



NURSE FACULTY MEMBERS' PERCEPTION OF DIVERSITY MANAGEMENT: A CROSS-SECTIONAL ONLINE SURVEY IN TURKEY

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Abstract: Academic organizations are institutions where people with different backgrounds come together. However, the perceptions of academic nursing faculty members on diversity management are unknown. This aims to determine the perceptions of academic nursing faculty members regarding diversity management. A total of 351 volunteer academic nursing faculty members participated in the study. The study data were collected using an online survey. It was determined that the perception of the diversity management of academic nursing faculty members is at a moderate level. In addition, academic nurse there were statistically significant differences between groups in terms of title, administrative duties, institutional experience, and management style of the institution ($p < 0.05$). To increase the perception of diversity management of academic nursing faculty members, raising awareness of academic unit managers and adopting diversity management approaches can be recommended.

Keywords: academic nursing faculty members, diversity management, nursing, nurses.

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1. Introduction

"Diversity," which is considered a concept that needs to be managed in all aspects of life today, refers to the differences that are inherent or acquired later and can be seen or invisible in the work-life among employees in terms of age, gender, sexual orientation, race, language, religion, ethnic origin, culture, physical characteristics, disability, belief, opinions, etc. [1, 2]. The idea that differences are the cause of wealth for organizations has led to the emergence of the understanding of "diversity management" [3]. Organizational changes and developments, as well as the phenomenon of creativity and globalization, have also required organizations to manage diversities [4]. Today, especially as a result of demographic changes in society, individuals from three different generations working together in organizations have become one of the situations that increase the importance of diversity management.

R. Roosevelt Thomas, one of the first to use the concept of diversity management, defined it as "the process of creating and maintaining a work environment in which the differences and similarities of employees are valued so that employees can use their full potential in a way that contributes to the strategic goals and objectives of the organization" [5]. In other words, diversity management is defined as the method used to balance the problems arising from the differences of the individuals that make up an organization [6]. It also encompasses specific policies and programs developed in an organization, often to recruit, promote, and retain different employees [7, 8].

Diversity management, which is a means of accepting and benefiting from differences [9], contributes to organizational goals by incorporating elements such as a new perspective, knowledge, skills, and experience for the organization [10] as well as enables the members of the organization to reach their true potential [11, 12]. Institutions that employ people with different characteristics should create an organizational system that can use the benefits of these differences to their advantage, increase productivity, and eliminate or balance the damages [1, 3].

The purpose of diversity management is to reach a common point from many differences, to give equal opportunities to everyone, to ensure that individuals perceive themselves as separate values, and to make the most efficient use of the skills that each individual has [9, 1]. With this understanding, creative changes within the organization and the solution to emerging environmental and internal problems will be possible [10, 12]. When the diversities are managed well, it has been determined that the turnover of personnel in organizations decreases, the morale of the employees increases, the intention to leave the job decreases, and organizational commitment, organizational citizenship behavior, and organizational trust increase, and the perception of organizational justice is positively affected [4, 10, 13, 14, 15, 16, 17, 18, 19].

Academic organizations are organizations where educators with different levels of education, cultures, personality traits, abilities, opinions, beliefs, knowledge, skills, etc., work together. When these differences are not effectively managed, they can lead to disagreements, conflicts, cliques, and consequently, situations such as reduced productivity, alienation from work, and loss of qualified workforce [20, 21]. The importance of the diversity management approach cannot be underestimated in academic institutions where the production, dissemination, access, and use of scientific knowledge are ensured and future professionals are shaped. Diversity management in academic institutions becomes even more important to avoid situations that will adversely affect productivity, to ensure organizational commitment and job satisfaction, to achieve academic goals, and to increase performance [20, 22].

Academic nursing faculty members, who train professional members in the field of nursing, which is an important part of health services, are expected not to adopt a uniform approach due to their professional philosophy, to be able to train professionals who serve by accepting the differences between individuals, and manage these differences well and be role models in this regard to teach their students to respect differences, not to discriminate, and to serve according to ethical principles such as equality and justice. However, in the literature review conducted, no study was found regarding how academic nursing faculty members perceive differences in the institutions where they work. Based on this need, this study aimed to examine the perceptions of academic nursing faculty members toward diversity management in the institutions where they work.

2. Methods

2.1. Objectives and Design

This study is designed as descriptive and cross-sectional to assess the perceptions of academic nursing faculty members regarding diversity management.

