

A Study of the Problems Faced By Working Women In Higher Education

A Dissertation

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CERTIFICATE

This is to certify that **Ms. POOJA SHARMA** has conducted her dissertation entitled “**A Study of the Problems Faced By Working Women in Higher Education**”, under my guidance and supervision for the partial fulfillment of the degree of Master of Education (M.Ed.) at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. I found it fit for submission and evaluation.

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DECLARATION

I, **POOJA SHARMA**, do hereby declare that the Dissertation entitled “**A Study of the Problems Faced By Working Women in Higher Education**” conducted and submitted to The Maharaja Sayajirao University of Baroda, is my original work, and I also declare that no chapter of this dissertation is taken from any earlier work done either by me or any other person.

Place: Vadodara

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Date: 8th June 2020

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

India's has the third highest higher education system in the world, next to United States and China. The main who conducts the policy at the tertiary level is the University Grants Commission, which compel its standards, advises the government, and helps coordinates between the centre and the state. Accreditation for higher learning is directed by 15 self-ruling organizations set up by the University Grants Commission (UGC).

Indian higher education system has extended at a quick pace by including almost 20,000 universities and in excess of 8 million understudies in 10 years from 2000–01 to 2010–11.

Starting at 2016, India has 799 universities, with a separation of 50 central universities, 402 state universities, 124 esteemed universities 334 private universities, 5 institutions built up and working under the State Act, and 75 Institutes of National Importance which incorporate IIMs, AIIMS, IITs, IEST and NITs among others.

Different establishments incorporate 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 selective women's universities, working under these colleges and organizations as detailed by the UGC in 2016.

Universities might be Autonomous, for example enabled to analyze their own degrees, up to PhD level sometimes, or non-independent, in which case their assessments are under the oversight of the college to which they are partnered; in either case, be that as it may, degrees are granted for the sake of the universities as opposed to the college.

1.2 STATUS OF WORKING WOMEN IN INDIA

Working women in India continues to face stiff challenges and social resistance even in twenty first century. The blackjack of family thwarts them from giving their optimum faculty. The women are permitted to work only out of necessity and not out of their choice. When husband's work was not adequate to support their family, the wife also was compelled to work. (D'Souza,

1975). Thereupon, they are allowed to work out of financial crises. They are faced with domestic violence sometimes by their fathers, husbands or in-laws. The working women in urban areas are more vulnerable than in rural areas as they contribute a large portion in the family income which is sometimes clashed by male ego. The National Family Health Survey II (1998) shows that working women in urban areas face more violence as compared to the rural counterparts, which may be because of their being economically active and relatively better informed about their rights which on one hand, threaten male dominance and on the other, may result in better reporting of incidences of domestic violence although it is extremely difficult to sift the independent contribution of these outcomes. International Clinical Epidemiologists Network 2000; observed that more educated and better employed women faces more violence. Violence is dominated by power. As our country is a patriarchal society, so men plays an independent role while women are dependent on them, resultantly the power also prevails on men only. The concept of patriarchy, which implicates unequal power as well, has been vastly critiqued on the ground that women have multiple locations across axes of age, religion, social class and local culture. These multiple locations may intercept the neat formulation of men's domination over women that patriarchy seems to suggest; in other words, women are not always, and/or only, dominated by men (Dietrich 1992; Datar 1993; Sen 1999; Sangtin writers and Nagar 2006). However, we argue that even as multiple axes enter to destabilize patriarchy as such, changing and newly created structures continue to carry patriarchal overtones, which, by and large, do follow the pattern of domination and submission - a hallmark of patriarchy (Kandiyoti 1997). Having said this, it is also to be noted that patriarchal structures are not monolithic and interactions with localized specificities fracture them to bring in contextualized nuances (Raju 2001, 2006). The working women find dual challenge of handling family and work pressure. They are expected to fulfill their dual roles efficiently. After crossing domestic impediments they are not able to give their optimum ability in the workplace and hence lag in the organization. The stress generated in the home affects the personal and organizational performance drastically. Earlier women were only responsible for performing their domestic roles, but as the time changed and they became a part of the workforce of the country they are now held responsible for performing both roles as a householder and as a professional worker. While managing work/life balance they are overburdened with the work, if they give their optimum capacity in fulfilling their professional duties, they fail to perform their traditional roles; this creates guilt in them as they think they are ignoring their foremost responsibility. This guilt ultimately distracts them in performing either of their roles. The husbands feel beneath their esteem to help the wives in sharing the household responsibility and believe it to be the only responsibility of the women in our country. As compared to the foreign countries, wives are treated as domestic engineer and

they feel no shame in helping their partner in household works. Studies on educated working women and role-conflict (Joshi, 1973; Kapur, 1970; Kaul, 1973; Mahajan, 1966; Srivastava, 1972) found that educated working women, even while holding very responsible posts, continue to be over conscious of their duties and obligations at home—duties towards their husband, children and home. The inner conflict and tension was experienced particularly if they are very keen to play both their roles very efficiently and are desirous of paying equal attention to their home and work. Time apportionment of a working woman was related to the type of responsibilities at home and at work place. Studies conducted by Nye and Hoffman (1963) and Kapur (1974) indicated that women who choose to combine marriage with career had to face problems in allocating time and resources between the two major responsibilities. Our society is in a transition stage, on the one hand there is an urge for working women in the houses, the husbands think that to match their status they need an educated working wife, therefore they only search for the bride who is highly educated and is already engaged in some economic activity, on the other hand they want their wife's to accomplish their household responsibilities efficiently without sharing their responsibility. To quote Kapur (1970): „In a society in transition then in which tradition is undergoing continuous change but the modern has not been accepted fully, a great deal of confusion in social, moral norms and cultural standards is to be expected.“ Though the women are working, they are financially independent and earning income at par with their counterparts then also they have no right in their own income. Before marriage, all their financial decisions are taken by their fathers and after marriage by their husbands. Ergo women stay poor not only in rural but also in urban areas too. Major investments are done by their male counterparts as women are considered to be emotional and cannot take the financial decisions. The reality is entirely different. Women are better decision makers because if they can take dexterous decisions in their house, then why can't outside. They are commonsensical and better managers. The whole set of responsibility of managing home and office lie on their shoulders, and they manage so beautifully yet they are considered as poor decision makers and are not allowed to take financial decisions. In the professional world too, women are facing lot of hardships. Women's representation in management is very low. Globally, women comprise only around 10 per cent of senior management positions in Fortune 500 companies (Chadha, 2002). While liberalization of the Indian economy has created considerable employment opportunities for many, including women, who possess marketable skills and talent, women are seen mainly in HR and Information Technology (IT) departments and servicing activities. Their presence in hardcore production or marketing is less than mens and still lower at strategic policy-influencing levels. This is despite claims that women in India have played significant roles in social organizations, politics and administration (Gupta, Koshal and Koshal, 1998). Women are not

