

The Effect of Diversity Climate Perception on Alienation of Students to University

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Abstract

The aim of this research is to examine the effect of diversity climate perception on alienation of students to university. The research was carried out with relational survey model. 333 undergraduate students in Faculty of Education, Medical, and Faculty of Theology of Dicle University constituted the participant group. Research data were collected in Turkey with 'diversity climate' and 'alienation' scales. Data were analyzed by setting up structural equation modeling. It has been seen that goodness of fit indexes of set model are among the range standard value ($\chi^2=470,233$; $df=205$; $\chi^2/df=2,29$). In the research, it has been determined that diversity climate perception has affected the alienation of university students negatively and significantly. It was also confirmed that diversity climate perception can be a basis for alienation of students to their university by a significant level. In accordance with these results, it can be concluded that in order to minimize alienation of undergraduates to their university, management bodies of universities can be advised to perform a more tolerant approach to the diversities of their students.

Keywords: Diversity, Diversity climate, Alienation, Alienation to university

1. Introduction

Diversity is a phenomenon that is prevalent in all societies and that has been increasingly making itself evident. In the societies that have become global and multicultural, dissociations/differentiations have increased in national culture, ethnic origin and religion (Pedersen, Tywuschik and Gardey, 2008), and this reveals more clearly the fact that diversity is a reality. The understanding of different life styles and individualism has gained a place in societies, and this has provided a basis that this fact has come to the forefront at both individual and organizational levels. This makes the interaction of different factors of diversity obligatory especially at organizations. In addition, globalization increasingly continues and this fact makes interaction necessary more than the past among people with different cultures, faiths and pasts (Green, López, Wysocki and Kepner, 2012). This interaction compels organizations to organize a good atmosphere/diversity climate devoted to numerous diversities like culture, education, age, gender, experience and value judgments. Just like organizations, universities also increasingly encounter lots of diversities like cultural, religious, demographic and ethnic factors. Certainly, many students with many differences like race or ethnic differences join universities (Gurin, Dey, Hurtado and Gurin, 2001). This underlies a robust climate for diversity at universities. In this context, many universities undertake administrative activities like education of diversity practices, business network programs that focus on the development of ethnic minorities and supportive diversity programs (see also; <http://www.cmu.edu/>; <http://www.northwestern.edu/>).

Despite the potential of diversity being a strategic value for the organization or being a big obstacle for the organization, there seems to be no agreement/consensus among researchers regarding the holistic effect of diversity (Gonzalez and Denisi, 2009). However from the point of view that diversity is a social force (Aguirre and Martinez, 2002), it is likely that it will contribute to important outputs like providing competitive advantage for organizations, increasing satisfaction, contributing to problem solving and increasing personnel efficiency (Foxman and Easterling, 1999; Gilbert, Stead and Ivancevich, 2001; Griffin and Moorhead, 2010; Herdman, 2010; Hubbard, 2004; Knouse, 2008; Luthans, 2011; Magoshi and Chang, 2009; Reichenberg, 2001; Von Bergen, Soper and Foster, 2002). Likewise, organizations creating a robust diversity climate can contribute many organizational and individual aspects (Aguirre and Martinez, 2002; Gonzalez and DeNisi, 2009; McKay et.al. 2007; McKay, Avery, Liao and Morris, 2011; Kaçire, Kurtulmuş and Karabıyık, 2015). However diversity climate being weak can also cause many problems (Buttner, Kevin and Leonora, 2010; Goyal and Shrivastava, 2013; Selome, 2008). In this regard, one of the

problems that can be observed in environments where diversities cannot be exhibited comfortably or individuals are marginalized because of their differences is thought to be the individual alienating to his/her organization. That is why the research aims to examine the effect of diversity climate on alienation. In other words, a robust diversity climate promises to reduce the alienation of students to the university.

Alienation, which starts with disappointment and finally reaches a peak with the person being alienated from himself/herself and his/her environment, is an important phenomenon in today's world. Researches present the fact that alienation is not a positive state for students. For instance the academic success and the attitude of the alienated student towards his/her profession (Hascher and Hagenauer, 2010; Johnson, 2005) are observed to be at a low level (Çağlar, 2012; Erbaş, 2014). Furthermore, apart from the individual, alienation causes erosion at traditional institutions like family and school (Bronfenbrenner, 1986 As cited in: Shoho, 1996). That is why alienation can cause important problems generally for universities and specifically for students.

