

Diversity Management Applications in Higher Education Institutions: A Survey of National Policies, Practices, and Strategies

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Abstract: This paper aims to investigate the national policies, practices, and strategies concerning diversity management applications (DMAs) in Jordanian higher education institutions. A deductive approach was selected. The design was triangulation (quantitative and qualitative), while the data was collected through the distribution and collection of 321 electronic questionnaires. Further, 19 interviews (open-ended questions and in-depth semi-structured questions) with respondents were conducted. These took place via phone calls, Skype, and Zoom. The population and sample for this study constituted the decision-makers and academic members in Jordanian higher education institutions. Moreover, the researcher reviewed 13 selected electronic websites of higher education institutions. Also, the researcher used pattern matching for the data. The results indicated that Human Resource Management (HRM) Practices for diversity positively affect DMAs directly and indirectly through the mediating variable diversity. In addition, the results revealed that the top management strategies' support of diversity positively affects, directly and indirectly, the DMAs. Also, the policies' support of diversity positively affects the DMAs in a direct and indirect way through the mediating variable diversity. In addition, the results indicated a lack of an impact regarding gender and language differentiation on the DMAs, and there is no effect in relation to language diversity on the DMAs. The researcher concluded that the Jordanian higher education institutions should pay more attention to real applications of national policies, practices, and strategies regarding DMAs.

Keywords: *Diversity, Human Resources Practices, Top Management Strategies, Jordan.*

1 General Background

Recently, higher education institutions have been facing ever-shifting challenges that results from changes in demographics, the continuing massification of higher education, and globalization trends, all of which force them to evaluate their policies, strategies seriously, and human resources practices to attract qualified academic staff to improve the quality of education on demand.

In 1990, Roosevelt Thomas presented the concept 'managing diversity' as a vital technique for supporting organizations' performance [1]. Acker [2, 3] suggested a theory of gendered organizations and inequality regimes [4]. In addition, Syed and Obliging [5] suggested a relational framework that clarified DM through a contextual and multilevel perspective; they were in opposition to the discrimination and its influence on employment opportunities offered to diverse staff.

In general, the concept of diversity points to the differences between individuals who work in organizations. It aims to increase these differences to sustain managerial aims, such as meeting

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business social responsibility, leveraging innovation, enhancing the satisfaction of diverse customers, or advancing a competitive edge [6]. Also, [7] stated that most diversity definitions focus on gender, age, ethnicity, nationality, education, or work status. In other words, it is any major difference that distinguishes one individual from another, such as demographic distinctions and traits. The application of a workforce diversity strategy enhances the equal opportunities at work [8, 9]. On the one hand, even though diversity has been widely acknowledged as having vital consequences for employees, successful DM remains an elusive goal [10]. On the other hand, diversity management is able to improve the whole performance of organizations [11, 12]. So, the researchers found that senior management educational background diversity positively enhanced the correlation among top management gender diversity and strategic transformation [13].

Diversity Management (DM) is the ability of top management to build up strategies, policies, and programs that are necessary to direct diversity within organizations [14, 15]. So, DM is policies and practices that are designed to allow and recognize diversity; moreover, to exploit and leverage these differences to support organizational performance through customer satisfaction, therefore increasing innovation and gaining a competitive advantage [16]. In addition, diversity is announced as the main characteristic of HRM policies, and it must be applied extensively within the organizations, so that there is a set of laws and instructions concerning the selection and recruitment processes therein [17]. Also, diversity of HR is viewed as attracting, developing, maintaining, and successfully managing a diverse workforce to synergies their contributions to the organizational performance [18]. Also, [19] found that compensation, health insurance, benefits, and retention policies considerably influence DMAs. DM practices are matching, interconnected HR policies that aim to enhance and sustain a diverse staff, so it enhances the recruitment by hiring of a diverse range of employees, whilst progressing the role of women and ethnic minorities, and educating and training workers in diversity [20, 21]. [14] declared that the diversity strategy is important in relation to HR management functions, including, recruitment, retention, development, and promotion, as it helped to enhance cultural sensitivity, increase understanding of diversity issues, decrease inequality amongst women and minorities, progress communication between diverse groups within an organization, and improve leadership practices and the culture of an organization. [22] paying specific attention on cultural DM, argued that it is an organizational response or reaction to the need for competitiveness and the rising variety of workers. He added that DM supports the development of more innovative HR policies and practices that offer greater reciprocity in the employment relationship, particularly by addressing individual needs [23]. Organizational strategy and policies focus on HR practices that are identified as diversity-oriented HR practices. This is a straight attempt to impart on employees the organization's values regarding diversity [24, 25]. Additionally, DM contains planning and implementing practices of HR management to maximize the potential advantages of diversity and minimize its disadvantages [26]. In this respect, the concept of DM practices is characterized as the set of formalized practices developed and implemented by organizations, which can be viewed in three perspectives: 1) formalized practices are relatively long-lived; 2) they have the potential to penetrate across the organization; and 3) they can be observed and compared between organizations and linked with important outcomes at the organizational level of analysis [27]. In other words, diversity can be included in the set of HR practices, guaranteeing an alignment between the strategies of HR and DM goals [28]. Yet, [29] pointed to the important influence of informal DM practices on organizational performance.

