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# THE OPERATIVE GENDER ASSORTMENT TOWARDS THE WORKER ENACTMENT IN ENGINEERING COLLEGE, SALEM DISRTICT, TAMIL NADU

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***ABSTRACT--****Work force assortment is the delivery of the fact that every individual is distinctive, and regarding that their exclusivity could be as of their race, gender, age, class and physical ability, sexual alignment and religious preference. Gender assortment is more conscious in the field of teaching and this paper is going to reveal about the part of gender assortment impact on the employee enactment in engineering college. Among the 24 Engineering Colleges in Salem District population with approximate of 2336 workers only teaching the sample size of 331 has been chosen and surveyed with structures questionnaire for gender assortment. The research design used is descriptive research, with the tools to measure the hypothesis by descriptive analysis, correlation analysis and independent t test sampling to measure the relationship between the gender assortment and the employee enactment. The result shows that there is a significant relationship between the gender assortment and employee enactment and gender assortment not equal mean on operative workforce assortment in engineering college. It is concluded in this research that there is no relationship between the gender assortment and the workers enactment.*

***Key Words--*** *Gender Assortment, Enactment, Operative*

## I. INTRODUCTION

Workers are assorted by various dimensions they are by age, gender, education qualification, religions, experience and income also one of the factor. The operative gender assortment depend on the workers enactment while in the field of education assortment by gender varies by handling the students and the way of approach as big deal the way of teaching also differs. In the Higher education even government have taken more steps to eliminate the assortment among the workers, by enormous training and development programme.

### *OBJECTIVES*

To investigate the relationship between gender Assortment and workersEnactment in engineering colleges at Salem District.

Hypothesis of the study

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## II. REVIEW OF LITERATURE

Gender Assortment

Sean Dwyer et al (2003) examines the influence of gender Assortment in management on firm Enactment. The study suggested that gender Assortment's effects at the management level is conditional on, that is, moderated by, the firm's strategic orientation, the organizational culture in which it resides, and/or the multivariate interaction among these variables.

Ali Ahmadi et al (2018) examined the relationship between the Duality Role of Chief Executive Officer (CEO), the CEO tenure, board structures and gender Assortment with tow measurement of Enactment in listed companies in CAC 40.

Almudena Barrientos Báez et al (2018) explored the status of gender Assortment in corporate governance and its implications to corporate Enactment and emotional intelligence.

Daniel Fox et al (2019) examined gender gaps in the salaries of K-12 educators. The study found that an important part of the gender gap stems from male educators having additional income outside of their primary teaching salary.

Trong Tuan Luu et al (2019) investigated into how Assortment-oriented HR practices that address and value employee Assortment contribute to employee work engagement.

## III. RESEARCH METHODOLOGY

The researcher used the cross sectional research design for this research. The sample population is 2236 among which 331 sample size is chosen for the study. The research tools used to measure the relationship between the gender assortment and worker enactment are descriptive methods of mean and standard deviation to rank the factors and Independent T Test sample and Correlation analysis.

***HYPOTHESIS:***

H1: There is a significant relationship between gender Assortment and workers Enactment in engineering colleges at Salem District.

H2: Gender have not equal means on effective workforce Assortment in the engineering colleges at Salem district.

## IV. DATA INTERPRETATION

**Table 4.1:** Gender of the Respondents

| Gender | **Frequency (f)** | **Percentage (%)** |
|---|---|---|
| Male | 168 | 50.8 |
| Female | 163 | 49.2 |
| Total | 331 | 100.0 |

***CENTRAL TENDENCIES OF MEASUREMENT OF CONSTRUCTS***

The measurement of central tendencies was used to fix the level of agreement of the respondents on each item of the constructs, gender Assortment, age Assortment, educational background Assortment, organizational tenure Assortment, work experience Assortment, religion Assortment and in their institution.

