

ISSN 2063-5346



# A STUDY ON IMPACT OF MULTI-CULTURAL DIVERSITY IN THE CLASSROOM ON THE LEARNING EFFECTIVENESS OF MBA STUDENTS IN BANGALORE

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**Article History:** Received: 01.02.2023

Revised: 07.03.2023

Accepted: 10.04.2023

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## Abstract

Culture is not only a person's preferred holidays, cuisine, or language, but these are all important aspects. Culture provides the foundation upon which our individual identities are based. It affects our interactions with the environment, our points of view, and the goals we set for ourselves. Every one of us has a culture, and most of us have identities created from numerous cultures. As the world becomes more interconnected, it is more important than ever to prepare students for their roles as global citizens in the years to come. Teaching multicultural student groups is a widespread occurrence in many nations in the globalisation age. Cultural variety of students in academics has several benefits, for example, at the social level student cultural diversity may help minimize social inequities and better prepare students for the job market. The potential for less social stress and increased social cohesion is another benefit. The major Objective of the Research Study is to study the Impact of Multi-cultural diversity in the classroom on the learning effectiveness of MBA students in Bangalore.

**Keywords:** Multi-cultural diversity, MBA students, classroom learning, Culture, multiple cultures, etc.

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DOI: 10.31838/ecb/2023.12.s1.014

## I. INTRODUCTION

Every person's capacity to learn is influenced by a wide range of circumstances. Learning styles may be influenced by factors such as ethnicity, religion, language, socioeconomic status, gender, family composition, and physical or mental impairments. Educators should tailor their methods of education to accommodate the unique learning styles and cultural backgrounds of their pupils. Schools and communities are becoming more diverse, and educators are looking for ways to better serve their students by incorporating a wide range of teaching methods and fostering an atmosphere that celebrates and respects cultural differences. It is no longer acceptable to design educational experiences solely for middle- or upper-class white students and then expect students from other social classes and cultures to alter their views on motivation and competition, learning styles, and the attitudes and values they were taught at home and by their families. Teachers are being challenged by the ideas inherent in multicultural education to examine their own biases and learn more about the numerous cultures represented in their classrooms. By making these kinds of accommodations, teachers may better understand their students' backgrounds and the ways in which those differences affect their learning..

### 1.1 MULTICULTURAL CLASSROOMS

Multicultural classrooms are classrooms that embrace diversity and incorporate ideas, beliefs, or people from different countries and cultural backgrounds. "A genuinely global education is possible thanks to the integration of several cultural viewpoints." Multicultural education has many positive effects on pupils. Here are a few:

**Fosters acceptance and tolerance in a learning environment:** A multicultural education gives educational chances to learners from many ethnic cultural groups and socioeconomic levels. It allows students to gain skills and establish a good attitude to communicate, engage, and cultivate acceptance and tolerance with others from diverse cultures to form a moral and civic community. A Multicultural Day is also observed yearly to involve students, instructors, and parents in a global context.

**Exposes students to different cultures:** One of the top reasons why a multicultural classroom is beneficial is because students are encouraged to learn about the cultural backgrounds of other students in a class.

**Encourages critical thinking:** Students are encouraged to critically analyse course materials for signs of prejudice or bigotry. "Teachers and students alike should focus on the cultural assumptions they bring to the classroom and the ways in which they could be reflected in the

curriculum, pedagogy, or administration of the school."

**Teaches multiple perspectives:** The multicultural classroom gives a chance for students from diverse cultures to contribute their huge diversity of experiences, knowledge, viewpoints, and ideas to the classroom. Teachers are encouraged to include learning experiences and information related to their own cultural viewpoints and background. Teachers often engage in Professional Development Days to remain up-to-date on innovative teaching strategies that cater to multicultural students and their needs.

## II. REVIEW OF LITERATURE

**Franco Vaccarino (2009)** This research investigates the diverse opinions instructors and students have on numerous difficulties within multicultural classrooms. After presenting the data, the issue is posed whether a tertiary institution would need to adjust its teaching ethos to suit foreign students, or if international students would need to adapt their learning methods to fit in with the school's philosophy and modus operandi? From the study it seems clear that the teachers at this College are aware of different learning styles across cultures, they're willing to interact with students from diverse cultures, they're tolerant of different cultures, and they're willing to learn more about the learning and teaching dynamic within culturally diverse classrooms. "The kids in this study are also aware of varied teaching techniques; they appreciate being in multicultural classrooms and engaging with instructors of different ethnic backgrounds." This teacher/student combo surely makes the teaching and learning experience more deeper and more colourful.