Alienation can have some indicators in an educational environment. The fact that students experiencing alienation cannot see the value of education is one of the main indicators of alienation. Likewise, the fact that learning is not meaningful for the alienated students and the fact that the alienated students have gradual emotional distraction from their academic targets and values can also be counted among the indicators of alienation (Hascher and Hagenauer, 2010). In general terms, the fact that whether the individual is the member of a family or s/he is outside the school, the youngster accepts or rejects the purposes and values of his/her family or school and the youngster is satisfied with a system, school or family or not can be listed as the alienation criteria (Kvaraceus, 1972 as cited in: Tezcan, 1991).

The studies performed both at business organizations and education organizations reveal that there is relationship between diversity climate and commitment (Buttner et.al, 2010; Gonzalez and DeNisi, 2009; McKay et.al, 2007; Poralan and Solomon, 2013; Selome, 2008), customer satisfaction (Goyal and Shrivastava, 2013; McKay et.al, 2011), job satisfaction (Hankins, 2005; Madera, Dawson and Neal, 2013), intention to leave the job (Goyal and Shrivastava, 2013; Selome, 2008), organizational identity (Gonzalez and DeNisi, 2009), retention (Kaplan, Wiley and Maertz, 2011; Price et.al, 2005) and organizational performance (Allen, Dawson, Wheatley and White, 2006). Similar results were achieved in the researches executed at education organizations like universities and schools, and a significant relationship was observed between diversity climate and the intention of students leaving the school, their satisfaction regarding diversity (Kaçire et.al, 2015; Kurtulmuş, Karabıyık and Yılmaz, 2015; Sheau-yuen Yeo, 2006) and their mental development (Paredes-Collins, 2014). No researches regarding the relationship between diversity climate and alienation, which occupies a very important position in education, were encountered in the relevant literature.

This research is thought to be important in a few ways. The first one is its contribution to the relevant area concerning the determination of the holistic effect of diversity climate. The second one is to find out one of the factors that have an impact on alienation which can be regarded as an important problem indicator of the modern age.

1.1 Diversity Climate

Diversity includes gender, age, language, ethnic origin, cultural background, religious belief, family responsibilities, level of education, experience, job experience, socio-economic background, personality and marital status that are inclusive of personal, environmental or organizational features (Guidelines on Workplace Diversity, 2001). The concept of diversity is used to indicate the extensive representation of people having different backgrounds, communities and attitudes (Jaeger and Reverdy, 2013). Today's population of students includes separating factors like age, gender, ethnic and racial backgrounds, and also a growing number of talented and part-time students (Smith, 1989). Diversity climate on the other hand is the state that is shaped by the reflections of the diversities on the organization. Since the diversities that exist at the organization underlie the diversity climate, it is possible to indicate that the attitude towards diversity is important in the formation of diversity climate. In this regard, a possible description of diversity climate is that it is a constitution of the psychological climate that includes the beliefs, attitudes and perceptions towards the diversities and the behavioral climate that includes how different races and ethnic groups interact in an environment (Hurtado, Milem, Clayton-Pedersen and Allen, 1999).

Diversity climate includes the perceptions of toleration of diversity at a school where diversity is supported, expected and rewarded (Sheau-yuen Yeo, 2006). Diversity climate can also be seen as the toleration of individual and cultural differences at the organization, the embracing of these differences with respect and the perception of individuals towards the valuing of diversity (Ergül, Kurtulmuş and Karabıyık, 2014). It is obvious that diversity climate includes

approaches of the members of the organization like tolerance, respect, embrace, caring and digestion for diversity. The positive approach towards diversity can form a basis for a robust diversity climate.

A robust diversity climate means that an organization has a remarkable demographic diversity that has been totally integrated to the organization and that the benefits of diversity are supported and developed by various organizational practices that fall into the culture of the organization (Hyde and Hopkins, 2004). Kaplan et.al (2011) studied diversity climate as part of the organizational life, and as the employee perceptions towards the fact that individual differences are valuable. Diversity climate includes the perceptions of students that are shaped with administrative practices, policies and procedures devoted to diversities of students like gender, race, religion, worldview, life style and experiences (Kaçire et.al, 2015). Kyrillidou (2009) on the other hand partially narrows the definition by approaching diversity climate from the point of view of minorities and indicates that diversity climate includes the faiths, values and beliefs of minorities.