**Table 4.14:** Central tendencies measurement of construct of gender on Enactment

| **Mean** | | **Std. Deviation** | |
|---|---|---|---|
| A1 | The workers have not been discriminated by the employer while hiring and recruiting on gender basis. | 3.2840 | 1.19253 |
| A2 | There is a proper mix of males and females in the organization | 3.0121 | 1.17028 |
| A3 | There are females in top management | 2.8671 | 1.09842 |
| A4 | There is no gender bias during the Enactment appraisal process. Increments and promotions are purely given on the merit basis. | 2.9607 | 1.10986 |
| A5 | Male & female workers are treated in a fair & equal manner. | 3.2659 | 0.98258 |
| A6 | I feel comfortable working with the opposite gender | 3.6224 | 1.08124 |
| A7 | Working with opposite gender helps me increase my Enactment | 3.3172 | 1.02940 |
| A8 | Women are involved in the organization's decision making as much as men. | 3.2326 | 1.04314 |
| A9 | The organization's training and development program is developed to meet the criteria/requirement of the male and female. | 3.1843 | 1.20070 |

Based on the findings in Table 4.14 above, the respondents agreed that "The workers have not been discriminated by the employer while hiring and recruiting on gender basis" (Mean = 3.2840; SD = 1.19253). Furthermore, the respondents agreed that "There is a proper mix of males and females in the organization" (Mean = 3.0121; SD = 1.17028), "Male & female workers are treated in a fair & equal manner" (Mean = 3.2659; SD = 0.98258), "I feel comfortable working with the opposite gender" (Mean = 3.6224; SD = 1.08124), "Working with opposite gender helps me increase my Enactment" (Mean = 3.3172; SD = 1.02940), "Women are involved in the organization's decision making as much as men" (Mean = 3.2326; SD = 1.04314), and "The organization's training and development program is developed to meet the criteria/requirement of the male and female" (Mean = 3.1843; SD = 1.20070).

On a different note, the respondents gave a neutral response on that "There are females in top management" (Mean = 2.8671; SD = 1.09842). Furthermore, the respondents gave a neutral response on that "There is no gender

bias during the Enactment appraisal process. Increments and promotions are purely given on the merit basis" (Mean = 2.9607; SD = 1.10986). 107

## V. CORRELATION ANALYSIS

***The first statement of hypothesis is given below:***

H0: There is no significant relationship between gender Assortment and workersEnactment in engineering colleges at Salem District.

H1: There is a significant relationship between gender Assortment and workersEnactment in engineering colleges at Salem District.

**Table 4.21:** Correlation of gender Assortment and workersEnactment

| **Gender Assortment** | | **WorkersEnactment** | |
|---|---|---|---|
| **Gender Assortment** | Pearson Correlation | 1 | 0.038 |
| Sig. (2-tailed) | | 0.490 | |
| **Employee Enactment** | Pearson Correlation | 0.038 | 1 |
| Sig. (2-tailed) | | 0.490 | |

From the correlation table 4.21, it can be seen that the correlation coefficient (r) equals 0.038, indicating a positive correlation at the same time no significant relationship between gender Assortment and workersEnactment. Since p-value (0.490) > 0.05, we accept the null hypothesis. It can be concluded that there is no statistically significant correlation between gender Assortment and workersEnactment

***INDEPENDENT SAMPLE T TEST***

Gender wise opinion of workers regarding the workforce Assortment in the engineering colleges**.**

H0: Gender have equal means on effective workforce Assortment in the engineering colleges at Salem district.

H1: Gender have not equal means on effective workforce Assortment in the engineering colleges at Salem district.

**Table 4.22:** Group Statistics for gender wise opinion of workers regarding the workforce Assortment in the engineering colleges

| **Workforce Assortment** | **Gender** | **N** | **Mean** | **Std. Deviation** | **Std. Error Mean** |
|---|---|---|---|---|---|
| Gender Assortment | Male | 168 | 3.1905 | 0.85438 | 0.06592 |
| | Female | 163 | 3.2515 | 0.83403 | 0.06533 |
| Age Assortment | Male | 168 | 3.7262 | 0.68081 | 0.05253 |
| | Female | 163 | 3.7301 | 0.67642 | 0.05298 |

