. To examine the relationship of workplace inclusion with individual well-being of teachers at higher education
3. To examine the relationship of workplace inclusion with group well-being of teachers at higher education
4. To find out the significant difference in workplace inclusion on basis of gender, work experience, designation and qualification

Table 1: Variables, indicators and sub-indicators of the study

Key variable	Indicators	Sub-indicators
	Organizational environment	culture, values, flexibility and fairness
Workplace inclusion	Leadership attributes	cater diversity, commitment to inclusion, creativity, unbiased and collaboration
	Individual well being	communication, commitment towards personal and departmental growth, decision
	Group wellbeing	making, sense of uniqueness, sense of belonginess, satisfaction teamwork, acceptance

Review of Literature

Work depended on workplace inclusion has been practiced by various management with the passage of time and has face many hardships in order to its implementation. In almost all the institutions, there are two main principles that must be followed everything should be clear and expressed in a better condition and it should not have doubts reservations, it is basically to know who is in admirable and feasible working condition and who is not (Dike, 2013). In the same way there are set standards to judge the working conditions of the employees, these limitations and standards are not shared in the atmosphere of a healthy competition (Irvine & Lupart, 2008).

During the time of 1960s and 1970s, the united states recognized at first time the need and importance of workplace inclusion. In 1961 president John Kennely also pointed out that, and documented a committee that was aimed at to promote equal rights of all employees in the organization with the objective of avoiding any kind of discrimination which was based on the idea of equality, all individuals had equal opportunities and equal participation in all activities of working environment (Dike,2013). Thus, advancement of workplace inclusion took some other important steps such as making a procedure to enhance employment opportunities and take further steps for the program that remained for a long time and gave better consequences in an organization. It was seen as an important turning point because it provided opportunity to debate on employees' characteristics that were unique and also addressed the diversity such as age, gender, race and others diverse characteristics (Tajfel, 2010).

The implementation of workplace inclusion can create satisfaction and can create dissatisfaction at the same time. It demands a parallel need to have safety and make itself ready for damaging situation (Silverthorne, 2004). It arises the answers for some questions which are a result of implementation of inclusion. How can we compare the disturbance created in diversity and to maintain productivity in comfortable atmosphere? How can we adjust ourselves in a full sufficient and suitable way in an uncomfortable environment? In higher educational institutions everyone has unique and special characteristics, so it is important to include every individual in their working environment as well as celebrate and manage diversity in higher educational institutions (Panicker, Agrawal & Khandelwal, 2018).

Now a day's diversity and inclusion have become most important and emerging concepts. There are lot of literature available to support this concept. Thus, firstly it's important to elaborate these two terms inversely because diversity and inclusion are looking same phenomena but in it meaning its different. Diversity in which all individuals have different and unique characteristics and traits in terms of gender, race, skin color, different ethnic group, it means there are a lot of different characteristics exists in different workplace(Dike,2013).

Diversity means the quality of being different or unlikeness. The qualities which make us different from others. Some of our qualities are inborn and unable to be changed. Something which we have in uniqueness but others do not have in such form or intensity and inclusion means to bring unique qualities into action through

cooperation and understanding of one's thoughts and energies (Brimhall, 2019). It enhances the place and perspective of the organization through healthy and great ideas that are rich in its nature. Diversity and inclusion both are important for success of an organization (Buengeler, Leroy, and De Stobbeleir, 2018).

The problem arises when organizations face different workplace diversity and they start thinking to overcome and celebrate this diversity and make beneficial this diversity for workplace. So, the time was shifting diversity to inclusion (Choiand Rainey, 2014). It is necessary for an organization to judge the diverse individuality from structure of the employees but unfortunately many of them strive for the best but at the same time unaware of the distinct figure having individual and diverse level of excellence but sometimes they are unable to have such qualities. Diversity is being appreciated and valued in any business structure. Moreover, such things should be acceded and to be praised (Irvine and Lupart, 2008). For better work and favorable consequences, it is essential for any organization to include all workers before taking any step for betterment according to the previous work and participation of the workers.

