

# ATTITUDE AND CONTRIBUTION OF MALE AND FEMALE TEACHERS IN HIGHER EDUCATIONAL SECTOR IN TAMIL NADU

**K.S. Antoniammal**

Research Scholar, Department of Management,  
Mass College of Arts & Science

(Affiliated to Bharathidasan University, Tiruchirappalli), Kumbakonam, Tamilnadu, India

**Dr.K.Bala Saravanan**

Research Advisor, Assistant Professor,

Department of Management, Mass College of Arts & Science

(Affiliated to Bharathidasan University, Tiruchirappalli), Kumbakonam, Tamilnadu, India

## ABSTRACT

*Modern day higher educational institutions are furiously competing with each other to retain their market position, reputation and students bases. At this juncture the survival, growth and development of HEIs institutions are purely vested with their human capital i.e., the teachers. For HEIs having right combination of human capital is considered as the success factor. This study aims to assess the attitude and contribution of male and female teachers in higher educational sector, as human capital. This study aims to assess the attitude and contribution of male and female teachers in higher educational sector, as human capital. Sample population of this study is distributed among--per cent of the women and the remaining - per cent of male teachers. Majority i.e., - per cent of the teachers are young aged between -- years, of which --- per cent of the teachers are found to be unmarried and approximately --- per cent of the teachers have completed their Ph.D., degree. On the whole it has been inferred that both male and female academicians aims to contribute to the higher educational institutions as human capital i.e., offer very loyal service to their institution, focus on academic excellence. . As a human capital teachers always seek for the welfare of the student by motivating them to build self-confidence in themselves, to score high marks in all examinations and also by developing interpersonal skills and job skills in them. As a responsible citizen of the nation teaches aims to support the societal activities through offering grand or funding and focusing making the students' socially responsible i.e., more suitable to the society on the whole.*

**Key words:** Higher Educational Institutions, Human Capital, Contribution of Teachers

**Cite this Article:** K.S. Antoniammal and Dr.K.Bala Saravanan, Attitude and Contribution of Male and Female Teachers in Higher Educational Sector In Tamil Nadu, *International Journal of Management (IJM)*, 11(12), 2020, pp. 4379-4386  
<https://iaeme.com/Home/issue/IJM?Volume=11&Issue=12>

---

## **INTRODUCTION**

Transformation is the order of the society, as per All India Survey of Higher Education (AISHE) report ---- only ---per cent of the colleges in India are owned by the Government and the rests of the -- per cent HEIs (Higher educational Institutions) are owned by private enterprises. As result of increasing private participation in higher education sector, today's education system practiced in the country is infused a higher degree of competition among the knowledge service rendering institutions. Modern day HEIs institutions focus on offering a quality education, in a more innovative and in adoption to the changes happing in the regional, national and worldwide business or industries. HEIs are furiously competing with each other to retain their market position, reputation and students bases. At this juncture the survival, growth and development of HEIs institutions are purely vested with their human capital i.e., the teachers. This human capital resources are always very scare, and finding a good teacher has always a daunting task for the institution administrators. A highly skilled and progressive teacher always proves supportive and beneficial to both the learners and for the growth of higher educational institution i.e., college(s). Adoption of effective human capital management norms, can support a HEIs in benchmarking their quality and also in publishing nature of services offered by them. It is the right time that higher educational institutions have to focus on strengthen their human capital strength i.e., teachers.

## **FOCUSED THEME OF THE ARTICLE**

In a modern market environment not only money (finance) is needed to run an educational institution by the private educational entrepreneurs, having right combination of human capital is considered as the success factor. It is very pathetic to see that in modern day educational environment teachers are considered as paid staff member of an institutions, rather then they are hired for their skill sets possessed, for their competency in teaching or in subject area, innovations, involvement in research activities, ability to mentor and guide the students, being a role model to others, an effective tool of society and national developer. Researcher understand that importance that without productive human capital a nation cannot attain growth or prosperity. This study aims to assess the attitude and contribution of male and female teachers in higher educational sector, as human capital.

## **REVIEW OF PAST LITERATURES**

Reviews provides an understanding on the study concept and area to be focused.

A study conducted by Ekanem (2014) in Calabar, Nigeria have commented that stated that the educational status, technology adoption and work experiences of male and female teachers determines their skillfulness, knowledge on various aspects and competency as human capitals at University level. In a similar study conducted by Kumar (2016) in India, had stated that there exist significant amount of differences between the approach and attitude of male and female teachers in Higher Education sector. Teachers' educational level, their gender and work experiences definitely influences their behaviour or attitude. It has been found that female teachers are found to be more practical and positive in their approach towards teaching and imparting knowledge compared to the male teachers and to the teachers working in schools.