Some researchers referred executive leadership, inclusiveness, centralized guidance/decentralized execution, diversity training, accountability, recruitment, improvement, and retention strategies to the performance and promotion of diversity as the main factors that enhance DM practices [30, 31]. [32]

suggested the following DM practices: cultural awareness, female support, diversity training programs, company diversity council, supplier diversity, employee networking, and mentoring. [33] classified the top practices into five districts: recruitment and hiring, promotion and career advancement, alternative dispute resolution, management accountability, and human factors. Further, he suggested the best diversity practices for workplace diversity as follows: top leadership commitment, diversity as part of an organization’s strategic plan, diversity linked to performance, employee involvement, measurement, accountability, succession planning, recruitment, and diversity training.

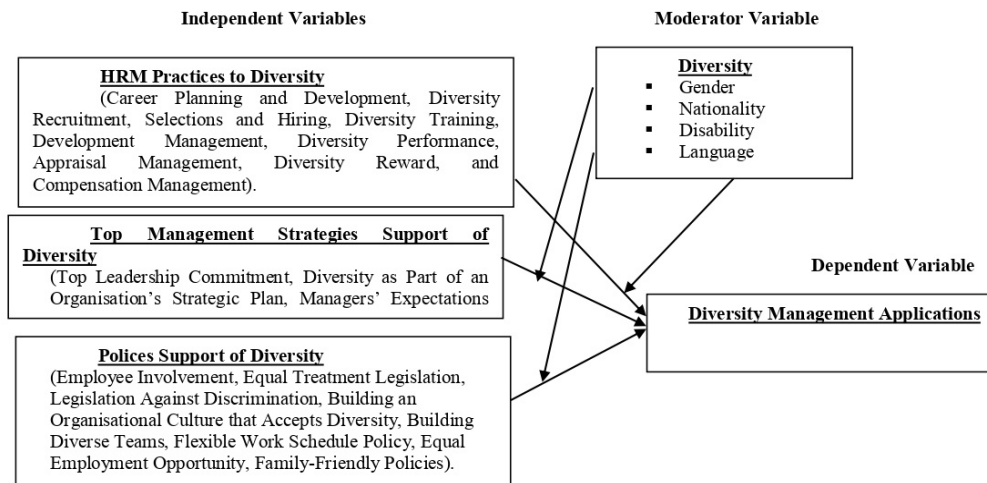


Figure (1): Research Model

Hypotheses 1: There is an application of national policies, practices, and strategies regarding diversity management applications (DMAs) in Jordanian higher education institutions.

Hypotheses 2: HRM practices to diversity factors positively influence DMAs.

Hypotheses 3: Top Management Strategies’ Support of diversity factors positively influence DMAs.

Hypotheses 4: Policies’ support of diversity factors positively influence DMAs.

Hypotheses 5: Diversity factors (gender, nationality, disability, language) significantly moderate the relationship between HRM practices to diversity factors and DMAs.

Hypotheses 6: Diversity factors (gender, nationality, disability, language) significantly moderate the relationship between top management strategies’ support of diversity factors and DMAs.

Hypotheses 7: Diversity factors (gender, nationality, disability, language) significantly moderate the relationship between policies’ support of diversity factors and DMAs.