**Paul N'Dri Konan, Armand Chatard, Leila Selimbegovil, and Gabriel Mugny (2010)** Drawing on data from the Organization for Economic Cooperation and Development's Program for International Student Assessment (OECD/PISA), we examined the relationship between the percentage of immigrant students and the reading and mathematics performances of native and immigrant students across nations. In keeping with studies on cultural diversity, data suggested performance improvements as the share of immigrant students grew across countries. "Interestingly, these impacts remained substantial for both native and immigrant pupils, after various other determinants of test performance at the national, school, and individual levels were adjusted for." These results dispute the premise that the rising presence of immigrant students in educational institutions implies a danger to native students' academic performance. Potential mechanisms are offered and debated, suggesting

new areas for investigation. The present study is an effort to expand earlier research on the impact of cultural variety on performances. While early work has studied similar impacts at the individual and group levels, we looked at the national level. Furthermore, this study gives substantial insights into the impact of cultural diversity on the performance of native and immigrant pupils on standardised examinations. At opposition with the popular perception, whereby immigration represents a danger to education, our data demonstrate that the performance of both native and immigrant students benefits from the presence of immigrant students in educational institutions. These state-level results are consistent with earlier individual- and group-level studies on cultural diversity.

**Merfat Ayesh Alsubaie (2015)** Classrooms are becoming more multicultural, and this leads to new issues for instructors. Students entering a multiethnic school have the challenge of catching up to their peers after being immersed in a new culture and language. Thus, instructors have the extra obligation of helping pupils through this foreign area towards accomplishment. To successfully do this, one must be exposed to certain learning strategies, put in the time to practise, and get formal training. Teachers who unify classrooms with activities both inside and outside of the classroom have a greater chance of enhancing student success and ameliorating the negative impacts that have been noticed in multicultural classrooms in the past. In conclusion, instructors who learn more about their students' origins, cultures, and experiences will feel more competent and efficient in their job as teachers. Teachers should strive continually to enhance the lives of their pupils. Also, instructors may lessen challenges in the multicultural classroom via strengthening their teaching techniques and learning. When dealing with cross-cultural difficulties, adaptability is more valuable than expertise. Therefore, instructors should study the concerns in the multicultural classroom as they occur and deal with these problems. Also, instructors should strive to locate, construct, or design approaches to enhance and improve the academic success of pupils, and to establish an effective or strong contact with students.

**Ahmed Chouari (2016)** This research is a systematic review of the current literature on educating students from culturally and linguistically diverse (CLD) backgrounds. Literature on this topic has indicated that educating pupils from various cultural origins poses major risks to educators at all levels of schooling. In order to determine the most significant difficulties encountered by teachers in a multiethnic classroom, this research employs a quantitative content

analysis to review twenty papers and book chapters in the subject of multicultural education. The project's second major objective is to define the most useful skills that educators should have in order to adapt to the 'fast-changing environment' of the 21st century. The results of this research underscore the need for educators to acquire specialised knowledge and skill sets, as well as to use 'culturally sensitive' pedagogies when working with students who are learning languages other than English. The results may also be useful for educators in higher education, which is more multicultural as the global population diversifies. At the end of the day, the data may help further understanding of how to best educate kids with CLD in both the classroom and the wider research community.

**Revital Sela-Shayovitz and Idit Finkelstein (2020)** The current research studied self-efficacy in teaching heterogeneous student groups in academic contexts. Teachers' views in their own ability to teach students from diverse backgrounds (TSEB), academic organisation efficacy (TEAO), and professional teaching efficacy with students from diverse backgrounds (PTESFB) were employed as markers of teacher self-efficacy (PTEM). Data were acquired through a questionnaire presented anonymously to faculty members teaching in four faculties: humanities, law, health professions and business administration. The data demonstrated a substantial association between TSEB and PTEM. Teachers who indicated good ideas and attitudes regarding teaching multicultural student groups in academia also rated high effectiveness in teaching these groups. Furthermore, TEAO associated strongly with PTEM. The essay analyses potential future study avenues and summarises the research outcomes.