preferred in production or shop floor departments as they are considered to be physically weak and are not suitable in these areas female managers are observed to be working predominantly in HR, Public Relations (PR) and administration at subordinate or junior levels, and are often found in „soft“ fields like fashion, clothing and beauty products. A large number of women also work in newspaper organizations, the electronic media, the IT industry and service organizations. Nevertheless, over the last three decades, women have been entering a variety of occupations and are diversifying into different professions formerly the exclusive domain of males. These include banking, marketing, advertising, the civil services, the police and armed forces. Through these avenues women can aspire to the acquisition of money, knowledge and power. Yet, social stereotypes held by their male colleagues and bosses about women's role in society have influenced the position and treatment of women managers. Women are playing a significant role in the expansion of the Indian software industry and they constitute 45 per cent of the high-tech workforce. A high concentration of men exists in export software firms, whereas women are present in higher proportions in domestic low-end and IT-enabled services (Suriya and Craig, 2003). All the same, entry into IT and related service sectors are helping women in India to move out of their traditional household roles and develop a career in business organizations.

1.3 STATUS OF WORKING WOMEN IN HIGHER EDUCATION

Higher education makes an important contribution to property development through the generation and dissemination of knowledge. The effective management of this domain deserves high priority at a time once universities worldwide face essential challenges thanks to the unprecedented enlargement nonetheless drastically reduced resources of upper education. the many and complex problems facing society furthermore demand that social investment in establishments of upper education is totally even in terms of its come to the community.

The under-representation of women in instruction management is well documented and serves to demonstrate that the pool of social control talent at intervals every country isn't optimally used. Current practices of achievement and promotion require pressing investigation so as to grasp the barriers to women's progress and to spot ways to induce a fairer gender balance supported skilled equality. Women managers operating in numerous socio-cultural and geographical contexts analyse the obstacles that they need baby-faced and overcome throughout their careers. Four principal themes emerge: the final participation of women in education; the extent of their involvement in instruction management, as well as impediments to their advancement; the event of strategies to surmount these career limitations; and also the specific contribution of women to the management of upper education.

As the twenty first century approaches, women graduates face exciting views. progressively,

they'll be powerfully urged to assume their rightful place within the decision-making method - each within the systems and establishments of upper education and additionally in the varied professions that they need studied. As this twin role is of the best importance for society, women merit robust encouragement in these endeavours.

In spite of advances, women have created in several areas of public life within the past 20 years, within the space of upper education management they're still an extended method from collaborating on an equivalent footing as men. With hardly associate exception the world picture is one in every of men outnumbering women at regarding 5 to 1 at middle management level and at regarding twenty or additional to one at senior management level. women deans and professors ar a minority cluster and women vice-chancellors and presidents ar still a rarity.

'The position of women in instruction management can't be treated in isolation from the final standing of women in society, and from the final aims of economic and social development'- writes Rafica Hammoud. Access to education' may be a telling indicator of women's standing during a given society. Cultural perceptions of the roles that women ar expected to fill ar reflected within the extent to that women participate in formal education and also the sort of education to that they need access.

In seeking to clarify the under-representation of women in instruction management we tend to flip 1st to contemplate the equity in participation of women in education, to replicate on the explanations for this development and to focus on its adverse consequences. Primary level education is currently wide out there all told of the countries studied and opportunities for secondary and higher education are increasing.

Increasing retention rates in Asian country counsel that kids recognise that within the new technological era their job prospects will be bleak while not some style of higher level education. The rising aspiration for any education is inserting increasing pressure on governments to expand all types of post-higher instruction or instruction.

Even wherever economic and technological development has progressed on the far side the farming model, these attitudes persist, informing expectations and behaviours. it's this slender definition of the feminine role that limits women' access to education, causes early attrition and restricts them to ancient feminine areas of study.

The higher education system in Asian country is very large and structurally numerous with four.3 million students in 196 university level institutions. At base a British colonial system, it's undergone a serious enlargement since independence, that has typically broadened access to education. Women's entry into instruction and employment came via the nurturing professions; nursing and teaching, towards the top of the last century, for the most part as a results of the efforts of social reformers to boost the lot of widows and alternative marginalised women.

Gandhi thoroughbred the importance of education for women however this did very little to change entrenched social attitudes. The barrier to education for women -in Asian country was the persistent belief that women ought to not condescend to require paid employment though voluntary work was acceptable. The World Health Organization pursued a profession for private fulfilment sometimes failed to marry. Economic factors in additional recent times have de-escalated the fulfilment usually did not marry. Economic factors in more recent times have broken down the resistance to women operating to supplement family incomes and these days women square measure well described in several occupations.

However access to education is commonly restricted for women UN agency board rural areas or in cities while not faculties or universities. This summary of the participation of women in education shows that women square measure benefitting from the growth of educational chance and in some countries just like the us, Canada, the Caribbean, Suomi and France have equaled or overtaken men in terms of their proportion of gross enrolments. women supply large potential to contribute to the skills base of their countries and in several places represent a sadly under-utilised resource. It should be that those governments UN agency are slow to reply to discrimination against women in education could also be swayed by arguments which emphasizes the advantages to the country as an entire in developing the human resource potential that women represent.

Improving access to education needs the legislative back-up to support changes in cultural perspective. Formal requirements for gender balance within the provision of economic help and scholarships have evidenced effective in increasing the participation of women in education.

Women education in Asian nation has been a significant preoccupation of each the govt. and civil society as educated women will play a really vital role within the development of the country. One cannot neglect the importance of education in regard to women management in Asian nation is poised to become a developed country by 2020. the expansion of women's education in rural India is incredibly slow. Education of women is that the most powerful tool of modification of position in society. In spite of EFA programme, the position of girl's education has not modified plenty in step with determined parameters for women. It is observed that the speed of women education is increasing however not in correct manner (Kumar).

1.4 PROBLEMS FACED BY WORKING WOMEN

For the sake of simplicity and easy understanding the main problems are divided into three. All such problems have profound influence upon working women's time allocation. A detailed explanation of all these problems across different occupations is presented below.