2 Research Methodology

A deductive approach was selected. The design was triangulation (quantitative and qualitative). When a researcher combines qualitative and quantitative research methods (data collection and analysis

procedures, etc.), the approach is characterized by comprehensive and in-depth analysis directed at resolving problems [34]. A convenience sample consisted of 19 interviewees (In-depth semi-structured questions) was conducted via phone calls, Skype, and Zoom) and 321 participants for the questionnaire constituted the decision-makers and academic members in Jordanian higher education institutions. Moreover, the researcher reviewed 13 selected electronic websites of higher education institutions. Also, the researcher used pattern matching for data analysis.

3 Results

3.1 General Characteristics of Study Subjects

Table (1). Frequencies and Percentages of respondents according to their demographic variables

Measure		Frequency	Percent %
Gender	Male	213	66%
	Female	108	34%
	Total	321	100
Age	less than 30 years	56	18%
	30- less than 40 year	97	30%
	40- 50 year	107	33%
	more than 60year	61	19%
	Total	321	100
Income (JD)	500- 999	37	12%
	1000- 1499	46	14%
	1500- 1999	137	43%
	2000 and above	101	31%
	Total	321	100
Academic Rank	Full Professor	83	26%
	Associate	104	32%
	Assistant	60	19%
	Lecturer	43	13%
	Other	31	10%
	Total	321	100
Educational level	Bachelor and less	58	18%
	Master	83	26%
	PhD	180	56%
	Total	321	100
Experience	less than 5 years	33	10%
	5- less than 10 years	89	28%
	10- 15 years	93	29%
	more than15 year	106	33%
	Total	321	100

3.2 Reliability

Table (2): Test of Reliability: Cronbach's Alpha for the Scales

The variables	No. of Cases	No. of items	Cronbach's alpha
HRM Practices to Diversity	321	10	0.826
Top Management Strategies' Support of Diversity	321	09	0.870
Policies' Support of Diversity	321	12	0.706
Diversity Management Applications	321	07	0.764

Table (2) indicates that the reliability coefficient (Cronbach's Alpha) for the dimensions of the study ranged between 0.706 and 0.870, which is considered acceptable for conducting this study [35, 36].

3.3 Validity

Table (3): Test of Construct Validity: The Item-to-Total Correlations

Factor	Item	Sig. (2-tailed)	Correlation of item-to-total
HRM Practices to Diversity	HRMPD 1	0.000	0.633**
	HRMPD 2	0.000	0.684**
	HRMPD 3	0.000	0.790**
	HRMPD 4	0.000	0.622**
	HRMPD 5	0.000	0.518**
	HRMPD 6	0.000	0.653**
	HRMPD 7	0.000	0.618**
	HRMPD 8	0.000	0.717**
	HRMPD 9	0.000	0.591**
	HRMPD 10	0.000	0.678**
Top Management Strategies' Support of Diversity	TMSSD 1	0.000	0.721**
	TMSSD 2	0.000	0.585**
	TMSSD 3	0.000	0.792**
	TMSSD 4	0.000	0.813**
	TMSSD 5	0.000	0.728**
	TMSSD 6	0.000	0.769**

	TMSSD 7	0.000	0.801**
	TMSSD 8	0.000	0.759**
	TMSSD 9	0.000	0.753**
Policies' Support of Diversity	PSD 1	0.000	0.643**
	PSD 2	0.000	0.528**
	PSD 3	0.000	0.521**
	PSD 4	0.000	0.559**
	PSD 5	0.000	0.526**
	PSD 6	0.000	0.556**
	PSD 7	0.000	0.671**
	PSD 8	0.000	0.583**
	PSD 9	0.000	0.628**
	PSD 10	0.000	0.522**
	PSD 11	0.000	0.553**
	PSD 12	0.000	0.685**
Diversity Management Applications	DMA 1	0.000	0.646**
	DMA 2	0.000	0.669**
	DMA 3	0.000	0.805**
	DMA 4	0.000	0.774**
	DMA 5	0.000	0.706**
	DMA 6	0.000	0.724**
	DMA 7	0.000	0.797**

** : P<0.01.

Table (3) shows the level of significance (P<0.01 everywhere). This is evidence of a correlation between each statement, with the average sum of the expressions that make up each variable, and the correlation coefficient of each statement in relation to the average of the sum of the formed expressions. Each of the variables of the study is confined between 0.518 and 0.813, which is greater than 0.50, meaning that there is a strong and positive correlation between each statement and the average sum of statements for all variables, so structural validity is achieved. [37] confirmed that the constructive validity is achieved if the level of significance (P<0.01), and a correlation between each statement with the average sum of the expressions, is each composed of a strong and positive variable.