### III. OBJECTIVE OF THE STUDY

The main Objective of the Research Study is to analyze the Impact of Multi-cultural diversity in the classroom on the learning effectiveness of MBA students in Bangalore.

### IV. RESEARCH METHODOLOGY

To acquire the fundamental data of our study, we used one of the forms of quantitative researching techniques, the questionnaire researching technique. "The surveys were produced and sent out online, considering the security procedures established due to the epidemic and the respondents' health." To obtain and execute findings and useful information to others, we employed a Likert-scale solution from 1 to 10 to categorise individual preferences. Initially, the information was cleaned, compressed, and

organised into a database. Then, we utilised an SPSS-compatible tool to do our own computations, analyse the data, and check our hypotheses. Finally, the collected findings were displayed via tables utilising the spreadsheet feature of Microsoft Word. In order to verify the assumptions, we look at how college education affects one's career trajectory and personal growth in relation to traditional gender roles. For this reason, a one-way analysis of variance was done, employing ANOVA analysis coupled with the gender as a factor.

## V. ANALYSIS AND INTERPRETATIONS

### 5.1 Demographic Profile of the Respondents

**Table 1: Demographic Profile of the Respondents**

Particulars	Percentage
<b>Sex</b>	
<b>Women</b>	65.2%
<b>Men</b>	34.8%
<b>Age group</b>	
<b>20 years old</b>	32.6%
<b>Minimum age 18</b>	6%
<b>Maximum age 42</b>	0.4%
<b>Grade</b>	
<b>Undergraduate students</b>	53.9%
<b>Study program</b>	
<b>Management (Economics)</b>	79.1%

There are more women than males who filled out the survey, at 65.2% to 34.8%. Twenty-year-olds made up 32.6% of the sample (n=92) while those aged 18-42 made up 7.2% of the sample (0.4 percent). 53.9 percent of the respondents were undergraduates, and 79.1 percent of those people majored in economics, according to the demographic data.

It was important to us that our study estimate how much our defined influencing elements would effect college students' academic performance. Respondents were given a Likert scale, from 1 to 10, to use in rating their experiences. Table 2 displays the obtained data.

**Table 2: Factors influencing studies**

Particulars	Frequency	Percentage
<b>Personal development</b>	10	31.9%
<b>Flexible timetable</b>	10	33%
<b>Harmonious</b>	8	24.5%

atmosphere		
<b>New challenges</b>	8	25.2%
<b>Stress</b>	10	21.6%
<b>Exemplary teacher</b>	7	21.3%
<b>Complexity of the tasks to be solved</b>	8	19.9%
<b>Conflict situation</b>	8	18.4%
<b>Strict teacher</b>	8	19.9%
<b>Requirement system</b>	8	22.3%

Personal growth (31.9%), reducing stress (21%) and having a flexible schedule (33%) were ranked as the most important aspects of a job. Not only is a pleasant environment (24.5%) important, but so are novel problems (25.2%), a contentious scenario (18.4%), a difficult assignment (19.9%), a demanding instructor (19.9%), and a stringent set of standards (22.3%). In the instance of the outstanding educator, we were rated similarly on both occasions. Cronbach's alpha coefficient, a reliability indicator that assesses internal consistency, may be analysed for queries of the scale kind. However, the range from 0.70 to 0.85 is where you want to be, with a minimum of 0.60. For the 10 influential factors we considered, the Cronbach's alpha value was 0.87, which is over the threshold of 0.80 and indicates that the scale is providing reliable results.

The degree to which present study is living up to respondents' prior expectations was also investigated. Each responder rated two items, each one about how his or her education will better prepare him or her for personal growth or the workplace, on a Likert scale from 1 to 10. Table 3 displays the evaluation's findings: Please grade this on a scale from 1-10, with 10 being the most influential.