1.2 Organizational Alienation

The foundation of alienation was laid by Hegel and Marx, and the subject has been studied in different researches in various areas (Yadaw and Nagle, 2012). At the early times it was examined as a psychological disorder (Fromm, 1973) or the weakening of the laborer (Esin, 1982; Fromm, 1973). Alienation was researched by Hegel as a psychological concept (Carser and Doona, 1978). According to Marx, alienation is a person's behaviors becoming a power that is alienated to that person and that is above and against his/her own behaviors (Fromm, 1955). However Marx did not see alienation only as the alienation of a person from his/her own act of production but also the alienation of a person from life, himself/herself and other people (Esin, 1982; Fromm, 1973; Nettle, 1957). Later on, alienation has been observed to have a wider range in meaning.

In the process until Seeman (1959, 1963), alienation is understood to be emphasized more in a psychological sense. However especially with Seeman, a socio-psychological meaning has been attributed to the concept of alienation (Esin, 1982; Tezcan, 1991). It is also possible to indicate that with Seeman (1959, 1963), the alienation phenomenon has gained a measurable and searchable structure. Seeman indicated that alienation contains five basic ways like powerlessness, meaninglessness, formlessness, isolation and self-estrangement.

Alienation expresses the alienation feeling of the individual to other people, to the values of the society, to his/her own self and to the society in a wider sense (Yadaw and Nagle, 2012). Horowitz (1966) expresses alienation as moving away in an intense way from firstly things that belong to the world, secondly from people and thirdly from the ideas belonging to the world that is administered by other people. Alienation is the individual isolating himself/herself from social and cultural involvements or the feeling of being nervous or uneasy that reflects the isolation of himself/herself (Hajda, 1961).

It is possible to indicate that alienation basically contains separation or moving away. Likewise the concept of separation or moving away is observed in the descriptions of many researchers (Fromm, 1955; Kanungo, 1979; Lang, 1985; Yadaw and Nale, 2012). However there are also researchers who evaluate alienation as disappointment or tension (Hirschfeld and Feild, 2000; Hoy, Blazovsky and Newland, 1983). Hoy et.al. (1983) explain alienation as the disappointment of the employee that s/he experiences regarding his/her position at the organization. In this research, alienation is used in a style that the individual experiences disappointment and therefore s/he has the feelings of being alienated and moving away.

The examination of the descriptions of alienation reveals that alienation has three directions: the person alienating to himself/herself, to others and to his/her environment. However alienation has also been studied in a unidirectional way like the person alienating to his/her environment (Hoy et.al, 1983; Miller, 1975). Moreover, alienation is also understood to be a concept that can be described with the feelings of disappointment, fatigue, disgust, routinization and moving away.

Researches exhibit the fact that the concept of alienation has been studied with different numbers of dimensions. In this regard, the concept of alienation has been examined with its multiple dimensions in some researches (Dean, 1961; Kanungo, 1979; Korman, Wittig-Berman and Lang, 1981; Lang, 1985; Nettle, 1967; Mottaz, 1981; Seeman, 1959) and with its single dimension in others (Banai, Reisel and Probst, 2004; Hirschfeld and Feild, 2000; Neal and Seeman, 1963). In this research, alienation was examined with its single dimension.

1.3 The Relationship of Diversity Climate and Alienation to the University

Universities are one of the places that diversities intensely make themselves evident. It is possible to state that universities are environments where cultures, genders, life styles, worldviews and ethnic origins are separated and differentiated (Kaçire et.al, 2015), and therefore universities are to be considerably affected from diversities. The

increasing number of racially/ethnically different students at universities or the matriculation of these students can have some negative consequences (Hurtado et.al, 1999). Apart from the fact of conflict between groups that Hurtado et.al (1999) mentioned, also other negativities like dropout, decrease in satisfaction and alienation can be observed at a place where there are students who differ dramatically at points like ethnic origin, gender and worldview. In this regard, it is also possible to indicate that the employees who cannot commune/identify with their organizations will not be able to sufficiently contribute their organizations in realizing their objectives (Laijter, van der Zee and Otten, 2008), and also these people will have disappointment and feeling of moving away for their organizations.