3.4 Normal Distribution of Data

Table (4): Test Normal Distribution of Data: Skewness and Kurtosis Coefficients

The Variables	Skewness	Kurtosis
HRM Practices to Diversity	-0.234	-0.429
Top Management Strategies' Support of Diversity	0.561	0.028
Policies' Support of Diversity	0.147	0.826
Diversity Management Applications	0.456	-0.828

Table (4) shows Skewness is ranged between -0.234 and 0.561 and belongs to the range $[-1, 1]$, while Kurtosis is ranged between -0.828 and 0.828, which is less than 7. This is evidence that the study variables are subject to a normal distribution, and the parameter tests are used to test the validity of the hypotheses. [38] asserted that variables follow the distribution if Skewness belongs to $(-1, 1)$, and Kurtosis is smaller than 7.

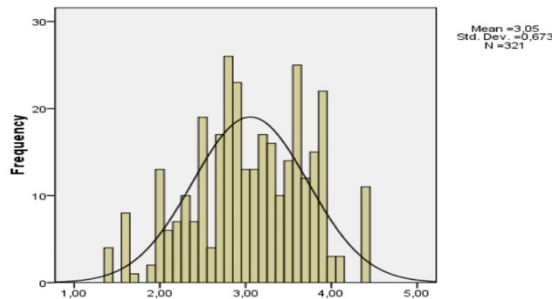


Figure (2): Test Normal Distribution for HRM Practices to Diversity

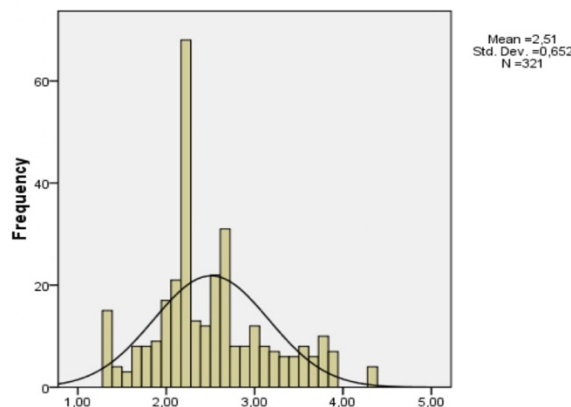


Figure (3): Test Normal Distribution for Top Management Strategies' Support of Diversity

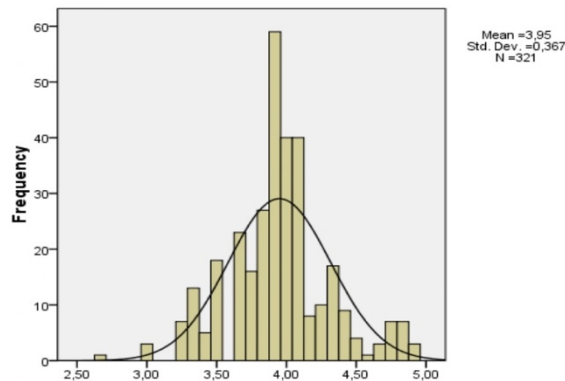


Figure (4): Test Normal Distribution for Policies' Support of Diversity

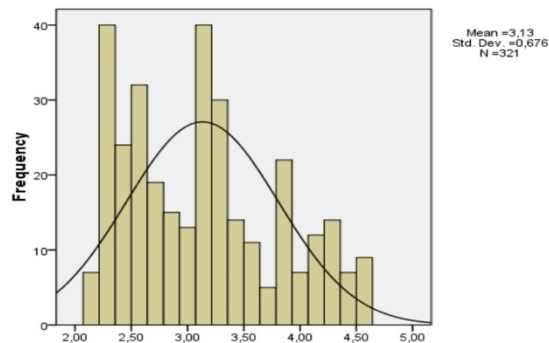


Figure (5): Test Normal Distribution for Diversity Management Applications

3.5 Test of Multicollinearity

Table (5): Test of Multicollinearity: Tolerance, Variation Inflation Factor Test

Dimensions	Tolerance	VIF (Variation Inflation Factor)
HRM Practices to Diversity	0.328	3.049
Top Management Strategies' Support of Diversity	0.397	2.518
Policies' Support of Diversity	0.956	1.046

Table (5) explains that Variance Inflation Factor (VIF) for all independent variables belongs to 1.046-3.049 which is less than 10, and Tolerance belongs to 0.328 – 0.952 which is greater than 0.1.