Study of Hassan et al., (2020) recorded that there prevails large gender gap in the education sector. Women teachers out number compared to the male teachers. There is a need to balance sure proportional balance between male and female teachers to realise the skills of both genders.

Viswanath et al., (2009) have explicitly stated that teachers' contribution to the education sector is unaccountable, invisible as well non-quantifiable.

Aas per the PwC Report (--- Indian has lots of opportunity for the entry of private institutions as the Government spending on higher education is very minimal and needed investment for this sector can be bring in through private participation. As predications by experts heavy investment in "Human Capital-teachers" is the urgent need as teachers are the principal source of this sector. At present almost all kind of educational institutions faces issues like: teachers' shortage, skill inadequacy, low salary package, inadequate teaching equipment, inadequate training etc. Teachers' production in the economy since 1950s have been tremendous. But, the study of Sheel and Vohar (2014) have registered that in India, the contribution of teachers are less noticed in India. Teachers are pressurised with heavy workload and they are less motivated by their senior and their management personals that directly influences their performance and contribution to the students and to the community. To overcome this issue Tiwari and Anjum (2018) suggest that with low cost and offering of right motivation teachers can perform very well. Uma Shankar and Dutta (2007) emphasis on the need to introduce balance in approach of higher education system and role of teachers in higher education in India. Choudhary and Uprety (2020) also suggest to implement a balanced approach, especially in regulating higher education in India by introducing moral values, integrating aspects of sustainable developments, learners' growth, aims for creation of wealth for nation, overcoming political indifferences, bureaucratic norms and offering education at low cost.

Detail assessment of the reviews provided as clear indication on the nature of gender gap prevailing in the higher education sector i.e., in terms of human capital sources and the possible move Government and private institutions have to take to bring in balance score card.

## **METHODOLOGY AND MATERIALS**

Methodology of the study combines explorative and descriptive in nature research techniques. Arts and Science colleges in the two district of southern region of Tamil Nadu Mayiladuthurai and Thanjanvur were considered as the populations of the study. There are 37 Arts and Science colleges functioning in these district, four are found to be owned by Government of Tamil Nadu. Thus, those four colleges were excluded for data collection. Out of remaining 33 Arts and Science colleges, 10 colleges were considered as sample colleges i.e., 30 per cent. A small sample of 25 academicians were approached for data collection i.e., 250 teachers. At the end of data collection nearly 25 questionnaires were deducted as it supplied inadequate data. Thus, the paper considered the responses given by 225 teachers.

## **RESULTS AND DISCUSSION**

Sample population of this study is distributed among 87.56 per cent of the women and the remaining 12.44 per cent of male teachers. Majority i.e., 56.25 per cent of the teachers are young aged between 25-35 years, of which 37.45 per cent of the teachers are found to be unmarried and approximately 46.67 per cent of the teachers have completed their Ph.D., degree. Around 90.59 per cent of the teachers work in the affiliated institution and 87.45 per cent of the sample higher educational institutions offer co-education i.e., to both the sex (male and female learners). About 65.88 per cent of the teachers are designated as assistant professors.

Discriminant analysis is performed to association between gender of the teachers and their contribution as human capital for the welfare of the institution. Predictor variable considered for the analysis includes the following: X<sub>1</sub>-Safeguarding the Reputation of the Institution, X<sub>2</sub>-Offering Very Loyal, Sincere & Dedicated Service, X<sub>3</sub>-Following Rules and Regulations of the Institution Rigidly, X<sub>4</sub>-Revenue Maximisation for the Institution (Getting More Funds), X<sub>5</sub>-Focus on Academic Excellence, X<sub>6</sub>-Achieving 100% Admission, X<sub>7</sub>-Achieving 100% Pass (Results), X<sub>8</sub>-Grooming up Students to be Perfect as a Person & Employee, X<sub>9</sub>-Precise in Work Completion & Record Maintenance, X<sub>10</sub>-Helping the Institution in Overall Development of the Learners (Youth), X<sub>11</sub>-Focus on Overall Development of the Institution and X<sub>12</sub>-Others.