The three problems are:

- a. Health problems
- b. Family related problems
- c. Psychological problems

➤ **Health Problems** World Health organization (WHO, 1946) defines “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. It is true that a healthy woman builds a healthy community and health status of Kerala women is much better than the national average. Woman’s multiple roles affect not only her own health and well being but affect the overall health and well being of the family. The heavy stress and strain they face while combining the outside work and domestic work, child care, care for elderly make her more tiresome and she gain less leisure. Working woman’s total hours of work increases at the expense of her leisure time.

Table 1.1: Occupation wise health problems faced by working women

Variables	Legislators, Senior officials and managers	Professionals	Technicians and Associate professionals	Clerks	Service workers and Shop & market sales workers	Skilled Agricultural and Fishery workers	Craft and related workers	Plant and machine operators and Assemblers	Elementary occupations	Workers not classified by occupations	Total
Have permanent health problem	2 (9.52)	1 (6.25)	5 (14.71)	6 (9.23)	15 (19.74)	1 (8.33)	4 (16)	0 (0)	13 (22.81)	13 (9.42)	60 (13.3)
Suffer from lung related diseases	1 (4.76)	0 (0)	0 (0)	6 (9.23)	8 (10.53)	0 (0)	2 (8)	1 (16.67)	8 (14.04)	8 (5.8)	34 (7.6)
Not getting time to practice regular physical exercise	13 (61.9)	2 (12.5)	30 (88.24)	50 (76.92)	64 (84.21)	11 (91.67)	23 (92)	6 (100)	55 (96.49)	106 (76.81)	360 (80.0)
Not taking nutritious diet daily	4 (19.05)	2 (12.5)	14 (41.18)	19 (29.23)	30 (39.47)	9 (75)	11 (44)	3 (50)	37 (64.91)	36 (26.09)	165 (36.7)

Source: Sample Survey

Sen (1990) revealed that in spite of high female education and employment, women are compelled to do their traditional duties of cooking and shouldering of responsibility of childcare and other household chores. Table gives a detailed sketch of occupation-wise health problems. Details related to health problems revealed that nearly one fourth of working women belonging to elementary occupations face permanent health problems (22.81 per cent), followed by service workers and sales and shop workers (19.74 per cent). It is clear from the interviews conducted with the sales girls and those belonging to elementary occupations revealed that they face back pain and related problems which mainly formed due to the nature of work they performed. Similarly the plant and machine operators mainly face the problems related to lung diseases that is about seventeen percent

revealed that they face such problems. Regular physical exercise has significant influence upon the health of every person especially in the case of working woman. Even after realizing its significance, due to lack of enough and sufficient time working women belonging to elementary occupations, plant and machine works, agriculture works and craft related works face problems related to lack of regular physical exercise. But turning to the case of legislators, professional and associate professionals in spite of their busy life schedule, they consider the significance of regular exercises and they try to adjust their time span for this too. Thus they try to solve these problems to a great extent. It is a known fact that poor nutritional and growth status of the mother often shows a reflection of her own health status as well as on the growth of foetus, new born child etc. In Kerala due to high level of educational background woman always considers the significance of nutritious diet and its impact on her health. Working women belonging to agricultural works and those belonging to elementary occupations face problems related to the intake of nutritious diet. Due to their low income status they are unable to take nutritious diet daily. About 75 per cent of working women belonging to this occupational group revealed that they are unable to take nutritious diet daily. Not only their low income status but also their time use pattern influences their food consumption habits. 64.91 per cent of those working women belonging to elementary occupations face the problem related to the intake of nutritious diet daily. Those working women belonging to the first and second occupational group like legislators, senior officials, managers, professionals etc felt such problems at its minimum because they realize the role of nutritious diet in a human beings daily life. Thus in spite of their busy and tight schedules they try their maximum to take nutritious diet daily. Only 19.05 and 12.5 percent of working women belonging to these two occupational groups face the problem related to the daily intake of nutritious diet. Even regarding the intake of nutritious diet 36.7 per cent of working women revealed that they are not able to take nutritious diet daily due to tight time schedule and long hours of traveling etc. While considering the health problems faced by working women across different occupational categories, 13 per cent of sample women revealed that they suffer from permanent health problems and about 87 per cent revealed that they do not face any permanent problems related to health. An examination of lung diseases, caused by the traditional methods of cooking (with the use of wood, dry cow dung etc), 92 percent of sample women are in a much better health situation through increased use of LPG rather than traditional methods of cooking. Such a positive trend in the health status of Kerala women revealed that they are in a much better health situation than the national average. In Table 7.1 the total values will exceed the total sample number of 450 and the main

reason is the problem of overlapping that takes place while considering the health problems of working women across different occupations. For example if we consider those working women with no time to practice regular physical exercise, their frequency is 360. And those working women who do not take nutritious diet daily, their frequency is 165. It is quite well known that those working women who have no time to practice regular exercises also fall in the group with no time to take nutritious diet daily.

➤ **Family Related Problems**

Anthropologists and sociologists hail that family is a universal social institution. In 1949, George Peter Murdock defined family as “a social group characterized by common residence, economic cooperation, and reproduction”. Thus family constitute the most fundamental and basic unit where the seeds of love and care are sown and brought up. In every family mother’s role is so significant and Engle (1983) pointed out that mothers can more efficiently allocate resources to children than the fathers, because they are more attached to their children. A similar idea related to child care and role of woman is given by Dwyer (1983). Disintegration of joint families and development of nuclear families often put heavy stress on the time allocation of working women. Working women with preschool children often pose a heavy strain on their time allocation and to solve this problem is to give more attention to parents and grandparents and thus it will lead to a shift in favour of joint families. Such a change in the outlook of the society will surely reduce the inmates in the old age home and they will enjoy the care and love of their children and grand children. Full-time working mothers still do a second shift at home, and they have less free time than their husbands, but the disparity has begin to decline until recent decades, men and women adopted distinct economic roles. Blau and Ferber, 1986, (pp.14-66); Becker, 1991, (pp. 30-53) presented interesting expositions on how these roles evolved. Even after so much progress in the social life of women, the attitude that women are responsible for domestic duties and their main work should confined to the household now too remains in the minds of a few segments of the society. As the survey revealed that nearly one third of the interviewed working women face some problems basically in relation to family support to participate in income earning activities outside.