Therefore, there is no correlation between the independent variables. And there are no problems when analysing and testing the validity of the study hypotheses. [39] asserted that a correlation problem between independent variables does not appear if the (VIF) Variance Inflation Factor is less than 10, and if the Tolerance is greater than 0.1.

3.6 Hypotheses Testing

Table (6): Fitness of the model for regression analysis

Model Summary ^c

Model		Sum of Squares	df	Mean Square	F	Sig.	R Square	R	Durbin-Watson
1	Regression	65.251	3	21.750	85.364	0.000 ^a	0.447	0.668	
	Residual	80.770	317	0.255					
	Total	146.021	320						
2	Regression	69.006	7	9.858	40.064	0.000 ^b	0.473	0.687	1.766
	Residual	77.016	313	0.246					
	Total	146.021	320						

A. Predictors: (Constant), HRM Practices to Diversity, Top Management Strategies' Support of Diversity, Policies' Support of Diversity.

B. Predictors: (Constant), HRM Practices to Diversity, Top Management Strategies' Support of Diversity, Policies' Support of Diversity, Gender, Nationality, Disability, Language

C. Dependent Variable: Diversity Management Applications

From Table No. (6), the researcher noticed that Durbin-Watson is equal to 1.766, which is less than 2. This is evidence that there is no autocorrelation problem in the linear regression model. Indeed, as [40] confirmed, if this parameter is less than 2, there is no autocorrelation in the linear regression model.

From the first model, the researcher found that the level of significance is ($F = 0.000 < 0.05$), which is evidence that the model is of statistical significance. The coefficient of determination R^2 expresses the variance of the dependent variable that appears because of the change in the independent variables. As the results show that the determination factor was 0.447, this means that 44.7% of the variance in diversity management applications is a result of the change in HRM Practices to diversity, top management strategies' support of diversity, and policies' support of diversity. That is, the direct effect of HRM Practices to diversity, top management strategies' support of diversity, and policies' support of diversity-on-diversity management applications equals 0.447.

From the second model, we notice that the level of significance is ($F = 0.000 < 0.05$). This is evidence that the model is of statistical significance, and the coefficient of determination R^2 expresses the variance of the dependent variable that appears as a result of the change in the independent variables. Indeed, the results show that the determination coefficient was 0.473 or, 47.3% of the variance in diversity management applications. This is the result of a change in HRM Practices to diversity, top management strategies support of diversity, and policies' support of diversity, gender, nationality, disability, and language. That is, the indirect effect of HRM practices to diversity, top management strategies' support of diversity, and policies' support of diversity-on-diversity management applications through diversity equals 0.473

By comparing the two models, we notice that the change in effect, expressed by the coefficient of determination, increased by $\Delta R^2 = 2.6\%$. This is considered a low change.

Table (7): The Results of Multiple Regression Analysis, T-Value and Significance Level (α)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig. (2-tailed)
		B	Std. Error	Beta		
1	(Constant)	0.467	0.313	1.496	0.136	
	HRM Practices to Diversity	0.322	0.067	0.321	4.841	0.000
	Top Management Strategies' Support of Diversity	0.370	0.069	0.357	5.389	0.000
	Policies' Support of Diversity	0.190	0.079	0.103	2.420	0.016
2	(Constant)	0.461	0.335		1.376	0.170
	HRM Practices to Diversity	0.233	0.091	0.232	2.559	0.011
	Top Management Strategies' Support of Diversity	0.385	0.075	0.372	5.111	0.000
	Policies' Support of Diversity	0.167	0.079	0.091	2.115	0.035
	Gender	-0.092	0.125	-0.031	-0.734	0.463
	Nationality	0.171	0.065	0.110	2.638	0.009
	Disability	0.101	0.036	0.158	2.823	0.005
	Language	-0.033	0.035	-0.051	-0.937	0.350

Model 1:

Independent Variables: HRM Practices to Diversity, Top Management Strategies' Support of Diversity, Policies' Support of Diversity.

Dependent Variable: Diversity Management Applications.

Model 2:

Independent Variables: HRM Practices to Diversity, Top Management Strategies' Support of Diversity, Policies' Support of Diversity.

Moderator Variables: Gender, Nationality, Disability, Language.