**Table 3. What expectations do you have for your studies and how well is your program achieving these?**

Particulars	Frequency	Percentage
<b>My study program is a good basis for starting work</b>	8, 10	23%
<b>My study program is a good basis for personal development</b>	10	20.9%

The chart demonstrates that respondents feel their education give a suitable platform for their personal growth throughout the start of their career. Analysis of correlation may establish the presence and the strength between two or more quantitative

variables. Using Pearson's study of correlation, we proved the association between personal growth and job beginning factors. The correlation coefficient reveals the strength and the dependency of association throughout the study. In this case, the correlation coefficient is  $r = 0.641$ , which indicates a much higher than average positive link between the two variables. There is a connection between the studies that give a suitable base for personal growth and commencing work, and the significance level is  $0.0000.05$  (2-tailed), therefore the significance requirement holds.

The ranking of the most essential criteria by students in connection with their studies abroad is displayed in Table 4. For a student at a foreign university setting, the possibility for personal growth and language practise are the essential characteristics that were ranked as the highest possible number, i.e., 10. In addition, the quality of education and social integration were very highly regarded, as were the services supplied by the selected institution. Please grade this on a scale from 1-10, with 10 being the most influential.

**Table 4: How important were the following aspects concerning your study abroad?**

Particulars	Frequency	Percentage
Language improvement	10	28.4%
Personal development	10	25.9%
Service from host institution	7	17%
Social integration	8	16.7%
Quality of education	8	14.7%

To determine the impact of studying abroad on a variety of parameters, we conducted a linear regression analysis for the variation that accounts for a student's multicultural university background. The results of the investigation are shown in Table 5. Despite the low R-value of 0.26, a weak association may be seen. How much the independent variable (X) affects the dependent one (Y) is determined by the value of the R squared statistic, which is equal to 0.07 (or 7 percent) (X). The degree to which the regression model captures the data may be assessed using the ANOVA table; the model passes the  $p < 0.05$  threshold at  $F = 4.09$ ,  $p = 0.001$ . Regression coefficients are ( $b_0 = 4.81$ )( $b_1 = 0.41$ ) for our model.

The equation of regression:  $Y = 4.81 - 0.41 * X + 2.30$ .

where: Y = dependent variable, X = independent variable,  $b_0$  = the point where the regression line intersects the X-axis, b = the regression coefficient, e = the standard error of the measurement. The beta of the independent variable (X) is 0.000. The condition  $0.00 < 0.05$  holds. The location of the sought-after parameter is indicated by the range [4.01,5.62] of the 95% confidence interval for the value B. During the study, it becomes clear that there is no linearly regressive relationship between the variables, but in terms of ANOVA and the beta coefficient, a correlation can be detected between the examined dependent and independent variables.

**Table 5: Linear Regression analysis**

	R	R Square	Adjusted R Square	Std. Error of the Estimate	
ANOVA	0.26	0.07	0.05	2.3	
	Sum of Squares	df	Mean Square	F	Sig.
Regression	108.28	5	21.66	4.09	(0.001)
Residual	1459.64	267	5.29		
Total	1567.91	281			

Relationship between students and knowledge gained is seen in Table 6. Students may assess their level of agreement with each statement about themselves on a Likert scale running from 1 to 10. The highest rating was given to the statement that 'I seek for knowledge and experience,' which was supported by 23.4% of respondents. The lowest ratings (1.0) were given to the claims that respondents are not demotivated from studying (30.1%) or that they do not have problems learning (29.85%). In addition to calculating the reliability of this scale, we calculated the Cronbach's alpha for this particular item. Cronbach's alpha for the eleven analysed factors is 0.80, which is in the middle of the permissible range and indicates that the scale provides reliable measurements. Respondents who had moderate-to-severe difficulty in a multicultural university setting were more likely to score themselves at 5 or 6 on the Likert scale. Regarding the study plan and the multiethnic nature of the institution, we conduct a one-way analysis of variance. The research was conducted using a one-way analysis of variance. Data from the statistical analysis are shown in Table 7. The standard deviations are sufficiently similar (1.45 according to Levene's test) to permit an ANOVA analysis. Since the value of  $p = 0.012$  meets the criteria set forth by  $p < 0.05$ , we may conclude that there is a statistically significant difference between the two groups under consideration. The most rigorous Bonferroni test was used for the post hoc analysis. (On a scale from 1 to 10, where 1 means 'not at all' and 10 means 'very much')