The US National Advisory Commission is interested in social disorder, and the reports of the commission see racism – which can be characterized as discrimination and prejudice – as the primary responsible of social chaos (Moyer and Motta, 1982). That is why direct or indirect feelings of uneasiness, anxiety and getting the feeling of moving away are very likely to be seen in individuals who work in an environment where diversities are not melted in the same pot or at least there is no sufficient tolerance in the approach to diversities.

In environments where the approach to diversities is negative, it is possible to state that the individual will possibly isolate himself/herself from the environment. Thus Embrick (2014) expressed that in a climate where women and minorities are treated in a hostile way, women and minorities are socially isolated. At a university where there is racism, gender discrimination and thoughts are suppressed, the possible result will be the fact that students will socially get lonely and become isolated.

In an environment where there is marginalization of other people because of their different feelings and thoughts, and there is humiliation/exclusion of other people because of their race or faith, one of the first reactions that a person will give is thought to be the feelings of alienation and moving away from the environment. Likewise alienation is essentially the person moving away from his/her environment. At places where a robust diversity climate is observed, no approaches that uncover the negative impact of diversities like discrimination and maltreatment are observed (Hurtado et.al, 1999). At universities with a robust climate, it is possible to state that people or groups will welcome each other in a respectful, sincere, openhearted and valuable way.

Alienation contains the feelings of tension or uneasiness that emerge in the individual as a result of exclusion (Hajda, 1961). According to this, the individual being excluded or marginalized from both his/her social environment and business environment is a factor in the emergence of the feeling of alienation. Exclusion or marginalization is a concept that is associated with diversity climate. Mor Barak, Cherin and Berkman (1998) express that the inclusion or exclusion of people from diverse backgrounds is related to diversity climate (Gonzalez and Denisi, 2009). Luijters, Van der Zee and Otten (2008) indicate that at the times when intercultural group climate is robust, identification is high. In this respect, it is possible to state that diversity climate can play an important role on the alienation of the individual to his/her environment.

1.4 The Aim of the Research

The aim of this research is to investigate the effect of diversity climate perception on alienation of students to university. Accordingly, two objectives have been developed. These are as follows;

Does diversity climate perception effect the alienation levels of students to the university significantly and negatively?

Does diversity climate perception explain the alienation levels of students to the university significantly?

2. Method

2.1 Research Design

The research was performed by using the relational screening model. Relational screening model is a research model that aims to determine the existence and degree of the change between two or more variables (Karasar, 2009). Within the scope of this model, the effect of diversity climate perception on alienation of students to university was examined.

2.2 Sample

The sample of the research consists of 333 students who study at Dicle University at Ziya Gökalp Faculty of Education, Theology and Medicine in the academic year of 2014-2015. The sample size is determined by simple random sampling method. While structural equation models are constructed, less than 100 participants are considered small, 100-200 participants are considered medium-sized and over 200 participants are considered big sample size (Bayram, 2010). According to this, it is possible to indicate that the number of the study group is sufficient. The gender distribution of the study group is 47.6% males and 49.7% females (2.7% did not specify).

2.3 Data Collection Tools

Diversity Climate Scale: The scale was developed by Ergül et.al. (2014), and it aims to measure the perception of university students towards diversity climate. The scale is a single-factor scale. The Cronbach's Alpha internal consistency value of the scale was observed to be 0.89. In this research on the other hand the Cronbach's Alpha internal consistency value of the diversity climate scale was found to be 0.91. The scale contains 13 items of a Likert type interval scale from 1 (Strongly Disagree) to 5 (Strongly Agree). One example of the items is the expression "all the students are treated fairly by paying regard to diversities". In this research, confirmatory factor analysis was conducted concerning the single-factor structure of the scale, the fit indices ($\chi^2=161.956$; $DF= 60$; $\chi^2/df= 2.69$; $RMSEA=0.07$; $AGFI= 0.89$; $GFI= 0.93$; $CFI= 0.94$) were observed to be within the standard value range and the factor loading values changed between 0.56 and 0.78.