Dependent Variable: Diversity Management Applications.

After studying the overall effect of the variables, the effect of each variable was studied separately:

HRM practices to diversity has a direct and indirect effect on diversity management applications because the level of significance T was less than 0.05, the direct effect was equal to the Beta coefficient = 0.321, or 32.1%, and the indirect effect was Beta = 0.22, or 23.2%. So, this effect decreased by 8.9%.

Top management strategies' support of diversity has a direct and indirect impact on diversity management applications, as the level of significance T was less than 0.05, the direct effect was equal to the Beta coefficient = 0.357, or 35.7%, and the indirect effect was Beta = 0.372, or 37.2%, meaning that this effect increased by 1.5%.

Policies' support of diversity has a direct and indirect effect on diversity management applications

because the level of significance T was less than 0.05, the direct effect was equal to the Beta coefficient = 0.103, or 10.3%, and the indirect effect was Beta = 0.091, or 9.1%. So, this effect decreased by 1.2%.

Gender diversity does not affect diversity management applications, as the significance level T was greater than 0.05.

Nationality diversity affects diversity management applications, as the significance level T was less than 0.05, and the effect was equal to Beta = 11.11%.

The diversity of disability affects diversity management applications, as the significance level T was less than 0.05, while the effect was equal to a coefficient of Beta = 0.158, or 15.8%.

Language diversity does not affect diversity management applications, as the semantic level T was greater than 0.05.

4 Conclusion

Human Resource Management (HRM) Practices to diversity positively affects DMAs in a direct and indirect way through the mediating variable diversity. This is evidence that higher education institutions are interested in the diversity of their human resources when they undertake the recruitment and selection process, setting standards that allow them to attract and employ various human resources. This is not an obstacle that hinders the recruits' progress and development, and that is why institutions set up training programs and develop their human resources, allowing them to benefit more from the differences in resources, subsequently strengthening their capabilities and preparing training programs to adapt these various resources to work with each other as a homogeneous team. The system of incentives and compensation considers some characteristics. For example, a foreign employee may benefit from compensation for living or housing allowances that are provided to attract distinguished individuals. However, despite these effects, the indirect effects were the result of the differentiation in nationality and people with special needs, which led to a decrease in the impact of HRM Practices to diversify the DMAs. This can be explained in the fact, that higher education institutions tend to pay attention to local competencies and therefore reduce interest in foreign competencies, resulting in high unemployment rates. Due to the compulsion of higher education institutions to provide working conditions that meet special and specific conditions, the absorption capacity of this segment is low, as certain conditions must be provided, whether in the workplace or when conducting training programs. Whether in development or when providing rewards, this type of resource makes more effort and needs incentives and rewards to encourage commitment to work. Many critics agree with this view [20, 21, 30-33, 41]. Also, the respondents stated that:

"Diversity is a part of a human resource management strategic plan, which is fitting with a university's vision, mission, and strategic plan"(Respondent A, 2020).

"The salary and compensations differ according to the nationality and academic rank (full professor, associate, assistant, lecturer), and years of experience" (Respondent B, 2020).

"We cannot apply this strategy 100% because of our social responsibility and high percentage of unemployment in Jordan" (Respondent C, 2020).

Top management strategies' support of diversity positively affects, directly and indirectly, the DMAs. This result is explained by the commitment of the senior leadership to support diversity. Further, the presence of leadership that directs subordinates and is keen to provide for their needs, believes that this

is necessary for the success of the DMAs, despite the differences which are characterized by subordinates. Also, higher education institutions consider that this diversity is necessary and beneficial to them and must be considered when preparing strategic plans. They focus on making use of the strengths provided by the diversity of human resources and studying any weaknesses. For diversity, and by employing diversity in good ways, it tries to outperform the rest of the institutions and occupies a good ranking in the field of education. In addition, the indirect effects of top management strategies' support of diversity affecting DMAs were the result of the differentiation of nationality and people with special needs. This is evidence of the awareness of officials in higher education institutions that their human resources, specifically regarding other nationalities, require more direction and attention from the leader. In the early stages of the leader's job, he/she must also be known more for their capabilities to create greater value for the activities they carry out, and in a way that serves the goals of the institutions. Moreover, people with special needs have a special style of dealing with the leaders, and sub-plans are included in the plans' institutions for this category of resources. This is achieved via the implementation of the directives and laws applied by the decision-makers in the country, which mainly aim to eliminate the marginalization of this category of society and make them more useful in ways that makes them feel self-fulfilling. This result is consistent with the findings of [14, 15]. The respondents stated that:

"We do not have discrimination practices among our staff, employees, and students. Discrimination leads to conflict and has a bad impact on the university performance, including learning process" (Respondent E, 2020).