Firstly, it began from very initial step, including individuals, assisted diversity and the way they behaved with others. The main thing that was necessary in the system of inclusion is to made it possible how could all the employees be provided equal rights and opportunities (Ordan, 2011).

In the previous era, the idea of workplace inclusion defined as the workplace mistreatment in all the educational and managemental researchers in all over the world and

specifically in Pakistan including injustice, inequality, annoyance and abuse to employees in particular institution. Researchers found that these behaviors lead to negative influence of teachers individual and group wellbeing (Fatima, Bilal, and Imran, 2019).

When any organization strives towards inclusion, it has to take start from some inquisitions. What type of decisions my organization will take to implement inclusion for better consequences with individual' s previous work experiences, his abilities, his team work potential and the way he spends his time period and then he will be greeted a firmly? (Booysen, 2014).

Methodology

The study was quantitative in nature. According to Matthews & Ross (2010), quantitative research methods are basically applied to the collection of data that is structured and could be represented numerically. Questionnaires were based on five-point Likert-type scale (Strongly Agree, 5), (Agree, 4), (Undecided, 3), (Disagree, 2), and (strongly disagree, 1). The study used quantitative approach to explore challenges to workplace inclusion at higher education in terms of organizational environment (culture, values, flexibility, fairness), leadership attributes (leader's creativity, unbiasedness, ability to cater diversity, collaborative skill, commitment towards inclusion and impact of workplace inclusion on well- being (individual and group) at higher education.

Population

The population of interest for the study were the all teaching faculty of higher education at Punjab province through accessible population is teachers at Sargodha,

Faisalabad, Lahore and Gujrat districts from where actual data had been collected. Polit and Hungler (1999) refer to the population is the total of all the substances, subjects or members in which researcher wants to generalize the study. In this study the population is all teaching faculty of higher education at university level.

Sampling and Sample

Target population of the study is all university teachers of Punjab province. While accessible population is teachers at district Sargodha, Lahore, Faisalabad and Gujrat from where actual data had been collected. Data had been collected through multistage sampling techniques.While doing multi-stage sampling it was taken care that data are collected from students belonging to maximum number of general public universities of Punjab province Pakistan.

Graph 1: Sample of the study
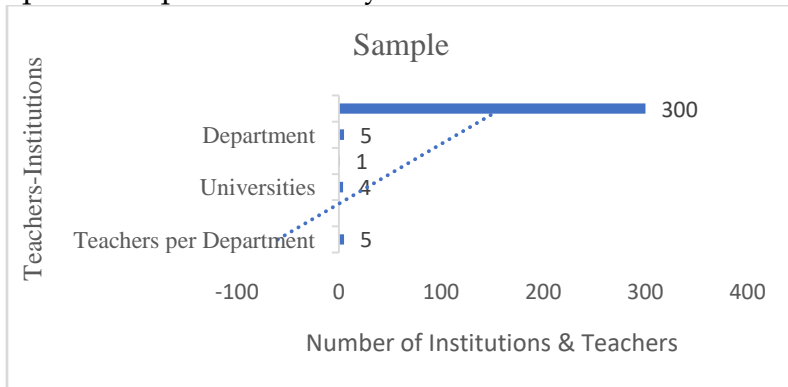
Graph 2: Number of items stipulated within each variable in questionnaire
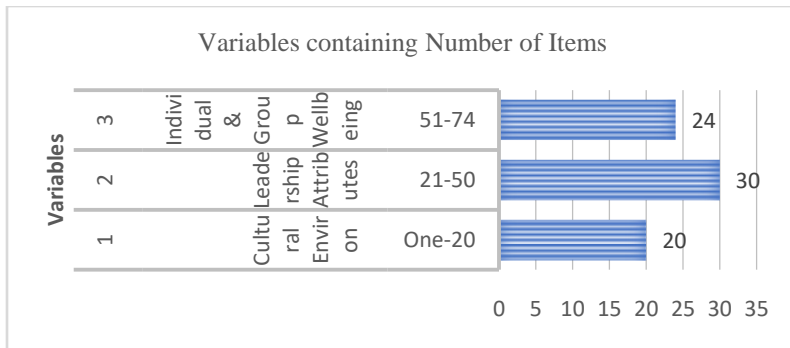
Data Collection, Processing and Interpreting Results