**Table: 1** Contribution of Teachers as Human Capital for The Welfare of The Institution

Particulars	Gender				Wilk's Lambda	F	Sig
	Male		Female				
	Mean	SD	Mean	SD			
X <sub>1</sub> -Safeguarding the Reputation of the Institution	5.500	3.097	4.695	3.534	.994	1.307	.254
X <sub>2</sub> -Offering Very Loyal, Sincere & Dedicated Service	3.250	0.844	6.492	3.934	.922	18.829	.000
X <sub>3</sub> -Following Rules and Regulations of the Institution Rigidly	5.500	1.689	6.376	3.187	.991	2.028	.156
X <sub>4</sub> -Revenue Maximisation for the Institution (Getting More Funds)	8.250	4.402	5.731	3.302	.945	13.042	.000
X <sub>5</sub> -Focus on Academic Excellence	7.000	2.160	4.518	3.793	.951	11.437	.001
X <sub>6</sub> -Achieving 100% Admission	8.000	4.199	7.355	2.780	.995	1.141	.287
X <sub>7</sub> -Achieving 100% Pass (Results)	5.000	3.742	6.132	2.891	.985	3.474	.064
X <sub>8</sub> -Grooming up Students to be Perfect as a Person & Employee	5.500	2.925	5.645	2.856	.975	0.063	.803
X <sub>9</sub> -Precise in Work Completion & Record Maintenance	5.000	4.137	6.741	3.503	.975	5.779	.017
X <sub>10</sub> -Helping the Institution in Overall Development of the Learners (Youth)	5.500	4.804	7.518	3.385	.966	7.760	.006
X <sub>11</sub> -Focus on Overall Development of the Institution	6.750	2.084	6.091	3.713	.996	0.841	.360
X <sub>12</sub> -Others	4.500	3.844	5.695	4.104	.991	2.111	.148
Eigen Value	0.777						
Percentage of Variation Explained	100						
Wilk's Lambda	.563						
Chi-Square	126.206						
DF	7						
P	.000						
Canonical Correlation	.661						
Canonical Discriminant Function Fitted:	1.152-.204X <sub>1</sub> +.344 X <sub>2</sub> -.145 X <sub>4</sub> -.246 X <sub>5</sub> +.125 X <sub>8</sub> +.076 X <sub>9</sub> +.125 X <sub>10</sub>						

**Source:** Computed from Primary Data

Level of Significance: 5 per cent

With the support of discriminant analysis association between gender of the teachers and their opinion on contribution as human capital for the welfare of the student was measured. Predictor variable considered for the analysis includes the following: X<sub>1</sub>-Make the Students Adoptive to the College Environment, X<sub>2</sub>-Help Students' Secure High Marks by all Means, X<sub>3</sub>-Being a Supportive Tool in Enhancing their Skills (Reading, Writing, Listening and in Communicating), X<sub>4</sub>-Support them in Building Interpersonal & Job Skills, X<sub>5</sub>-Keeping the learners updated with Current Affairs, X<sub>6</sub>-Identifying and Nurturing the Students' Talents, X<sub>7</sub>-Building Self-Confidence in the Students and X<sub>8</sub>-Instilling the Joy of Lifelong Learning through their Life Experiences.

**Table 2** Contribution of Teachers as Human Capital for The Welfare of The Student

Particulars	Gender				Wilk's Lambda	F	Sig
	Male		Female				
	Mean	SD	Mean	SD			
X <sub>1</sub> -Make the Students Adoptive to the College Environment	3.102	2.808	2.840	2.718	.935	15.618	.000
X <sub>2</sub> -Help Students' Secure High Marks by all Means	3.487	2.267	3.427	2.213	.995	1.190	.277
X <sub>3</sub> -Being a Supportive Tool in Enhancing their Skills (Reading, Writing, Listening and in Communicating)	4.244	1.827	4.151	1.754	.980	4.477	.035
X <sub>4</sub> -Support them in Building Interpersonal & Job Skills	4.426	1.116	4.373	1.054	.982	4.071	.045
X <sub>5</sub> -Keeping the learners updated with Current Affairs	4.112	1.293	4.160	1.254	.990	2.365	.125
X <sub>6</sub> -Identifying and Nurturing the Students' Talents	4.934	1.793	4.942	1.786	.982	.033	.855
X <sub>7</sub> -Building Self-Confidence in the Students	5.188	2.439	5.444	2.386	.918	19.849	.000
X <sub>8</sub> -Instilling the Joy of Lifelong Learning through their Life Experiences	6.508	2.415	6.662	2.301	.968	7.347	.007
Eigen Value	0.317						
Percentage of Variation Explained	100						
Wilk's Lambda	.759						
Chi-Square	60.989						
DF	3						
P	.000						
Canonical Correlation	.491						
Canonical Discriminant Function Fitted:	1.300+.837X <sub>2</sub> +.886 X <sub>4</sub> +1.204 X <sub>7</sub>						