Table 1.2: Occupation wise family related problems faced by working women

Variables	Legislators, Senior officials and managers	Professionals	Technicians and Associate professionals	Clerks	Service workers and Shop & market sales workers	Skilled Agricultural and Fishery workers	Craft and related workers	Plant and machine operators and Assemblers	Elementary occupations	Workers not classified by occupations	Total
Have children < 15 years of age	7 (33.33)	8 (50)	19 (55.88)	26 (40)	39 (51.32)	6 (50)	16 (64)	2 (33.33)	29 (50.88)	67 (48.55)	219 (48.7)
Not living with husband	1 (4.76)	2 (12.5)	3 (8.82)	5 (7.69)	6 (7.89)	1 (8.33)	3 (12)	0 (0)	7 (12.28)	7 (5.07)	35 (7.8)
No servant to assist in household work	3 (14.29)	4 (25)	27 (79.41)	46 (70.77)	69 (90.79)	11 (91.67)	24 (96)	6 (100)	57 (100)	92 (66.67)	339 (75.3)
No family support to participate in income earning activities outside	5 (23.81)	1 (6.25)	15 (44.12)	17 (26.15)	49 (64.47)	10 (83.33)	12 (48)	3 (50)	42 (73.68)	41 (29.71)	195 (43.3)
Presence of physically weak elderly	1 (4.76)	0 (0)	1 (2.94)	7 (10.77)	5 (6.58)	0 (0)	1 (4)	0 (0)	4 (7.02)	10 (7.25)	29 (6.4)
Presence of bed ridden elderly	0 (0)	0 (0)	0 (0)	0 (0)	1 (1.32)	0 (0)	1 (4)	0 (0)	1 (1.75)	1 (0.72)	4 (0.9)

Source: Sample Survey

Number and age of children in a household have significant influence upon the time allocation of women especially working women. Whatever be the occupational status, the presence of children often has a significant impact on the time allocation of woman. Table reveals that nearly half of the sample women expressed that if they had children with age less than 15 years, they had to spend more time to look after them. If the working woman is not living with her husband, it also creates problem in her time use even though such constraint is only less felt (less than 8 per cent) across different occupational classes. Traditionally caste and social barriers had profound influence on the educational as well as occupational life of women. But with the passage of time things changed, now with the progress of education and increase in employment opportunities, more women are breaking the traditional barriers of caste. Even after such a progress about 43.3 per cent of the working women consider lack of family support as one important problem in participating in income earning activities outside. If there are domestic servants to assist working women in their household activities, it is quite a relief for them and can manage their work in a more efficient manner. About three fourth of sample women consider the absence of servant as a problem to perform domestic work along with the market work. Those occupational categories belongs to elementary occupations (like door to door service workers, domestic servants, kitchen helpers etc) and those belonging to plant and machine operator class (like pencil and bead makers, dry cleaners etc) found it as a main

problem because their economic situations do not allow them to appoint a domestic worker. But in the case with legislators, senior officials, managers, professional and associate professionals, this problem is least felt because in any way they try to appoint a servant and reduce the problem associated to the minimum. While examining the problems related to the gaining of family support to participate in income earning activities outside revealed that those families with high level of education and employment status provide more support for woman to work outside. But woman who works as agricultural labourers, fishery workers, elementary workers and those working as salesgirls face such problem severely. And in the case with agricultural workers nearly ninety per cent face such problems. Presence of active or healthy elderly ones in fact saves the time of working woman by helping them to manage their time use in a more efficient manner but if the elderly members are physically weak or bedridden the opposite will happen. Working woman then has to spend a lot of time and energy to look after them along with the love and care given to them. In the case with legislators, managers, professional and associate professionals the time allocation problems in association with elderly care is least felt because they are in a economic situation to appoint a home nurse or any other alternative methods can be undertaken to look after the physically weak or bed ridden elderly.

➤ **Psychological problems**

Mental health is described by World Health Organisation as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. Good mental health is essential for the wellbeing of individuals, their families, and the community. Mental, physical and social health is interdependent. (WHO, 2005). People living with mental problems may experience poorer health—placing individuals at an increased risk of chronic disease. The status of women is directly connected with their economic position, which in turn depends on opportunities for participation in socio-economic activities. The economic status of women is now accepted as one of the main indicator of society’s development. The World Health Report (2001) stated that women face so many physical and mental illness including behavioral disorders and these are the result of a complex interaction between biological, psychological and social factors. Shift work (those work which is scheduled after the normal daylight hours like 9-5) often create so much stress upon women working in such work schedules. Such shift in day and night work adversely affects working women both physically and mentally. It will also have adverse effects on their concentration, memory,

alertness etc.

Table 1.3:Occupation wise psychological problems

Occupational divisions		Freq.	Percent
1	Legislators, Senior officials and managers	5	23.71
2	Professionals	5	31.25
3	Technicians and Associate professionals	8	23.53
4	Clerks	13	20.00
5	Service workers and Shop & market sales workers	11	14.47
6	Skilled Agricultural and Fishery workers	3	25.00
7	Craft and related workers	5	20.00
8	Plant and machine operators and Assemblers	2	33.33
9	Elementary occupations	19	33.33
10	Workers not classified by occupations	17	12.32
Total		88	19.6

Source: Sample Survey

Table presents occupational wise psychological problems and a good sign can be noticed that only 88 out of 450 sample (19.6 per cent) faced psychological problems related to time allocation. A much better mental health status can be found turning to different occupational groups, those working women belonging to elementary occupations like door to door service workers, domestic servants, sweepers, cleaners etc face such constraint most followed by professional's basically medical professionals including gynecologists, computer engineers and so on . Such psychological problems related to time use is least felt (12.32 per cent) by the workers not classified by occupations mainly casual workers during school holidays, graduates and post graduate seeking occupations and the like.

Some other problems faced by working women

➤ **Acceptance As Working Professionals**

Most Indian men are yet to come to terms with the fact that women are also capable of working with them, shoulder to shoulder, in any field or professional sphere. They still visualize women as individuals who should be in charge of the kitchen and other domestic affairs.

Work is either seen as a temporary evil for women whose husbands do not earn enough, or the domain of women who do not “know their place.” As a result, Indian working

women do not get the respect they require from their male colleagues in the workplace.

➤ **Balancing Work-Family Life**

No matter how high their position or designation is in the office, women in India are still viewed as the family manager back home. They are expected to return home at a certain time, cook, clean and take care of family affairs.

In fact, men who help out around their house are often the butt of jokes by their male friends. This makes life extremely stressful for women who have little help around the house and have to do it all.

➤ **Travelling For Work is Not Acceptable**

One of the problems faced by married working women is that they cannot travel or go on tours without having to answer uncomfortable questions by most of their friends and family. This is especially true for married women, who also have a flourishing career. Their professional obligations often depend on the support and understanding of family members.

A married man can go on long official tours outside his home city, without raising eyebrows and questions from his family members and peers, but his equally-successful wife would face disapproval. As a result, women often have to opt out of jobs than involve travel or settle for not being promoted as a result.