2.2. Research Questions

The study sought answers to the following questions:

1. What is the level of perception of academic nursing faculty members about diversity management?
2. What factors influence the perceptions of academic nursing faculty members regarding diversity management?

2.3. Participants

The population of the study consists of academic nursing faculty members working in Turkey (N=2200). The study did not employ a sampling method, and an attempt was made to reach all academic nursing faculty members in the study universe. However, out of the academic nursing faculty members to whom the survey forms were sent, 351 voluntarily participated in the study and filled out the survey form.

2.4. Instruments

The study data was collected using an online survey form that included a descriptive information form and the Diversity Management Scale.

Descriptive Information Form: It is a form prepared by the researchers containing 10 questions to determine the characteristics of the participants such as gender, age, marital status, year of birth, department they work in, etc.

Diversity Management Scale (DMS): The "Diversity Management Scale" developed by Balay and Sağlam (2004) for educators consists of 28 items in total. The scale consists of 3 sub-dimensions "individual attitudes and behaviors (Needing different experiences of colleagues when solving individual problems, tolerating different thinking tendencies among colleagues and accepting differences in behavior as natural, etc.)", "organizational values and norms (Rather than prejudices, a tendency to think flexibly, being open to exchanging ideas, being able to communicate with those who have different personality traits, being careful about issues that colleagues are sensitive about, etc.)", and "administrative practices and policies (Managers must not give privileges to anyone because of their political views or tendencies, must be treated fairly in assignments, must not allow separations based on status differences, etc.)". The highest score that can be obtained from the 5-point Likert-type scale (1 - completely disagree, 2 - disagree, 3- undecided, 4- agree, and 5- completely agree) is 140, and the lowest score is 28 and is evaluated over both total scores and the sub-dimension scores. An increase in the score indicates a higher perception of diversity management meaning that differences are well managed. The total Cronbach's alpha value for the scale is .97, while it ranges from .77 to .95 for the sub-dimensions [11]. In this study, the total Cronbach's alpha value for the scale was found to be .96, while it ranged from .82 to .96 for the sub-dimensions.

2.5. Data Collection

Study data were collected through an online questionnaire between June and December 2021. The questionnaire was sent to academic nursing faculty members through both group communication mobile applications and their institutional email addresses, inviting them to participate in the study. The questionnaire was sent three times at intervals of one week reminded of the research and invited again. However, 351 of the academic nursing faculty members voluntarily participated in the study.

2.6. Data analysis

The study data were evaluated using the IBM SPSS Statistics 20 package software. Normality was tested using skewness and kurtosis values. Parametric tests were used to evaluate data that conformed to a normal distribution, and nonparametric tests were used to evaluate data that did not conform to a normal distribution. Cronbach alpha coefficient, frequency and percentage distribution, descriptive statistics, t-test, ANOVA test, and Kruskal Wallis tests were used to evaluate the data.

2.7. Ethical considerations

Ethical approval was obtained from the Bandirma Onyedi Eylul University Ethics Committee (Date:23.05.2021; No:2021-33). In the study, the participants were informed through the informed

consent form, and those who volunteered were enabled to participate. In addition, permission was obtained from the author who developed the Diversity Management Scale regarding the use of the scale.

3. Results

3.1. Characteristics of academic nursing faculty members

When examining the demographic characteristics of academic nurses, it was found that 91.2% of the participants were female, 66.4% were married, 66.4% were born between 1981 and 2000, 16.2% worked in the Department of Surgical Diseases Nursing, 32.9% held the title of Assistant Professor, 72.9% did not have administrative duties, 76.6% worked in a Faculty of Health Sciences or School of Health, 24% had professional experience between 11-15 years, 43.3% had institutional experience between 1-5 years, and 38.2% found the management style of their institutions to be democratic (Table 1).

Table 1. Distribution of the descriptive characteristics of academic nursing faculty members (n:351)