**Source:** Computed from Primary Data

Level of Significance: 5 per cent

Third discriminant analysis was performed to association between gender of the teachers and their contribution as human capital for the welfare of the society. Predictor variable considered for the analysis includes the following: X<sub>1</sub>-Being a Tool in Sustainable Development of the State and the Nation, X<sub>2</sub>-To Make the Society More Literate, X<sub>3</sub>-Contributing towards Societal Development, X<sub>4</sub>-To Share Knowledge & Skills through Social Media, X<sub>5</sub>-To be a Member of an State or National Academic Forum, X<sub>6</sub>-To Contribute Ideas and Support for the Wellbeing of Fellow Teachers through Academic Forums, X<sub>7</sub>-To Develop the Students to be Effective Human Capitals, X<sub>8</sub>-Conducting Socially Viable Research and Publications, X<sub>9</sub>-Support the Society through Grants and Funding and X<sub>10</sub>-Focus on Societal Needs and Making the Students Socially Responsible.

**Table: 3** Contribution of Teachers as Human Capital for the Welfare of The Society

Particulars	Gender				Wilk's Lambda	F	Sig
	Male		Female				
	Mean	SD	Mean	SD			
X <sub>1</sub> -Being a Tool in Sustainable Development of the State and the Nation	2.492	2.600	2.307	2.482	.960	9.188	.003
X <sub>2</sub> -To Make the Society More Literate	3.706	3.060	3.493	2.917	.963	8.667	.004
X <sub>3</sub> -Contributing towards Societal Development	3.924	1.851	3.809	1.759	.970	6.945	.009
X <sub>4</sub> -To Share Knowledge & Skills through Social Media	5.279	1.964	5.120	1.885	.950	11.839	.001
X <sub>5</sub> -To be a Member of an State or National Academic Forum	6.066	1.559	5.933	1.500	.945	13.047	.000
X <sub>6</sub> -To Contribute Ideas and Support for the Wellbeing of Fellow Teachers through Academic Forums	5.574	2.026	5.627	1.900	.994	1.236	.267
X <sub>7</sub> -To Develop the Students to be Effective Human Capitals	5.650	2.110	5.818	2.024	.951	11.419	.001
X <sub>8</sub> -Conducting Socially Viable Research and Publications	6.756	2.066	6.942	2.000	.939	14.493	.000
X <sub>9</sub> -Support the Society through Grants and Funding	7.863	2.296	8.036	2.202	.957	10.128	.002
X <sub>10</sub> -Focus on Societal Needs and Making the Students Socially Responsible	7.690	3.427	7.916	3.276	.967	7.707	.006
Eigen Value	0.091						
Percentage of Variation Explained	100						
Wilk's Lambda	.917						
Chi-Square	19.253						
DF	2						
P	.000						
Canonical Correlation	.228						
Canonical Discriminant Function Fitted:	4.621+.373X <sub>8</sub> +.253 X <sub>9</sub>						

**Source:** Computed from Primary Data

In the first discriminant function it has been observed that out of 12 variables took for analysis only seven variables were association between Male and female academicians aims to contribute to the higher educational institutions as human capital i.e., offer very loyal service to their institution, focus on academic excellence, conscious in safeguarding the reputation of the institution, teachers make all possible attempts to maximise the revenue for the Institution (Getting More Funds), being a supporting pillar to the institution in overall development of the learners, focus on grooming up students to be perfect as a person & employee and also precise in work completion & record maintenance. In the second discriminant function it has been observed that out of eight variables took for analysis only three variables were association between male and female of the teachers. As a human capital teachers always seek for the welfare of the student by motivating them to build self-confidence in themselves, to score high marks in all examinations and also by developing interpersonal skills and job skills in them. In the third discriminant function it has been found that out of 10 variables took for analysis only two variables were association between male and female of the teachers' .i.e., their opinion on their contribution as human capital for the welfare of the society.

Support the societal activities through offering grand or funding and focusing making the students' socially responsible i.e., more suitable to the society on the whole.

## **FINDINGS AND CONCLUSIONS**

In the present current study it has been categorically differences between male and female teachers attitude towards their employers i.e., higher educational institutions, major beneficiaries the student i.e., the adult learners and to the society. Male academicians' aims to safeguarding the reputation of the institution, revenue maximisati on for the institution, focus on academic excellence and focus on overall development of the institution. On the contrary women teachers always work with an attitude to offer very loyal, sincere & dedicated service to the institutions, following rules and regulations of the institution rigidly, achieving 100% pass (results), grooming up students to be perfect as a person & employee, precise in work completion & record maintenance and helping the institution in overall development of the learners (youth).