Researchers used self-constructed tool, for teachers. The tool was developed through the study of literature. Questionnaire was based on five-point Likert-type scale (Strongly Agree, 5), (Agree, 4), (Undecided, 3), (Disagree, 2), and (strongly disagree, 1).The study was quantitative in nature where researchers obtained information related to challenges of workplace inclusion at higher education. Researchers analyzed data by using SPSS software and applied statistical techniques including mean, standard deviation, percentage of participants, t-test, ANOVA and correlation. Research questions were answered by the instrument (i.e. questionnaire).

Graph 3: Factor-wise Response
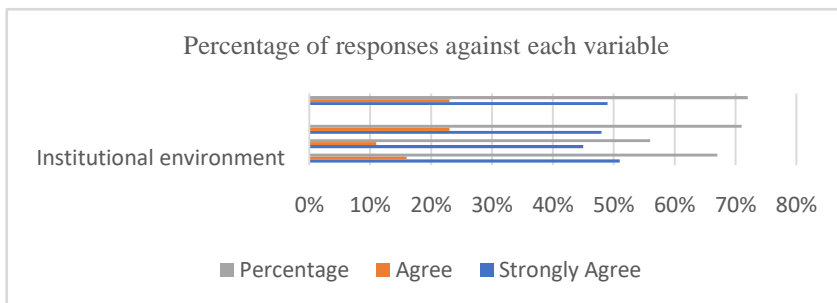
The graph shows that 67% institutional environment and 56% leadership attributes contributed to promote workplace inclusion at higher education, while 71% individual wellbeing and 72% group wellbeing of teachers were observed as the result of workplace inclusion in their institution.

Table 2: Independent sample test comparing gender of teachers, institutional environment, leadership attributes, individual and group wellbeing of teachers towards inclusion.

	Gender	N	Mean	SD	t	df	Sig
Environment	Male	148	80.4797	6.81083	.979	298	0.329
	Female	152	79.6908	7.14396			
Leadership	Male	148	99.1554	10.99889	-.375	298	0.708
	Female	152	99.6316	11.01455			
Individual wellbeing	Male	148	56.9595	10.98167	.222	298	0.825
	Female	152	56.6776	11.03552			
Group wellbeing	Male	148	34.5000	6.86061	-.008	298	0.994
	Female	152	34,5066	7.51863			

Results of inferential analysis of teacher's data showed that there was no significant difference in institutional environment, leadership attributes to foster workplace inclusion and individual and group wellbeing of teachers with respect to teacher's gender.

Table 3: ANOVA between teachers' qualification and institutional environment, leadership attributes, individual and group wellbeing of teachers towards workplace inclusion.

	ANOVA		
	Sum of Squares	Df	Mean Square

Environment	Teachers qualification	82.322	2	41.161	
	Error	14489.758	297	48.787	
	Total	14572.080	299		
Leadership	Teachers qualification	25414.039	2	12707.019	8
	Error	439301.348	297	1479.129	
	Total	464715.387	299		
Individual wellbeing	Teachers qualification	1774.389	2	887.193	7
	Error	35872.744	297	120.784	
	Total	37647.130	299		
Group wellbeing	Teachers qualification	470.094	2	235.047	4
	Error	14909.653	297	50.201	
	Total	15379.747	299		