➤ **Safety Of Working Women**

The “nosey questions factor” aside, there is still the concern for safety of working women who need to travel on official business. Women travelling out of their home city for work trips are considered vulnerable and an easy target to fulfill the lewd intentions of their chauvinist male colleagues. Checking into a hotel alone is one of the problems faced by working women, even if the trip is purely official. Many hotels refuse to allot a room to a single woman (under strange pretexts) because of their own safety concerns or if a woman decides to stay alone, she is viewed with suspicion.

➤ **Unequal Pay**

One of the raging topics of discussion in the context of problems faced by working women (not only in India, but also in many other nations) is that of equal pay. Legally, a woman is entitled to get the same salary as their male colleagues for the same kind of work done by them. However, gender discrimination is rampant as many companies still do not adhere to these guidelines and pay women less than their male colleagues.

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➤ **Education**

Though it is gradually rising, the female literacy rate in India is lower than the male literacy rate. Compared to boys, far fewer girls are enrolled in the schools, and many of them drop out. According to the National Sample Survey Data of 1997, only the states of Kerala and Mizoram have approached universal female literacy rates. According to majority of the scholars, the major factor behind the improved social and economic status of women in Kerala is literacy.

Under Non-Formal Education programme (NFE), about 40 Per cent of the centers in states and 10 Per cent of the centers in UTs are exclusively reserved for females. As of 2000, about 0.3 million NFE centers were catering to about 7.42 million children, out of which about 0.12 million were exclusively for girls. In urban India, girls are nearly at par with the boys in terms of education. However, in rural India girls continue to be less educated than the boys.

According to a 1998 report by U.S. Department of Commerce, the chief barrier to female education in India are inadequate school facilities (such as sanitary facilities), shortage of female teachers and gender bias in curriculum (majority of the female characters being depicted as weak and helpless).

➤ **Discrimination at Workplace**

However, Indian women still face blatant discrimination at their workplaces. A major problem faced by the working women is sexual harassment at the work place. Further, women employees working in night shift are more vulnerable to such incidents. Nurses, for example, face this problem nearly every day. There is nothing that is done in hospitals to tackle and address the danger they face. Such blatant disregard of current Indian laws is one reason why sexual harassment at the workplace continues to increase.

Also, Indian women are often deprived of promotions and growth opportunities at work places but this doesn't apply to all working women. A majority of working women continue to be denied their right to equal pay, under the Equal Remuneration Act, 1976 and are underpaid in comparison to their male colleagues. This is usually the case in factories and labor-oriented industries.

➤ **Land and property rights**

In most Indian families, women do not own any property in their own names, and do not get a share of parental property. Due to weak enforcement of laws protecting them, women continue to have little access to land and property. In fact, some of the laws discriminate against women, when it comes to land and property rights.

The Hindu personal laws of mid-1950s (applied to Hindus, Buddhists, Sikhs and Jains)

gave women rights to inheritance. However, the sons had an independent share in the ancestral property, while the daughters' shares were based on the share received by their father. Hence, a father could effectively disinherit a daughter by renouncing his share of the ancestral property, but the son will continue to have a share in his own right. Additionally, married daughters, even those facing marital harassment, had no residential rights in the ancestral home. After amendment of Hindu laws in 2005, now women in have been provided the same status as that of men.

In 1986, the Supreme Court of India ruled that Shah Bano, an old divorced Muslim woman was eligible for maintenance money. However, the decision was vociferously opposed by fundamentalist Muslim leaders, who alleged that the court was interfering in their personal law. The Union Government subsequently passed the Muslim Women's (Protection of Rights upon Divorce) Act.

Similarly, the Christian women have struggled over years for equal rights of divorce and succession. In 1994, all the churches, jointly with women's organizations, drew up a draft law called the Christian Marriage and Matrimonial Causes Bill. However, the government has still not amended the relevant laws.

➤ **Crimes against women**

Police records show high incidence of crimes against women in India. The National Crime Records Bureau reported in 1998 that the growth rate of crimes against women would be higher than the population growth rate by 2010. Earlier; many cases were not registered with the police due to the social stigma attached to rape and molestation cases. Official statistics show that there has been a dramatic increase in the number of reported crimes against women.

➤ **Domestic Violence**

Globally, one out of every three women faces violence at the hands of their husbands, Fathers, or brothers and uncles in their homes. Domestic violence can be described as when one adult in a relationship misuses power to control another through violence and other forms of abuse. The abuser tortures and controls the victim by calculated threats, intimidation and physical violence. Although men, women and children can be abused, in most cases the victims are women. In every country where reliable, large-scale studies have been conducted, results indicate that between 16 and 52 Per cent of women have been assaulted by their husbands/partners. These studies also indicate widespread violence against women as an important cause of morbidity and mortality. Such violence may also include rape and sexual abuse. Psychological Status of Women in India:

Problems and concerns 25 violence includes verbal abuse, harassment, confinement and deprivation of physical, financial and personal resources. For some women emotional abuse may be more painful than physical attacks because they effectively undermine women's security and self-confidence. In India, violence within the home is universal across culture, religion, class and ethnicity. The abuse is generally condoned by social custom and considered a part and parcel of marital life. Statistics reveal a grim picture of domestic violence in India. The National Crimes Bureau, Ministry of Home Affairs, Government of India reports a shocking 71.5 Per cent increase in instances of torture and dowry deaths during the period from 1991 to 1995.

➤ **Dowry**

Another serious issue in modern India is Courts are flooded with cases related to death due to dowry harassment by husband and in laws. In ancient times women were given 'Stridhan' when they departed from the house of their parents. This amount of money was given to her as a gift which she can use on her and her children but her in-laws did not have any right on that amount. This amount was supposed to help the girl in time of need. Slowly this tradition became obligatory and took the form of dowry. Nowadays parents have to give hefty amount in dowry, the in laws of their girl are not concerned whether they can afford it or not. If a girl brings large amount of dowry she is given respect and is treated well in her new home and if she does not bring dowry according to expectations of her in laws then she has to suffer harassment. Due to this evil practice many newly wed women of India have to lose their lives.

1.5 Higher Education: The Challenges

The next focus should be on the role of women as decision makers. The existing problems are

- The conservative attitude of the society towards women discourages their participation in decision making.
- Despite sensitization of empowering women through education, their enrolment in higher education is not very satisfactory (though there is a remarkable change in some states and some quarters of the country).
- The absence of a gender dimension in the higher education curriculum should be taken care of.