Male academicians' aims to make the students adoptive to the college environment, help students' secure high marks by all means in all subjects, being a supportive tool in enhancing their skills (reading, writing, listening and in communicating) and support learners in building interpersonal & job skills. Women academics aims to keep the learners updated with current affairs, attempt to identify and nurture the students' talents, building self-confidence in the students and instilling the joy of lifelong learning through their life experiences. As human capital male academicians always focus to be a tool in sustainable development of the state and the nation, to make the society more literate, contributing towards societal development, to share knowledge & skills through social media, to be a member of an state or national academic forum and conducting socially viable research and publications. Women academicians prefer to contribute ideas and support for the wellbeing of fellow teachers through academic forums, develop the students to be effective human capitals, support the society through getting more grants and funding and focus on societal needs and making the students socially responsible.

On the whole it has been inferred that both male and female academicians aim to contribute to the higher educational institutions as human capital i.e., offer very loyal service to their institution, focus on academic excellence. As human capital teachers always seek for the welfare of the student by motivating them to build self-confidence in themselves, to score high marks in all examinations and also by developing interpersonal skills and job skills in them. As a responsible citizen of the nation teaches aims to support the societal activities through offering grand or funding and focusing making the students' socially responsible i.e., more suitable to the society on the whole.

## **REFERENCES**

- [1] Adhiraj Nayar (2018), AISHE Report 2017-18 Confirm the Rapid Privatisation of Higher Education since 2013-14, New Click, 31<sup>st</sup> July, <https://www.newsclick.in/aishe-report-2017-18-confirms-rapid-privatisation-higher-education-2013-14>.
- [2] All India Survey of Higher Education (AISHE) report (2017-18).
- [3] Anil Kumar (2016), Exploring the Teachers' Attitudes Towards Inclusive Education System: A Study of Indian Teachers, Journal of Education and Practice, Vol.No.7, Iss.No.34, ISSN: 2222-1735 (P), ISSN 2222-288X (O), PP:1-4.
- [4] Arun Kumar Choudhary and Deepak Uprety (2020), Lean Regulation Model for Inclusive Higher Education in India, Asian Basic and Applied Research Journal, Vol.No.3, Iss.No.1, Article no. ABAARJ.381, PP: 34-40.

- [5] Ekpenyong E. Ekanem (2014), University Teachers' Demographic Characteristics as Determinants of Transformed Human Capital Development in Universities in Rivers State of Nigeria, *International Journal of Academic Research in Business and Social Sciences*, Vol.4, Iss. No. 2, ISSN: 2222-6990, PP: 482-492, February.
- [6] India - Higher Education Sector Opportunities for Private Participation, PwC Report (2012), <https://www.pwc.in/assets/pdfs/industries/education-services.pdf>
- [7] Jandhyala Viswanath, Reddy K. L. N. and Vishwanath Pandit (2009), Human Capital Contributions to Economic Growth in India: An Aggregate Production Function Analysis, *Indian Journal of Industrial Relations (Corporate Social Responsibility)* Vol.No.44, Iss.No. 3, PP: 473-486, January.
- [8] Malik Mubasher Hassan, Tabasum Mirza, and Mirza Waseem Hussain (2020), The Gender Gap of Teachers in the Education Sector of India, *Tathapi(UGC Care Journal)*, Vol.No.19, Iss.No.45, ISSN:2320-0693, PP: 12-19, June.
- [9] Roger B. Butters, Carlos J. Asarta and Tammie J. Fischer (2011), Human Capital in the Classroom: The Role of Teacher Knowledge in Economic Literacy, *The American Economist*, Volume.No.56, Issue.No.2, ISSN (P): 05694345, ISSN (E): 23281235, PP:47-57, Fall.
- [10] Sheel. R and Vohra. N (2014), Fostering Academic Research among Management Scholars in India: An Introduction to the Special Issue, *Vikalpa*, Vol.No.39, Iss.No.2, PP:5-9.
- [11] Tiwari R and Anjum. B (2018), Skill Hierarchy Motivation Model for Teachers in Indian Higher Education, *Journal of Management and Science*, Vol.No.1, PP:68-77.
- [12] Umashankar. V and Dutta. K (2007), Balanced Scorecards in Managing Higher Education Institutions: An Indian Perspective, *International Journal of Educational Management*, Vol.No.21, Iss.No.1, PP:54-67.