One-way ANOVA revealed that there was no statistically significant difference between institutional environment to promote workplace inclusion with teacher's qualification as explained by the value f =.844 and "p" = 0.431> 0.05. There was statistically significant difference between leadership attributes to foster workplace inclusion with teacher's qualification as described by the value f =8.591 and "p" = 0.000 < 0.05. There was statistically significant difference between teacher's individual wellbeing at the result of workplace inclusion with teacher's qualification as defined by the value f = 7.345 and "p" = 0.001< 0.05. There was statistically significant difference between teacher's individual wellbeing at the result of workplace inclusion with teacher's qualification as defined by the value f = 7.345 and "p" = 0.001< 0.05.

Table 4: ANOVA between teacher's designation and institutional environment, leadership attributes, individual

and group wellbeing of teachers towards work place inclusion.

ANOVA		Sum of Squares	Df	Mean Square	F	P-value
Environment	Teachers designation	401.782	2	200.891	4.211	0.016
	Error	14170.298	297	47.711		
	Total	14572.080	299			
Leadership	Teachers designation	13027.100	2	6513.550	4.283	0.015
	Error		297			
	Total	451688.287	299	1520.836		
		464715.387				
Individual wellbeing	Teachers designation	2709.590	2	1354.795	11.517	0.000
	Error	34937.540	297	117.635		
	Total	37647.130	299			
Group wellbeing	Teachers designation	561.713		280.856	5.629	0.004
	Error	14818.034	2	49.892		
	Total	15379.747	297			
			299			

One-way ANOVA explained that there was a statistically significant difference between institutional environment to promote workplace inclusion with teacher's designation as showed by the value f = 4.211 and "P" = 0.016 < 0.05. There was statistically significant difference between leadership attributes to foster workplace inclusion at the department with teacher's designation as showed by the value f = 4.283 and "p" = 0.015< 0.05. There was statistically significant difference between teacher's individual wellbeing at the result of workplace inclusion with teacher's designation as showed by the value f = 11.517 and "p" =

0.000 < 0.05. There was statistically significant difference between teacher's group wellbeing at the result of workplace inclusion with teacher's designation as showed by the value f = 5.629 and "p" = 0.004 < 0.05.

Table 5: ANOVA between teacher's experience and institutional environment, leadership attributes, individual and group wellbeing of teachers towards workplace inclusion.

ANOVA						
		Sum of Squares	Df	Mean Square	F	P-value
Environment	Teachers experience	27.311	2	13.655	.279	0.757
	Error	14544.769	297	48.972		
	Total	14572.080	299			
Leadership	Teachers experience	437.643	2	218.821	1.540	0.216
	Error		297			
	Total	42047.086	299	142.051		
		42484.729				
Individual wellbeing	Teachers experience	1440.929	2	720.464	5.910	0.003
	Error	36206.201	297	121.906		
	Total	37647.130	299			
Group wellbeing	Teachers experience	179.716	2	89.858	1.756	0.175
	Error	15200.031		51.179		
	Total	15379.747	297			
			299			

One-way ANOVA described that there was no statistically significant difference between institutional environment to promote workplace inclusion with teachers experience in present department showed by the value f= .279 and "p" = 0.757 > 0.05. There was no statistically

significant difference between leadership attributes to foster workplace inclusion at the department with teacher's experience as showed by the value $f = 1.540$ and "p" = 0.216 > 0.05. There was statistically significant difference between teacher's individual wellbeing at the result of workplace inclusion with teacher's experience as showed by the value $f = 5.910$ and "p" = 0.003 < 0.05. There was no statistically significant difference between teacher's group wellbeing at the result of workplace inclusion with teacher's experience as showed by the value $f = 1.756$ and "p" = 0.175 >0.05.