Descriptive Characteristics		n (number)	% (percent)
Gender	Female	320	91.2
	Male	31	8.8
Marital Status	Married	233	66.4
	Single	118	33.6
Year of birth	1980 and before	118	33.6
	1981 to 2000	233	66.4
Department	Fundamentals of Nursing	49	14.0
	Internal Medicine Nursing	50	14.2
	Surgical Diseases Nursing	57	16.2
	Women's Health and Diseases Nursing	30	8.7
	Pediatric Nursing	38	10.8
	Mental Health and Diseases Nursing	24	6.8
	Public Health Nursing	50	14.2
Teaching and Management in Nursing	53	15.1	
Title	Prof. Dr.	22	6.2
	Assoc. Prof. Dr.	49	14.0
	Asst. Prof. Dr.	115	32.9
	Lecturer	66	18.9
	Research Assistant	99	28.0
Presence of administrative duty	Yes	95	27.1
	No	256	72.9
Employed institution	Faculty or School of Nursing	82	23.4
	Faculty of Health Sciences or School of Health	269	76.6
Professional Seniority	Less than 5 years	77	22.0
	6-10 years	69	19.7
	11-15 years	84	24.0
	16-20 years	42	11.7
	21 years and more	79	22.6
Year of employment at the institution	Less than 1 year	23	6.6
	1-5 years	152	43.3
	6-10 years	91	25.9
	11-15 years	40	11.4
	16-20 years	19	5.4
The management style of the institution	21 years and more	26	7.4
	Autocratic management style	87	24.8
	Democratic management style	134	38.2
	Participatory management style	93	26.5
	Exploitative management style	37	10.5
Total		351	100.0

3.2. Levels of diversity management perception of academic nursing faculty members

Academic nurses scored $M= 12.86\pm 3.51$ points for the "individual attitudes and behaviors" sub-dimension of DMS $M=25.41\pm 7.28$ points for the "organizational values and norms" sub-dimension $M=49.31\pm 14.79$ points for the "administrative practices and policies" sub-dimension and $M= 87.59\pm 23.13$ points for the overall DMS (Table 2).

Table 2. Distribution of DMS total and sub-dimension scores of academic nursing faculty members

DMS Sub-dimensions	Min	Max.	Mean \pm SD.
Individual attitudes and behaviors	4.00	20.00	12.86 \pm 3.51
Organizational values and norms	8.00	40.00	25.41 \pm 7.28
Administrative practices and policies	16.00	80.00	49.31 \pm 14.79
Total	28.00	140.00	87.59\pm 23.13

3.3. The factors influencing the perception of diversity management among academic nursing faculty members

When the mean scores of the sub-dimensions of DMS were evaluated according to the characteristics of academic nursing faculty members, it was determined that academic nursing faculty members born in 1980 or earlier, female, working in the Department of Surgical Diseases Nursing, holding the title of professor, having administrative duties, having 21 years and more professional experience, having less than 1 year of institutional experience, and evaluating the management style of their institution as "participatory" had higher scores in the "*individual attitudes and behaviors*" sub-dimension. There were statistically significant differences between groups in terms of years of service in the institution and the management style of the institution ($p < 0.05$) (Table 3).

In the "*organizational values and norms*" sub-dimension of DMS, it was found that academic nursing faculty members born in 1980 or earlier, female, married, working in the Department of Internal Medicine Nursing, holding the title of professor, having administrative duties, having 21 years and more professional experience, having less than 1 year of institutional experience, and evaluating the management style of their institution as "participatory" had higher mean scores, and there were statistically significant differences between groups in terms of having administrative duties and the management style of the institution ($p < 0.05$) (Table 3).

In the "*administrative practices and policies*" sub-dimension of DMS, it was found that academic nursing faculty members born in 1980 or earlier, female, single, working in the Department of Internal Medicine Nursing, holding the title of professor, having administrative duties, having 21 years and more of both professional and institutional experience, and evaluating the management style of their institution as "participatory" had higher sub-dimension scores, and there were statistically significant differences between groups in terms of title, having administrative duties, institutional experience, and the management style of the institution ($p < 0.05$) (Table 3).

Table 3. Total and sub-dimension score averages of DMS according to the characteristics of academic nursing faculty members (n: 351)