These are the pertinent challenges which ought to be attended to and amended.

The study entitled "Women in Higher Education Management" identified the The study entitled "Women in Higher Education Management" identified the principal barriers

preventing the participation of women in the decision making arena:

- Limited access to education, especially higher education
- Discriminating appointment and promotion practices
- The stress of striking a balance between family and professional roles
- Family attitudes
- Career interruptions
- Cultural stereotyping
- Alienation from the male culture and continued resistance to women in management positions
- Propagation of the glass ceiling syndrome which privileges covert criteria for advancement
- Absence of adequate policies and legislation to ensure the participation of women.

1.6 WOMEN IN WORK FORCE

Lots of women are now trying to be self-dependent and have entered the labor force. In the Indian society school teaching and nursing were the occupations first permitted to middle and upper class women. The below table 4 shows that the highest number of women is in teaching profession, which comes around approximately eighty percent. The next preferred profession is Medical & Para-Medical occupations, such as nurses, mid-wives and health visitors and also in small number as Physicians and Surgeons (allopathic). Other workers category in this field consists of personnel such as Dietician, Physician & other Surgeon, Pharmacists, Physiotherapists, Medical and Health Technicians.

Women employees in professional & technical occupations

Sr. No.	Occupational category	No. of women employees	Percentage to total (women)
1.	Engineering personnel	5862	1.8
2.	Medical personnel	39230	12.2
3.	Physical scientists & physical science technicians	1507	0.5
4.	Social scientists	3855	1.2

5.	Teachers	254769	79.5
6.	Others	15289	4.8
Total		320512	100.0

Source: Selected Educational Statistics 2004-05. MHRD. New Delhi, 2007

1.7 WOMEN IN TEACHING PROFESSION

By nature, women are educators. Usually, it is woman's role to educate her children. The womb is the initial phase of a person's life. The development and intelligence of a fetus is substantially influenced by its mother, so teaching comes naturally to her. School teaching is particularly preferred by women as shown in Table 4. This profession has been traditionally accorded a special respect in Indian society as it involves knowledge and teaching. When a woman enters University teaching, there status is significantly higher than that of school teachers. In today's era women have access to almost all professions which are even more lucrative and highly prestigious but still there are many who prefer academic profession. Many women join the academic profession as they find it more suitable in balancing their work and home responsibilities. Schools and colleges have long vacations and they are able to use these vacations to catch up with pending home making tasks. Even the working hours are convenient for women to manage the children along with work. As a far greater percentage of women employees were accounted for teachers in professional workers division (table 5), it would be interesting to identify their teaching levels:

Table : 5 Women teachers by teaching levels

Sr. No.	Teaching level	No. of women teachers	Percentage distribution
1.	Craft teachers	4404	1.7
2.	Pre-primary school teachers	2333	0.9
3.	Primary & middle school teachers	87017	34.2
4.	Higher secondary/secondary school teachers	128553	50.5
5.	University & college teachers	28868	11.3
6.	Others	3594	1.4

7.	Total	254769	100.0
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Source: Selected Educational Statistics 2004-05. MHRD. New Delhi, 2007

Data in above table reveals that 50.5 percent were higher secondary and secondary school teachers followed by 34.2 percent women who were engaged in the primary and middle schools, and 11.3 percent were engaged in Universities and Colleges. In other category of teachers women shared places but not in substantial numbers.

The teaching profession both in this country and internationally is, with few exceptions, predominated by women. Women in education possess immense potentialities as they have entered in this profession in a big way. Women who enter academic profession are well qualified, often better qualified than their male colleagues, at the point at which they enter the profession. But very few are able to do research, or writing, acquire doctoral or post doctoral degrees or other academic distinctions required to be elevated to positions of management. (Chitins 1992). However, a look at the statistics reveals that despite the large numbers of women in the profession, they are greatly under represented in positions of administration. The reason which is quoted by Chitins S, 1992 was that women even though acquiring additional qualifications are not always willing to move from a purely teaching or research position to one involving administrative responsibilities because these involve more time on job. Purely administrative and managerial positions are even less popular, since these are often non vocational posts. However, their number at top levels is very less compared to their intellectual attainments. But now all this is rapidly changing. Many woman now accord equal importance to their responsibilities as career women and home makers and some even consider their career more important.

1.8 STRATEGIES FOR EMPOWERING WOMEN IN HIGHER EDUCATION MANAGEMENT

Below are discussed some of the strategies which can help the working women to overcome the discussed barriers.

a) NETWORKING

There is a need to foster the creation of working women's networks in different fields including education at local, regional and national levels to share their views, which can strengthen the process of empowerment. Networking will play an important role in helping women to learn about job availability. Women gets a platform here to share problems and issues, and helps them to resolve those issues & problems through sharing experiences and information which may lead to improvement of competency at work.

b) MENTORING

Mentoring is a sustained relationship between the mentor and the mentee. Mentors are generally defined as "higher ranking, influential, senior organizational members with advanced experience and knowledge who are committed to providing upward mobility and support to protégé's professional career" (Ragins, 1989). In mentoring, a more experienced person assists with the professional development of a less experienced colleague, identifying both strengths and weaknesses. Women in Indian context have stereotype ways of working, so they need to be brought out of their current mind set and require a shift in the thinking paradigm which can be made possible through mentoring. It is being asserted by Hale (1992) that "mentoring is known to influence strongly one's professional career development and upward mobility". Institutions of higher education should establish and practice mentorship programs for working women. Working women need mentors to understand the realities of the male-dominated culture and to be identified for promotion (Powell et al., 1992). The essence of mentorship here is that experienced working women direct and advise younger working women or aspiring working women how to behave, what to learn, what is important to know about the organizational culture and organizational values, etc., so they can prosper and advance in the organization.

c) TRAINING PROGRAMMES

Training programmes for working women can be conducted which are designed to meet the specific needs of the women. The components which can be focused herein can be, time management, production of support group at home, management skills. Courses and workshops can be offered to give the individual women administrators, skills to survive in a sexist world. Women should be targeted and taught assertiveness, taught strategies to balance home and office.

d) SUPPORT SYSTEM

Working women should have proper support system at home as well as at work place. Working women can develop their own support systems at home like use of modern gadgets in kitchen; they can go for hired help. The women can resolve the problem of lack of support at home through convincing, persuasion and love to share responsibilities. A support from institution is also important. The colleagues should help them. The institution should be flexible to working women in deviant conditions like child rearing. Institution should understand that some of the social demands needs more presence of women than men, so a flexible work schedule should be provided to women. Accordingly there is a need to bring changes in the organizational policies & programs.