Table 6: Correlation between individual wellbeing and workplace inclusion

		Individual wellbeing	Workplace Inclusion
Individual wellbeing	Pearson Correlation	1	.810
	Sig. (2-tailed)		.000
	N	300	300
Workplace Inclusion	Pearson Correlation	.810	1
	Sig. (2-tailed)	.000	
	N	300	300

Table shows strong positive correlation between individual wellbeing and workplace inclusion. Workplace inclusion has strong positive influence on individual wellbeing of teachers at higher education.

Table 7: Correlation between group wellbeing and workplace inclusion

		Group wellbeing	Workplace Inclusion
Group wellbeing	Pearson Correlation	1	.796
	Sig. (2-tailed)		.000
	N	300	300
Workplace Inclusion	Pearson Correlation	.796	1

Sig. (2-tailed)	.000	
N	300	300

Table shows strong positive correlation between group wellbeing and workplace inclusion. Workplace inclusion has strong positive influence on group wellbeing of teachers at higher education.

Discussion and conclusion

According to the teachers' perspective, the institutional environment plays vital role to promote workplace inclusion. Departmental culture, values, freedom of work and more specifically, how teachers are treated and valued in their department. In the light of teachers' views, the preliminary interests at the department are same as teachers' personal values and teachers feel encouraged to come up with new ideas for doing things. Organizational environment concerns organizational culture, values and beliefs. Institutional environment creates an opportunity for teachers to take ownership to do their work, and feelings of personal achievement.

The researcher examined the role of leadership in fostering workplace inclusion of teachers at higher education. The findings of the study indicate that leaders fairly handle teacher's diversity at department and treats all teachers equally so that they gain confidence, enhanced communication skill and collaboration. leadership attributes have a positive impact on workplace inclusion of teachers, for example, teachers don't face discrimination by the head of the department and the chair promotes group work. The study indicated that with the help of leader's action towards workplace inclusion, teachers increase their commitment, satisfaction, self-confidence and teamwork aptitude, which

help to reinforce their teaching process. leaders' steps towards fostering workplace inclusion in terms of teachers' satisfaction for example, head assigns tasks to teachers according to their aptitude and abilities and provides encouragement to all teachers after completion of tasks but sometimes it has a negative influence on teachers because head has categorized teachers in terms of ability groupings.

The study also explored the influence of workplace inclusion on teachers individual and group wellbeing. The findings show that overall workplace inclusion has positive influence on teacher's commitment level, communication skill, satisfaction, sense of uniqueness and sense of belonginess. Teachers developing essential skills like communication, collaboration and express their opinions in a better way, similarly, teachers are motivated to do quality work. Teachers believe that they have a special place at their department and voice is given importance by the chair and other teachers. Workplace inclusion has great influence on teacher's individual wellbeing such as teachers develop role in community linkages with the society and Teachers contribute in designing and developing projects for the department and also teachers are able to produce good quality research with the passage of time.

The inclusion has great impact on teachers' relationships with each other, teamwork aptitude and acceptance.Teachers do their best for the success and progress of the department and also feels happy to share knowledge with colleagues. There is an environment of mutual respect among teachers and teachers have a good informal relation with their colleagues.

Recommendations
1. As departmental environment has great influence on workplace inclusion, so it is recommended that every department should create environment where all teachers are treated equally.
2. It is recommended that leaders should take steps and encourage different strategies to foster workplace inclusion that shows the positive influence on teachers individual and group wellbeing.
3. It is recommended that workplace inclusion has positive influence on individual wellbeing of teachers, thus, higher education should promote culture where all teachers are included in departmental activities.
4. It is recommended that workplace inclusion has positive influence on group wellbeing of teachers, thus, higher education should promote culture where all teachers have freedom to give solution of any confronted issue at the department.
5. This study was limited to university teachers only. It is recommended that future study maybe conducted that should include schools and colleges teachers also.
6. This study was limited to public university teachers of Punjab province. It is recommended that future study may be conducted that should include both public and private universities and should examine the difference between both public and private universities.

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