Descriptive Characteristics		DMS Total		Individual attitudes and behaviors		Organizational values and norms		Administrative practices and policies	
		Mean ± SD.	Test/p	Mean ± SD.	Test/p	Mean ± SD.	Test/p	Mean ± SD.	Test/p
Gender	Female	88.06± 23.37	t: 1.232	12.95± 3.53	t: 1.552	25.60± 7.24	t: 1.571	49.50± 14.92	t: 0.785
	Male	82.70± 20.30	p: 0.219	11.93± 3.24	p: 0.122	23.45± 7.52	p: 0.117	47.32± 13.45	p: 0.433
Year of birth	1980 and before	90.16± 24.17	t: 1.481	13.21± 3.38	t: 1.302	25.90± 7.11	t: 0.908	51.04± 15.89	t: 1.559
	1981-2000	86.29± 22.53	p: 0.140	12.69± 3.57	p: 0.194	25.15± 7.37	p: 0.364	48.44± 14.16	p: 0.120
Marital Status	Married	87.27± 23.59	t: -0.369	12.84± 3.45	t: -0.175	25.62± 7.28	t: 0.781	48.79± 15.04	t: -0.921
	Single	88.23± 22.28	p: 0.712	12.91± 3.63	p: 0.861	24.98± 7.30	p: 0.435	50.33± 14.29	p: 0.357
Department	Fundamentals of Nursing	89.75± 18.45	KW: 4.149 p: 0.762	13.22± 3.34	KW:5.972 p: 0.543	26.40± 5.60	KW:7.028 p: 0.426	50.12± 12.10	KW:4.061 p: 0.773
	Internal Medicine Nursing	92.46± 21.85		13.20± 3.42		26.68± 7.22		52.58± 14.07	
	Surgical Diseases Nursing	87.35± 24.94		13.33± 3.57		25.75± 7.50		48.26± 16.59	
	Women's Health and Diseases Nursing	84.93± 26.04		12.66± 4.59		25.03± 7.98		47.23± 15.72	
	Pediatric Nursing	83.68± 26.33		12.31± 3.43		22.63± 8.91		48.73± 16.48	
	Mental Health and Diseases Nursing	87.58± 24.53		12.58± 3.94		25.66± 7.89		49.33± 14.78	
	Public Health Nursing	84.98± 25.32		12.84± 3.47		24.72± 7.86		47.42± 15.98	
Teaching and Management in Nursing	88.05± 19.44	12.39± 2.94	25.66± 5.61	50.00± 12.96					
Title	Prof. Dr.	95.09± 25.55	KW: 10.053 p: 0.040*	13.68± 3.27	KW: 3.534 p: 0.473	27.09± 6.96	KW:5.336 p: 0.254	54.31± 17.60	KW:10.479 p: 0.033*
	Assoc. Prof. Dr.	92.48± 25.42		13.40± 3.35		26.97± 7.14		52.10± 16.68	
	Asst. Prof. Dr.	89.00± 22.12		12.89± 3.43		25.56± 7.15		50.55± 13.88	
	Lecturer	84.54± 23.29		12.54± 3.85		24.69± 7.63		47.30± 14.34	
	Research Assistant	83.84± 21.88		12.60± 3.50		24.55± 7.28		46.69± 14.05	
Presence of administrative duty	Yes	94.87± 20.64	t: 3.652 p: 0.000***	13.41± 3.09	t: 1.764 p: 0.079	27.23± 6.41	t: 2.882 p: 0.004**	54.23± 13.35	t: 3.866 p: 0.000***
	No	84.89± 23.46		12.66± 3.64		24.73± 7.48		47.49± 14.91	

Descriptive Characteristics		DMS Total		Individual attitudes and behaviors		Organizational values and norms		Administrative practices and policies	
		Mean ± SD.	Test/p	Mean ± SD.	Test/p	Mean ± SD.	Mean ± SD.	Test/p	Mean ± SD.
Employed institution	Faculty or School of Nursing	87.04± 22.78	t: -0.244 p: 0.807	12.91± 3.30	t: 0.134 p: 0.893	25.17± 7.29	t: -0.340 p: 0.734	48.96± 14.13	t: -0.246 p: 0.806
	Faculty of Health Sciences or School of Health	87.76± 22.78		12.85± 3.58		25.48± 7.29		49.42± 14.96	
Professional Seniority	Less than 5 years	89.19± 21.27	F: 1.782 p: 0.132	13.36± 5.50	F: 1.854 p: 0.118	26.07± 7.09	F: 1.275 p: 0.280	49.75± 13.82	F: 1.792 p: 0.130
	6-10 years	81.52± 22.46		12.28± 3.55		23.78± 4.47		45.45± 13.77	
	11-15 years	87.78± 23.25		12.34± 3.53		25.25± 7.58		50.19± 14.78	
	16-20 years	87.68± 24.01		12.92± 3.39		25.92± 6.55		48.82± 15.53	
	21 years and more	91.16± 24.41		13.43± 5.45		26.10± 7.28		51.63± 15.87	
Year of employment at the institution	Less than 1 year	96.86± 21.57	KW: 14.631 p: 0.012*	14.52± 3.46	KW: 17.851 p: 0.003**	28.21± 6.72	KW: 9.967 p: 0.076	54.13± 15.17	KW: 9.967 p: 0.032*
	1-5 years	85.24± 21.54		12.75± 3.42		25.00± 6.98		47.48± 13.77	
	6-10 years	85.18± 24.18		12.15± 3.86		24.56± 7.74		48.47± 14.34	
	11-15 years	91.60± 24.42		13.55± 2.80		26.67± 7.68		51.37± 16.93	
	16-20 years	84.31± 22.00		11.84± 3.02		23.73± 6.70		48.73± 14.16	
	21 years and more	97.80± 24.89		14.30± 3.28		27.53± 6.95		55.96± 16.91	
The management style of the institution	Autocratic management style	74.41± 20.07	F: 44.756 p: 0.000***	11.77± 3.15	F: 14.736 p: 0.000***	22.51± 7.19	F: 14.736 p: 0.000***	40.12± 12.48	F: 55.301 p: 0.000***
	Democratic management style	94.55± 20.01		13.40± 3.38		26.79± 6.43		54.36± 12.67	
	Participatory management style	98.81± 17.69		14.07± 2.97		28.01± 6.34		56.78± 10.96	
	Exploitative management style	65.02± 22.62		10.78± 4.20		20.67± 8.30		33.86± 12.89	