| | | | | | |
|---|---|---|---|---|---|
| Educational Background Assortment | Male | 168 | 3.4583 | 0.69948 | 0.05397 |
| | Female | 163 | 3.3988 | 0.72470 | 0.05676 |
| Organizational Tenure Assortment | Male | 168 | 3.8690 | 0.67955 | 0.05243 |
| | Female | 163 | 3.7975 | 0.62023 | 0.04858 |
| Work Experience Assortment | Male | 168 | 3.9583 | 0.69519 | 0.05363 |
| | Female | 163 | 3.9877 | 0.67575 | 0.05293 |
| Religion Assortment | Male | 168 | 3.5893 | 0.91121 | 0.07030 |
| | Female | 163 | 3.6258 | 0.81715 | 0.06400 |

The table 4.22 shows that the sample sizes used for our t test are 168 (Male) and 163 (Female).

i. Male have an average 'Gender Assortment' score of 3.1905 whereas the female scores 3.2515.

ii. Male have an average 'Age Assortment' score of 3.7262 whereas the female scores 3.7301.

iii. Male have an average 'Educational Background Assortment' score of 3.4583 whereas the female scores 3.3988.

iv. Male have an average 'Organizational Tenure Assortment' score of 3.8690 whereas the female scores 3.7975.

v. Male have an average 'Work Experience Assortment' score of 3.9583 whereas the female scores 3.9877.

vi. Male have an average 'Religion Assortment' score of 3.5893 whereas the female scores 3.6258.

**Table 4.23:** Independent-Samples T Test for gender wise opinion of workers regarding the workforce Assortment in the engineering colleges

| Workforce Assortment | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Gender Assortment | Equal variances assumed | 0.010 | 0.920 | -0.658 | 329 | 0.511 | -0.06106 | 0.09284 | -0.24369 | 0.12157 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Equal variances not assumed | | | -0.658 | 328.987 | 0.511 | -0.06106 | 0.09280 | -0.24362 | 0.12151 |
| Age Assortment | Equal variances assumed | 0.009 | 0.922 | -0.052 | 329 | 0.959 | -0.00387 | 0.07461 | -0.15065 | 0.14291 |
| | Equal variances not assumed | | | -0.052 | 328.813 | 0.959 | -0.00387 | 0.07461 | -0.15064 | 0.14289 |
| Educational Background Assortment | Equal variances assumed | 0.133 | 0.716 | 0.761 | 329 | 0.447 | 0.05956 | 0.07828 | -0.09443 | 0.21355 |
| | Equal variances not assumed | | | 0.760 | 327.587 | 0.448 | 0.05956 | 0.07832 | -0.09452 | 0.21364 |
| Organizational Tenure Assortment | Equal variances assumed | 0.736 | 0.392 | 0.999 | 329 | 0.319 | 0.07150 | 0.07157 | -0.06930 | 0.21230 |
| | Equal variances not assumed | | | 1.000 | 327.784 | 0.318 | 0.07150 | 0.07148 | -0.06911 | 0.21211 |
| Work Experience Assortment | Equal variances assumed | 0.614 | 0.434 | -0.390 | 329 | 0.697 | -0.02940 | 0.07539 | -0.17770 | 0.11890 |
| | Equal variances not assumed | | | -0.390 | 328.999 | 0.697 | -0.02940 | 0.07535 | -0.17763 | 0.11884 |
| Religion Assortment | Equal variances assumed | 3.338 | 0.069 | -0.383 | 329 | 0.702 | -0.03648 | 0.09523 | -0.22382 | 0.15085 |
| | Equal variances not assumed | | | -0.384 | 326.991 | 0.701 | -0.03648 | 0.09507 | -0.22351 | 0.15055 |

Table 4.23 explores that Independent-Samples T Test used for gender wise opinion of workers regarding the workforce Assortment in the engineering colleges.

i. Gender have equal means on 'Gender Assortment', because the mean 'Gender Assortment' scores did not differ, t (329) = -0.658, p = 0.511. The population means are equal that is the p-value (0.511) is greater than the significance level of 0.05. Hence, the null hypothesis accepted and the alternative hypothesis rejected.