**Table 6: What are your attitudes toward learning?**

Particulars	Frequency	Percentage
I have concentration problem	1	20.9%
I'm insecure about myself	3	13.1%
I'm stop in case of failure	5	14.5%
I'm persistent to the end	7	17%)
I'm performance and success oriented	10	23%)
I'm studying for grades	5	17.7%
My family is forcing me to study	1	45%
I strive for knowledge and experience	10	23.4%
I'm lazy	2	13.8%
My perception is difficult, I have a hard time learning	1	29.8%
I'm demotivated	1	30.1%)

**Table 7: Test of homogeneity of Variances**

How Difficult It Is to be Successful at University in a Multicultural Environment	Levene Statistic	df1	df2	df2
ANOVA	1.45	6	274	0.2 (0.195)
	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>   <b>Sig.</b>
Within Groups	1615.87	274	5.9	
Between Groups	98.14	6	16.36	2.770.01
<b>Total</b>	<b>1714.01</b>	<b>280</b>		

Based on the Bonferroni test, it can be stated that in connection with the success in a multicultural university environment, there is a significant difference between students in vocational qualifications and master's degrees ( $p = 0.027$ ), and there is a significant difference between students in bachelor's degrees and master's degrees ( $p = 0.010$ ) at a significance level of 0.05.

## 5.2 Hypothesis Testing

For each hypothesis relevant to the subject of investigation, we assigned an alternative hypothesis of  $H_0$ , which is verified in case main hypotheses  $H_1$  and  $H_2$  are denied. "The hypotheses are checked using one-way analysis of variance." The purpose of a one-way analysis of variance is to determine the effect of a non-metric independent variable on a metric dependent variable. In the first hypothesis, we demonstrate how intercultural research on women and men may help jumpstart a career. To test Hypothesis  $H_1$ , we evaluated variance using a One-Way ANOVA. The variances are homogenous (0.37 on Levene's test), hence analysis of variance may be performed. The value of  $p$  is 0.717, therefore it is near to 1. Therefore, it can be argued that the intercultural studies of girls and men establish a good platform for beginning work. It is not essential to run a post hoc test.

Therefore, hypothesis  $H_1$  is accepted whereas  $H_0$  is rejected. Examination of the second hypothesis demonstrates how the multicultural studies of females and males nearly contribute to their personal development. One-way analysis of variance (ANOVA) is also used to examine the second hypothesis. Based on Levene's test (0.30), the variances are homogenous, hence the ANOVA test may be done.  $p = 0.508$ , which is over the 50% threshold, demonstrating that both sexes may benefit equally from engaging in intercultural education. Therefore, it is not essential to do a post hoc test. Hypothesis  $H_2$  is validated, hence alternative hypothesis  $H_0$  is rejected.

## CONCLUSION

Cultural diversity makes people much more innovative, creative, and open and radically transforms their thinking. They accept each other without stumbling into prejudice or looking down on each other for some reason. The quality and consequences of cooperation are not a matter of culture but rather a matter of individual attitude. Flexible adaptation and values brought from home greatly influence attitudes towards the unknown factor from the individual's point of view. However, a familiar voice can be reached in almost every culture with the investment of proper

benevolence and of energy of sufficient grade and quality. Although it is not easy for students to succeed in a university of multicultural environment, they have a favorable view of cultural diversity and see many valuable opportunities for both the university and the students. The program of study pursued by students advances them to a similar extent in their personal development and provides an equally good basement for starting work. Beside the curriculum to be acquired, several internships may take place in the institutions of higher education, where possible, which would serve as a kind of basement for young graduates. Students regard intercultural education as a fantastic opportunity to share their ideas, knowledge, and experiences while learning different traditions and building international relationships, and that can even lead to close friendships. Teaching in diverse settings is a tremendous experience for students and teachers as well over which they provide insight into each other's cultural world and thus work together with joint strength and understanding. In addition, they can get a taste of the education and upbringing system of the opposing culture and apply new methods to traditional technologies in both teaching and learning.

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