1.9 RATIONALE FOR THE STUDY

The under representation of women in higher education management should be a concern for everybody because women are about fifty percent of all nationalities and a significant part of any nations' work force. Being half of the population, and half of the human resources, if women have to contribute significantly towards the development, they too need to be in higher positions to influence policy and decision-making. To make any decision balanced and complete, there is a need to consider women's viewpoint in every activity of decision-making. We must ensure that policies are drawn up through 'women's eyes' also, which is not the case now.

The women who are already in higher education and leadership positions should be enriched, encouraged and motivated. Any country serious about fully utilizing all its human resources' potential cannot leave the task to the very small number of women in leadership positions. Without equal access and opportunities for women with higher education, a major section of the work force is underutilized and the achievements of the next generation underdeveloped. Women have particular skills, knowledge and attitudes that they can bring into higher education. Research studies have tried to identify the barriers but the researcher in this study will make an effort to examine these barriers in much detail and an effort will be made to understand how these barriers originated and overcome.

Higher education is where high-level technical, professional and managerial personnel are trained to work in various sectors of our economy. Higher education is the one, which provides the teachers, scholars, managers and administrators for the whole education system. It generates knowledge and innovation through scientific research that is needed for development. If we have more women in higher education then it is most likely that they will act as role models for other young girls who will aspire for higher education. Again women will be able to play an important role in national development. Today the number of women has increased in the field of higher education as professionals. However, it needs to be noted that number of working women over years is far from satisfactory. Though the proportion of women teachers at university and college level is increasing, number of women administrators at this level is still very low. This is a matter of great concern and needs a reflection as to how these few women could make up to reach to these positions and what process they followed and how they could maintain and sustain that position.

The higher education continues to be the most gender-stratified executive position in the country with men more likely to advance from teaching to top administrative role than are women. Therefore it should be clearly evident that research based understanding of this inequitable situation from the perspectives of the relatively few women who inhabit the role is needed. There is need to focus on developing a better understanding of working women's experiences, the challenges they have faced and the factors that have led to their promotion or success. The main purpose of research

here is to identify working women's experiences since their barriers, bottlenecks and general inhibitors or equal outcomes of working women college or university and to document the experiences of these women.

1.10 IMPLICATION OF STUDY

The study would help us in understanding the present status of working women in higher education and what kind of problems they are going through

1. To find out possible solutions for problems and issues faced by working women in higher education.
2. To find out the gaps between the problems faced and probable solutions to the problems faced by working women in higher education.
3. The study can yield results that can help us in better understanding the problems and challenges faced by working women in higher education.
4. Some solutions can be offered for betterment of working women in the work place.
5. To create awareness among the society about the equal importance of men and women.
6. To improve the existing status and security of the women.

1.11 STATEMENT OF THE PROBLEM

A study of problems faced by working women in higher education.

1.12 OBJECTIVES OF THE STUDY

The objectives formulated for the study are as follows:

1. To study the problems faced by working women in higher education.
2. To study the perception of women in higher education about the work environment in the higher education institutions.

1.13 OPERATIONAL DEFINITIONS

Working women: Those women who reached to the positions of assistant professor, associate professor, academic, educator, lecturer.

Problems : Problems of working women in higher education related to career, family and workplace.

1.14 DELIMITATION OF THE STUDY

The study will be delimited to the working women in higher education of different states.

CHAPTER II

REVIEW OF LITERATURE

2.1 RELATED STUDIES

While studying on “A STUDY OF PROBLEMS FACED BY WORKING WOMEN IN HIGHER EDUCATION” some such previous works on women education have been reviewed by the investigator. Some of such related review of literature is described below.

Kapur, (1970) in his study found that more adjustment problems are created and faced by working women and hence they expect their spouses to accommodate and adjust. They also face role-conflict and adjustment problems in family and workplace.

Sengupta and Sankar, (1970) in their study stated that in spite of women’s increasing participation in a variety of professions, one cannot say that their status has improved.

Ranade and Ramachandran, (1970) in their study concluded that women’s employment has no adverse effect on their domestic responsibilities.

Bennett, (1982) in her study stated that it may be particularly important for female professors to demonstrate both sets of characteristics-those traditionally viewed as feminine, such as friendliness and support, and those traditionally viewed as masculine, such as competence and confidence.

Basow and Silberg, (1987) in their study reveal that lower ratings are obtained by female teachers on items related to female stereotypes, because female teachers lack interpersonal interaction with students. Moreover, male teachers are perceived to be dynamic, energetic, enthusiastic, which are masculine characteristics and students associate them with male teachers rather than female teachers. The sex-stereotype-conditioning may affect others’ rating of teachers

revealing the differential expectations from male and female teachers. When student evaluation of teachers suffers from subjectivity where female teachers are underrated, the spurious results obtained will introduce a negative attitude among the teachers towards their profession. Thus, the status of female teachers may be under threat.

Sinha and Pushpa, (1987) in their research found that working women have to perform two sets of roles, that is the role of a mother, a wife, a daughter-in-law, and a neighbour of the family on the one hand and on the other hand as an employee. She has to perform a specific set of roles at her work place which may involve the role of an employee, a sub-ordinate, a colleague, a peer, and supervisor. It is argued that working women have to confront more conflicting role-expectations as they occupy a large number of positions than the non-working women.

Gutek, B.A., and Larwood, L., (1987) in their study found that women's career development is different from and more complex than men's because of role expectations about both paid work and family life. The same writers name five elements requiring particular attention in the study of women's careers: career preparation (expectations and socialization, as well as education); opportunities in society; the influence of marriage; pregnancy and child care; timing and age.

SNDT, (1989) reported that the teaching staff as well as the management and administrative staff of Colleges and Universities are mostly women. Providing these women a greater avenue of employment, further training, and promotions is vital. Opportunities exist for more women to be appointed to positions of leadership. There are clearly more openings for women to be at the helm of these institutions.

Kaile et al., (1990) in their research on job satisfaction of teachers, found that experience does not have a significant impact upon job satisfaction of male as well as female teachers, and female teachers are significantly more satisfied than male teachers.