Alienation scale: The scale was developed by Kurtulmuş, Kaçire, Karabıyık and Yiğit (2015), and it aims to measure the alienation levels of university students. It is a single-factor scale and its Cronbach's Alpha internal consistency value is 0.85. In this research, the Cronbach's Alpha internal consistency value of the alienation scale was found to be 0.82. The scale contains 9 items of a Likert type interval scale from 1 (Strongly Disagree) to 5 (Strongly Agree). One example of the items is the expression "I think that life has become a routine at this university". In this research, confirmatory factor analysis was conducted concerning the scale, the fit indices ($\chi^2=48.362$; $df= 25$; $\chi^2/df= 1.93$; $RMSEA= 0.05$; $AGFI = 0.94$; $GFI= 0.97$; $CFI= 0.97$) were observed to be within the standard value range and the factor loading values of the alienation to university scale items changed between 0.43 and 0.77.

2.4 Data Analysis

Before the multivariate statistical analysis, some assumptions should be met. These assumptions are univariate normal distribution, extreme values, multivariate normality distribution and linearity. For the univariate normality distribution, kurtosis and skewness coefficients are considered. According to the skewness and kurtosis values, it is possible to indicate that the diversity climate ($S=0.02$; $K= -0.64$) and alienation ($S= -0.05$; $K= -0.66$) scale points do not show an important deviation from normal. Since the skewness and kurtosis values of both scales remain in the ± 1 range, the data reveals univariate normal distribution (K üçüksille, 2008; B üy ük özt ürk, 2011). The data was checked for extreme values by Mahalanobis distance. Because the number of independent variables is one in the research (the degree of freedom was regarded as one), the Mahalanobis distance value was compared with the chi-square table value (6.6349) at the 0.001 significance level. As a result of the comparison, one of the highest Mahalanobis values emerged (6.8633) was observed to be greater than the value indicated in the chi-square table. In that case, the questionnaire of which the value was indicated in the data set was excluded and the extreme values in the data were cleaned (Çokluk, Şekercioğlu and Büyüköztürk, 2014). Scatter Plot Matrix was used to determine normality distribution and linearity. The Scatter Plot Matrix of the data is given in Figure 1.

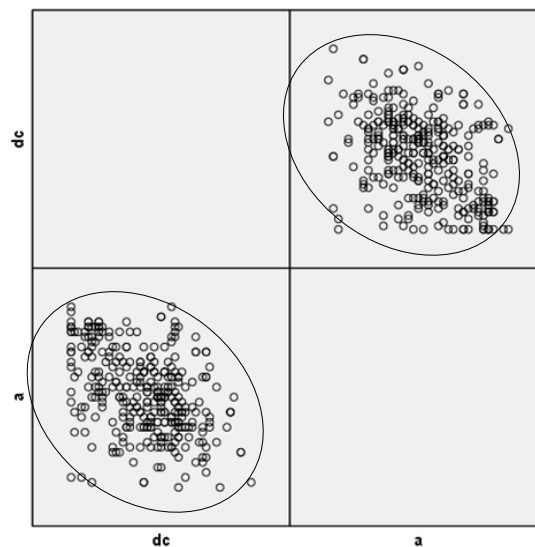


Figure 1. The Scatter Plot Matrix of diversity climate and alienation scales

In Figure 1, the combinations of binary variables can be observed to be ellipsoidal. That is why it is possible to state that the data provide multivariate normal distribution and linearity (Mertler and Vannatta, 2005 as cited in: Çokluk, Şekercioğlu and Büyüköztürk, 2014).

According to Q-Q graphic results, it can be said that the data show normal distribution. That values of variables accumulate near ninety-degree right one can be said. In this case, it is thought that the data don't deviate from normal extremely (Mertler and Vannatta, 2005 as cited in: Çokluk, Şekercioğlu and Büyüköztürk, 2014).

In evaluation of the standardized path coefficients' effect sizes, these effect size values have been used; values smaller than .10 refer small effects, values about .30 refer medium effects and values .50 and above refer large effects (Kline, 1998 as cited in: Şimşek, 2007).

The data were analyzed with Structural Equation Modeling. In the evaluation of model, Goodness of Fit Chi-Square/Degree of Freedom ($\chi^2/df=$ CMIN/df) and Significance Level (p), the Root Mean Square Errors of Approximation (RMSEA), Goodness of Fit Index (GFI), Comparative Fit Index (CFI) and Adjusted Goodness of Fit Index (AGFI) were considered. The ranges used in the model are given in Table 1.