ii. Gender have equal means on 'Age Assortment', because the mean 'Age Assortment' scores did not differ, t (329) = -0.052, p = 0.959. The population means are equal that is the p-value (0.959) is greater than the significance level of 0.05. Thus, the null hypothesis accepted and the alternative hypothesis rejected.

iii. Gender have equal means on 'Educational Background Assortment', because the mean 'Educational Background Assortment' scores did not differ, t (329) = 0.761, p = 0.447. The population means are equal that is the p-value (0.447) is greater than the significance level of 0.05. Therefore, the null hypothesis accepted and the alternative hypothesis rejected.

iv. Gender have equal means on 'Organizational Tenure Assortment', because the mean on 'Organizational Tenure Assortment' scores did not differ, t (329) = 0.999, p = 0.319. The population means are equal that is the p-value (0.319) is greater than the significance level of 0.05. So, the null hypothesis accepted and the alternative hypothesis rejected.

v. Gender have equal means on 'Work Experience Assortment', because the mean 'Work Experience Assortment' scores did not differ, t (329) = -0.390, p = 0.697. The population means are equal that is the p-value (0.697) is greater than the significance level of 0.05. Accordingly, the null hypothesis accepted and the alternative hypothesis rejected.

vi. Gender have equal means on 'Religion Assortment', because the mean 'Religion Assortment' scores did not differ, t (329) = -0.383, p = 0.702. The population means are equal that is the p-value (0.702) is greater than the significance level of 0.05. Consequently, the null hypothesis accepted and the alternative hypothesis rejected.

Therefore, it can be concluded that gender have equal means on effective workforce Assortment (Gender Assortment, Age Assortment, Educational Background Assortment, Organizational Tenure Assortment, Work Experience Assortment, and Religion Assortment) in the engineering colleges at Salem districtsince their p-values (0.511, 0.959, 0.447, 0.319, 0.697, and 0.702 irrespectively) are greater than the level of significance level of 0.05. Therefore, the null hypothesis accepted and the alternative hypothesis rejected.

In order to compare the samples means of marital status wise opinion of workers regarding the workforce Assortment in the engineering colleges at Salem district. The Independent-Samples T Test was conducted and results were given below.

## VI. FINDINGS AND SUGESSTION

***To investigate the relationship between gender Assortment and workersEnactment in engineering colleges at Salem District.***

i) With regard to 1st Hypothesis ($H_1$), the result shows that there is a positive correlation at the same time no significant relationship between gender Assortment and workersEnactment.

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ii) Regarding 2$^{ND}$ Hypothesis ($H_7$), the result indicates that gender have equal means on effective workforce Assortment (Gender Assortment, Age Assortment, Educational Background Assortment, Organizational Tenure Assortment, Work Experience Assortment, and Religion Assortment) in the engineering colleges at Salem district.

## VII. SUGGESTION

All genders ought to be treated in a reasonable and equivalent way. There ought to be no sexual orientation predisposition at the season of Enactment evaluation or promotions.

Management of engineering colleges should keep on promoting equivalent career growth opportunities for all sex. To energize gender Assortment, managements should make adaptable working strategies that can assist female workers with managing their work and their own life (work-life balance) without conflicts. The management ought to likewise endeavor to screen their measurement by checking occasionally the rate of male and female in the organization, the rate of promotion for male and female and even the normal salary of the two sexes at each dimension in the organization. By doing this, they can make sure to see whether their strategies are supporting Assortment as far as contracting both male and female, advancement and maintenance.

## VIII. CONCLUSION

The operative gender assortment towards the worker enactment in engineering colleges, is an eye opening for the gender assortment reflection in the enactment of their work, the assortment based on the gender is the part of their enactment, this can be rectify by the rational treatment of the male and female in the enactment appraisal. This has to be started from the salary, responsibility distribution by promotions and the training which make them to balance their work and the own life without conflict. Compare to the male, female can be given leaves and extra privileges not the monetary benefits.

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