"I feel that our university treats all of us with an equal attitude of respect and trust, and further give us equal opportunities" (Respondent B, 2020).

Policies' support of diversity positively affects the DMAs in a direct and indirect way through the mediating variable diversity. DMAs needs a solid base of policies that support them and make members of the institution committed to its implementation. Higher education institutions implement a well-studied set of policies derived from laws and legislations. These laws - which have been applied throughout Jordan, which is a country open to several cultures, with an awareness and acceptance of them, had led to an increase in interest in drafting laws that reject discrimination, encourage equal treatment, and provide job opportunities. Those with competencies, regardless of discrimination based on gender, race, or culture, are encouraged to apply for work policies with flexible work schedules, all of which consider their conditions and are concerned with the humanitarian aspect. Moreover, the indirect effects of policies that support the diversity management applications were less than the direct effects by a very small percentage. This result was due to the discrimination of some nationalities, which was due to Jordan's reception of refugees, such as Palestinians, Iraqis, and Syrians, which prompted the country to provide some facilities for the educated and competent group to occupy work positions in higher education institutions, in order to guarantee them a better life, and so that these institutions could benefit from creative and distinguished foreign expertise, which, in turn, would contribute to their development.

Regarding the discrimination of people with special needs, legal and legislative texts guarantee them the right to obtain work opportunities according to specific rates in relation to the type of institution and its activity, plus the type of disability suffered. Based on these laws, institutions formulate the internal law in accordance with the right of this segment to be employed. This has led to a very slight decrease in the value of the indirect impact compared to the direct, variable impact. Various critics, including [5, 17, 41], share this viewpoint. Also, the respondents stated that:

"Sometimes, it is difficult to attract international academic staff because of complicated general

governmental procedures and approvals from the concerned sides" (Respondent A, 2020).

The lack of an impact regarding gender and language differentiation on the DMAs can be explained by the fact that, in the past decades, there was discrimination and differentiation regarding the treatment between men and women. However, this phenomenon began to gradually disappear, giving women the same chances as men in education and work, and raising equality levels. This resulted in institutions that gave up preferential treatment for men over women and vice versa. These results are consistent with the findings of several critics [1-3, 5, 14, 16, 29, 41, 42]. In addition, the respondents stated that:

"There is a specific need to encourage academic women to apply for an academic promotion, because we have equal opportunities for promotion, but the number and percentage of male professors is more than female professors. This result could be because of heavy female responsibilities" (Respondent F, 2020).

While there is no effect of language diversity on the DMAs, it is because Jordanian higher education institutions use both Arabic and English. Further, despite the difference in the original language of faculty members, one of the conditions for admission and joining this type of institution is mastery of the language of instruction. In some disciplines, language proficiency is also required. English, and this is what led to the emergence of this result.

5 Recommendations and Future Research

Based on the study results, the researcher recommends that:

- 1) The Jordanian higher education institutions should pay more attention to real applications of national policies, practices, and strategies in to regard DMAs;
- 2) An additional study that focuses on a comparison between governmental and private educational institutions regarding the DMAs;
- 3) The same study should be applied in other sectors (banking, manufacturing, health, etc.);
- 4) The actual benefit from diversity requires an evaluation of the costs and returns resulting from the interest in diversity according to nationality and people with special needs, and how these costs can be converted into an investment when it comes to developing higher education institutions;
- 5) Higher education institutions must identify the challenges that limit their ability to serve people with special needs and communicate this to higher authorities to get more flexibility in supporting this group because their actions are limited by specific rules and legislation;
- 6) Language is an important factor when studying diversity, and higher education institutions should pay attention to this diversity in certain disciplines.

6 Limitations

In terms of our study's limitations, the selected geography and sample point to potential issues regarding generalizability. The context chosen for the study may indicate a self-selection of our sample of online respondents. In addition, the amount of time available to accomplish the study, where the time was completed within the academic year 2019-2020. During 2020, the Coronavirus pandemic (COVID-19), which was a major obstacle to the research, occurred during data collection and analysis.

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