Table 1. Standard fit value ranges

Fit measures	Acceptable fit	Good fit
RMSEA	.05 < RMSEA ≤ .08	0 ≤ RMSEA ≤ .05
GFI	.85 ≤ GFI < .89	.90 ≤ GFI ≤ 1.00
CFI	.95 ≤ CFI < .97	.97 ≤ CFI ≤ 1.00
AGFI	.85 ≤ AGFI < .90	.90 ≤ AGFI ≤ 1.00
χ^2/df	3 < χ^2/df ≤ 5	0 ≤ χ^2/df ≤ 3

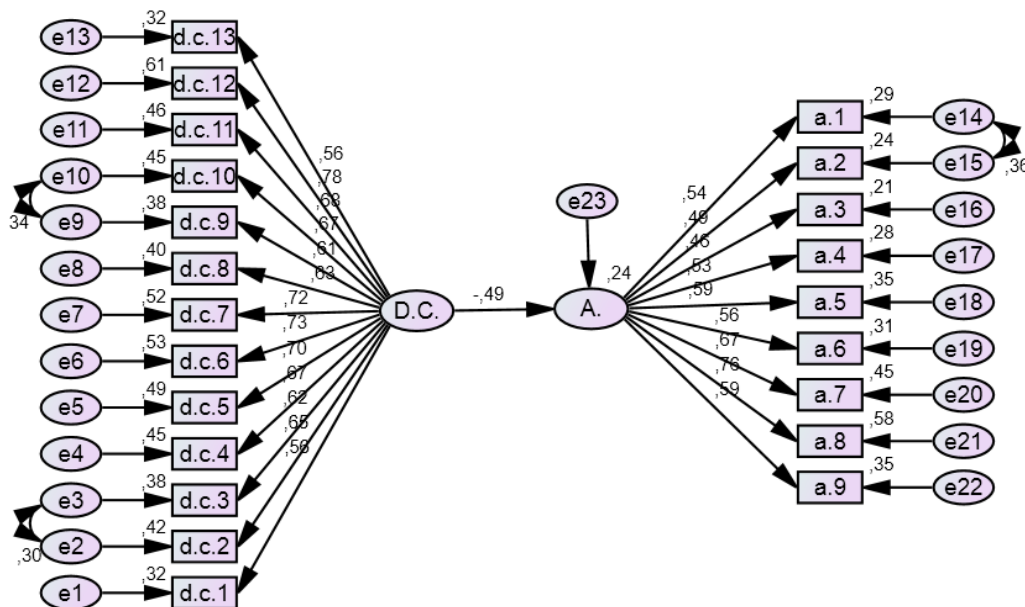
Source: Meydan and Şeşen (2011).

Being of the χ^2/df value smaller than three (3) results that general fit of the model is good. That RMSEA is near zero (0) shows minimum error between observed and produced matrixes. CFI is comparative fit index and that the index is near one (1) indicates the goodness of fit. GFI is goodness of fit index showing the proportional amount of variance and covariance which can be explained with model. AGFI is modified GFI value by considering width of sampling. AGFI and GFI get values between zero (0) and one (1). If the values are above .90, there is a good fit (Meydan ve Şeşen, 2011).

3. Results and Discussion

3.1 Results

In this research, a structural equation model was developed in order to explain effect of diversity climate perception on the alienation levels of students to university, and the model is given in Figure 2.



D.C.: Diversity Climate A.: Alienation

Figure 2. The structural equation model diagram regarding the diversity climate and alienation scales

In evaluation of the goodness of fit between theoretic structure and available data set, multiple goodness of fit index should be considered (Çokluk, Şekercioğlu and Büyüköztürk, 2014). Accordingly, χ^2/df , RMSEA, GFI and AGFI values have been investigated. The fit values of the model ($\chi^2=470.233$; $df=205$; $p=0.00$; $\chi^2/df=2.29$; $RMSEA=0.06$; $GFI=0.89$; $AGFI=0.86$), which was developed in accordance with objectives of the research, are observed to be in the standard value range. These values reveal the fact that the tested model is significant. Figure 2 exhibits the fact that the variables that were observed with diversity climate scale had factor loads ranging from 0.56 to 0.78 and that the variables that were observed with alienation scale had factor loads ranging from 0.46 to 0.76.