*p < 0.05; **p < 0.01; ***p < 0.001; KW: Kruskal Wallis; t: t-test; F: One way ANOVA test

In general, when the scores obtained from DMS were examined, it was found that academic nursing faculty members born in 1980 or earlier, female, single, working in the Department of Internal Medicine Nursing, holding the title of professor, having administrative duties, having 21 years and more of both professional and institutional experience, and evaluating the management style of their institution as "participatory" had higher sub-dimension scores, and there were statistically significant differences between groups in terms of title, having administrative duties, institutional experience, and the management style of the institution ($p < 0.05$) (Table 3).

4. Discussion

Diversity management, which has become a necessity for all organizations in the globalizing world, is also a significant management approach for academic organizations. Especially in academic organizations, which have many functions such as knowledge production, dissemination, utilization, and the training of professional members, ensuring the productivity of academics requires, first and foremost, the effective management of the differences they possess and the presence of positive perceptions of diversity management among academics.

The results of this study, which aimed to determine the perceptions of academic nursing faculty members about diversity management, showed that academic nursing faculty members have moderate perceptions of diversity management in their workplaces, both in terms of individual attitudes and behaviors, organizational values, and norms, and administrative practices and policies, as well as overall diversity management. While this finding is considered a positive finding in order not to have negative perceptions of academic nursing faculty members on diversity management, it also reveals the necessity of increasing their perceptions of this issue positively. In some studies conducted in the field of education, teachers' perceptions of diversity management are at a moderate level [17, 24], while the level of perception is high in some studies [23, 25].

In this study, it was determined that academic nursing faculty members born before 1980, belonging to the X generation, female, and having more than 21 years of professional experience had more positive perceptions of diversity management, although there were no significant differences. Some studies have found that there is no difference in diversity management perception based on gender [3, 25, 26], while others have found that perceptions of diversity management vary by gender [17, 23, 27].

These findings may be influenced by the fact that the majority of participants were women, but they predominantly worked in institutions where differences were relatively more prevalent, such as Health Sciences Faculties or Health Vocational Schools, compared to other institutions.

Although there was no significant difference in the study, it was observed that the participants in Generation X had a more positive perception. This finding is consistent with the findings for professional experience. It is believed that older and more senior generations of academic nursing faculty members, due to their life experiences, may have more positive perceptions because they have encountered differences more often compared to others. While this finding overlaps with some studies [25, 27, 28] in which the age variable is addressed, it differs from some studies [29, 30]. Considering that the participants in the study are individuals from two different generations and that Generation Z has not yet joined the working life, the absence of significant difference between the two close generations can be considered a positive finding in terms of the compatibility of the working environment.

It was observed that there were no significant differences in the perceptions of diversity management according to marital status, institution, and department of academic nursing faculty members, but participants who were single, working in the Internal Medicine Nursing department and School of Health Sciences / School of Health had a more positive perception. Previous studies have also found no significant difference in diversity management perception based on marital status [29, 31]. The

participants' perception being more positive is believed to be mainly because they mostly work in the Faculty of Health Sciences/Health Vocational School where there are more differences in terms of department, profession, gender, beliefs, culture, and having more opportunities to observe and evaluate these differences in the context of diversity management.