In addition, Figure 2 reveals that diversity climate perception affects the alienation levels of university students significantly in a negative way ($\beta=-0.49$; $p<0.00$) and it explains 24% of the alienation levels of university students. According to effect size value ($\beta=-0.49$), it can be said that the effect of diversity climate variable on alienation variable is big. In other words, it is understood that diversity climate gives a path coefficient which can be considered strong/big in explaining the level of alienation to university.

3.2 Discussion

This research reveals the fact that diversity climate perception affects and explains the alienation levels of university students to university significantly in a negative way. In this respect, it is possible to indicate that both objectives of the research have been validated. The result of this research coincides with the research result of Cabrera and Nora (1994). Cabrera and Nora (1994) put forth that an ethnic climate that is based on prejudice and discrimination can cause alienation in students.

Diversity climate is ascertained to be associated with some of the individual and organizational outputs of employees at business organizations (McKay et.al, 2011; Gonzalez and DeNisi, 2009; Goyal and Shrivastava, 2013; Hankins, 2005; Poralan and Solomon, 2013) and students at universities (Kaçire et.al, 2015; Kurtulmuş et.al, 2015; Paredes-Collins, 2014; Sheau-yuen Yeo, 2006). In this regard, it is possible to indicate that the research result is significant. Likewise, it is possible to observe in the research that diversity climate is associated with alienation which can be considered as an individual output.

Students experiencing alienation is natural at an institution where there is no ethnic representation at the campus regardless of the fact that the university is a distinguished academic institution or not (Loo and Rollison, 1986). At universities where diversities like ethnic origin, language, religion, worldview, background are observed very much, providing opportunities for the diversities to express themselves to a certain extent is a factor that prevents the formation of the alienation feeling in students.

When alienation is considered as the reflection of the disappointment experienced at the organization (Hoy et.al, 1983), it is very likely that the students who abstain from expressing themselves and who are pushed around because of their differences will be disappointed for the university, which they joined with high expectations, and soon after will have an intense feeling of alienation. The result of the research supports this point as well. Within the scope of the research result, it is possible to indicate that at universities where there is the representation of ethnic groups and where students are not excluded because of their differences, the alienation feeling of students to the university will considerably diminish.

In accordance with the results of this research, it is possible to state that tolerance for diversities like ethnic origin, language, religion and life style is an important factor that prevents/decreases alienation. Likewise tolerance means respecting other people's views, thoughts and all kinds of religious and political beliefs (Topçu, 1976). In environments where tolerance is little or lacking, individuals are pushed around for their differences and there is hostile attitude for those individuals, alienation can be an inevitable final. Thus Embrick (2014) expressed that in environments where women or minorities are treated in a hostile way, women or minorities are socially abstracted and become isolated.

Alienation can both be considered as a result and a reason. As a reason, alienation can cause a gradual emotional distraction of students from their academic targets and values (Hascher and Hagenauer, 2010), and also can cause students being alienated or moving away from the jobs they have to do (Erjem, 2005). As a result, alienation can be a psycho-social breakdown that comes in sight because the individual falls under the influence of both individual and environmental factors. However the reality that alienation is an important problem for education organizations does not change regardless the way it is studied. That is why universities introducing policies and activities that minimize the alienation of students to the university can be considered as an important and indispensable management mentality. Therefore it is possible to indicate that one of the policies and activities within the scope of this research is to create a robust diversity climate at the university.

The result of this research contains an important clue for the practitioners. The research presents the fact that a robust diversity climate plays an important role in the solution of the alienation problem, which can be accepted as the problem of the modern day. However the research also exhibits the necessity that universities, at which diversity is commonly observed, should accept diversity without excluding diversities and tolerate them.

There are two main limitations of this research. The first one is that the research mentioned only diversity climate as the variable that affects student alienation. The second one is that the research discussed diversity climate at a general level. That is why it is possible to suggest that the researches made in the field study a few factors together which are thought to affect the alienation of students to the university. It is also possible to suggest that researches address diversity climate in a narrower scope (such as only the ethnic diversity climate).

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