In the study, the differences in perception among the participants in terms of title, administrative duty, institutional experience, and management style of the institution were evaluated as remarkable findings. In particular, it is seen that professors have a more positive perception of administrative policies and practices. This suggests that professors take more into account differences in the decisions they make because they are more involved in decision-making mechanisms and decision-making roles in the institutions where they work, and that their ability to accept and cope with differences improves depending on their professional and especially institutional experiences. In the study, the fact that academic nursing faculty members who have administrative duties and have more institutional and professional experience have a more positive perception is in parallel with this finding. There hasn't been a study in the literature that compares the perception of diversity management based on academic titles. However, in the studies conducted on teachers, the perception of diversity management differed according to seniority [17, 24]. In addition, it has been found that managers have a higher perception of diversity management compared to employees, and school principals have a higher perception compared to teachers [25, 27, 32]. In another study conducted in health institutions, it was similarly determined that the personnel in managerial positions were more positive in their perception of diversity management than the employees [33].

The most noteworthy finding of the study is that there are differences in the perceptions of academic nursing faculty members both on all sub-dimensions and on diversity management in general, according to the management style they perceive in the institution they work for. While it is seen that this perception is more positive, especially in institutions where the participatory management approach is dominant, it is determined that the lowest perception is in institutions with an exploitative management approach. It is considered that the diversity management perceptions of academic nursing faculty members are more positive in the participatory management approach due to the features of the participatory management approach, such as taking the opinions of different people, adopting the understanding of pluralism, having a common decision-making understanding, and the participation of academic nurses with different characteristics in the decision-making processes. The results of various studies in different fields have shown a positive relationship between servant leadership and diversity management ability [29], and a negative relationship between mobbing, which falls within the scope of an exploitative management approach, and the perception of diversity management [34]. These findings support the results of the current study. This finding reveals the effect of the management approach of academic institutions on the perceptions of diversity management.

4.1. Strengths and Limitations

This study is important and robust in that it includes nurse academics from various regions of Turkey, rather than just a single institution or region, and it is one of the first studies to examine perceptions of diversity management. However, it also has some limitations. The use of online surveys due to the pandemic has limited participation in the study as it prevented face-to-face data collection. Therefore, the results of the study are limited to the self-reports of the academic nursing faculty members participating in the study. Furthermore, the lack of other studies conducted with academic nursing faculty members on this topic has limited the comparison of the study results.

5. Conclusions

It is important for academic nurses, who have an important place in the advancement of nursing science and the training of future nurses, to have diversity management skills in order to be role models. As a result of this study, it was revealed that academic nurses' diversity management perceptions were at a medium level, and especially the title of the institution, administrative duty, institutional experience and management style affected their diversity management perceptions. The medium level of diversity management perception indicates that academic nurses perceived that their managers and colleagues' individual differences, ideas and behavioral differences were not managed in a fully tolerant manner.

It is important for the productivity of academic nurses who are currently working under difficult working conditions to be accepted in the institutions they work in based on their contributions to the profession and their students, rather than their individual ideas and opinions (individual differences, political views, perspectives, ethnic origins, etc.). It is likely that the commitment to the institution, job satisfaction, motivation and unhappiness of academic nurses whose differences are not respected will increase. In the future, their leaving the institution and causing loss of workforce may become an even more serious problem.

Working in an institutional culture where differences are well managed, together with a safe and fair institutional culture environment, will increase the professional satisfaction, productivity and collegiality of academic nurses.

Ethical statement:

The study was approved by the Health Sciences Non-Interventional Research Ethics Committee of Bandırma Onyedi Eylül University (Date: 23.05.2021 & No: 2021-33).

Conflict of interest:

The authors declared no potential conflicts of interest concerning the research, authorship and/or publication of this article.

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Implications:

According to the research results, it is recommended to raise awareness among academic unit administrators such as deans, directors, and department heads to promote a more positive perception of diversity management among academic nursing faculty members. It is also recommended to investigate why the perception of diversity management is low, especially among academic nurses with low titles, those without managerial positions, those with low institutional experience, and those who find the management style of the institution abusive. In addition, more in-depth studies should be conducted on other factors that may affect the perception of diversity management in future studies.

Authors' Contributions:

M.S.: Conceptualization, Methodology, Analysis, Resources, Writing - Original draft preparation (%60)

S.A.: Conceptualization, Methodology, Analysis, Writing - Original draft preparation (%40), Evaluation of the research report in terms of content

All authors read and approved the final manuscript.

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