Jayaweera, S. (1991) in his study found that women are often marginalized to low status positions within schools, usually teaching the lower grade classes and subjects considered 'soft'. This means that men still dominate higher status positions, teaching higher grade classes and subjects with a higher prestige, such as Maths and Science. These low-status positions mean that women teachers' voices may be either excluded from policy and decision-making processes, or they may not be taken seriously. It may be impossible for women to influence school policy and, therefore, they can make no positive difference on girls. This is especially so where there are only

one or two women on a large staff- list. The role model potential of women teachers is compromised if they are seen by girls (and boys) as always subordinate to men and are only assigned to low-status roles within the school. Moreover, the assignment of women to roles that are seen to relate to their nurturing and caring abilities and their natural affinities for young children, rather than to their intellectual and pedagogical capacities, may serve to reinforce gender stereotypes. Ironically, pastoral responsibility for girls-a task which is often given to senior women teachers in schools-may be precisely the sort of responsibility that is assigned to women based on stereotypical assumptions and not given the value it deserves within the school (for example, it is rare for women to be given any workload adjustment to compensate for extra time spent in this role). A study conducted in Sri Lanka highlighted the fact that compared to male teachers in schools, women teachers usually do menial and low status tasks, not only during the regular school day, but also at special events such as school concerts and prize-giving evenings.

Orner, M.B. (1992) in his study found that if women are to achieve equality in Indian Society, women teachers must be in the forefront of those who encourage social transformation for girls. They must themselves be, and help young females to be, critically aware of their society's norms that include an understanding of patriarchy and how and why females have been traditionally subordinated in society. They must help female students to challenge accepted gender roles. "Activism should not ignore the interplay between the empowering and the oppressive in the form and content of the ethos.

Dines, (1993) in his study quoted the UNESCO-Commonwealth report on women in higher education management. The global picture is one of men outnumbering women about five to one at middle management and about twenty to one at senior management level. Women deans and professors are a minority group and women vice-chancellors and presidents are rare.

Lillydahl and Singell, (1993) in their study found that American male full-time professors had salaries that were 6.5% higher than those of female full-time professors...They also found that unionized faculty members were significantly more satisfied with wages, benefits, and to some extent job security, but less satisfied than non-unionised members with almost all other elements of their jobs. These included the reputation of the institution, the quality of the students and their colleagues, leadership in departments, administration offices, co-operation among faculty, support services (e.g. equipment, teaching/research assistance) and the control they had over work assignments (e.g. workload, time spent with students etc.,

Bradley, C. (1994) recorded that women are rarely found in positions of authority and leadership in schools, and career development for women teachers is rarely prioritized. Even in countries where the percentage of women teachers is high, there are rarely many women head teachers, Education Officers and Managers at the district, regional and national levels. there are systemic constraints for women wishing to develop their career within the educational sector, such as negative attitudes towards women's ability to manage and lead schools, lack of female role models, long hours, and commitments that are difficult to reconcile with family and child-care responsibilities. There are also constraints within families and communities. For example, a study of women teachers in Papua New Guinea reported that women teachers were reluctant to apply for or take up promotions because they feared their husbands' violent reactions.

Davies, Lubelska and Quinn, (1994) in their study found that despite equal opportunities, most women continue to feel disadvantaged and oppressed in relation to their prospects, representation and needs within higher education.

Steward et al., (1995) in his study on women academics, found that, regarding interpersonal variables, the need for guidance or control was a significant influence on job satisfaction.. The findings also supported previous research in that it identified a climate within the academic work environment that can be personally and professionally toxic to many women who have attained faculty status.

Gaynor, (1997) in his study found that living conditions are a major factor that affect deployment of women teachers in rural areas. Above all, family responsibilities, male dominated nature of schools, the low status of the teaching profession, sexual harassment, discriminatory administrative practices and regulations are factors that contribute to the problems facing women teachers in developing countries.

UNESCO, (1998) reported that in the area of higher education, both in teaching and management, women are still a long way from participating on the same footing as men. Women have made some progress in achieving parity in teaching but are grossly under-represented in higher education management. A Commonwealth survey (1998) reveals that the Commonwealth average was 24%. The proportion of women decreased significantly as women moved up the

academic and occupational ladder. Large numbers of women were clustered in the wings/waiting to step up. Only at the lecturer level 'women begin to be represented in numbers that equal or come close to those of their male colleagues' but the average for the Commonwealth was only 33.8%. The pattern that emerges suggests that women are being appointed at the lecturer level but either get stuck at this level or drop out of academic life, unable to combine family and academic commitments.

Kane and Penny, (1999) in their study found that the association among femininity, job and stress is multi-faceted, as in practice; women are still being discriminated against. Economically they are less privileged because in many cases they are not considered fit for productive employment and economic activities. Several factors appear to amplify the brunt of pressure on women, principal among them being the preponderant role that women still play in the provision of family care. Household Labour frequently involves caring for family members: children, the sick and the elderly. Even where men share the caring function, it is usually the women who are the primary carers, and so they may suffer additional health risks. These may be physical (for instance, muscular-skeletal problems caused by lifting) or involve extreme tiredness, stress or depression. Women predominate, too, as paid carers and health workers of different types-and encounter many of the same problems in that role.

White, (2000) in his study about the challenges for women in the professoriate in Australia, remarks on the impact of the highly masculine culture on higher education. You are just sort of ignored, very pleasantly, but you are not part of the male culture". It would appear that once women reach senior levels in any organization they encounter the power of the male hegemony that is prepared to accommodate some women, but not to have their dominance challenged.

Ozkanli and Korkmaz, (2000) in their study on the attitude towards gender discrimination in academic promotions and administration in Ankara University, concludes that most female academics in Turkey (67.3%) think that there is no gender discrimination, but being a woman is far from an advantage.

Arbuckle and Williams, (2000) in their study argue that priming a social category activates schemata for stereotype-consistent characteristics and obstructs the schemata for stereotype-inconsistent characteristics. The evaluation may have blocked students' schema for "women as enthusiastic eloquent college professor", and evoked an unconscious devaluation of the female professors' expressiveness, even during a lecture on stereotypically feminine topics like

Difference Development...Thus, it may be concluded that the gender-characteristics of a teacher have an effect on student evaluation of teachers

Forster, (2001) in his study on the conflicts experienced by women academics in a UK University found that the University in question has formal equal opportunities policies and gender monitoring systems in place. However, very few women have progressed into senior academic roles. They continue to be handicapped by well-ingrained structural and cultural barriers and by promotion systems that still largely rely on the publication records of candidates for appointments and promotions. Some of the women interviewed reported that they had opted to put their careers on hold because of domestic and family responsibilities. A few have resigned themselves to never achieving senior positions because of these commitments. The study observes that the trend may have a negative impact on recruiting women graduates into careers in higher education in the future.

Hodge, (2002) in his research at five Universities around the United Kingdom – namely Oxford, Edinburgh, Heriot-Watt, Luton and Surrey concluded that Universities are unfriendly to women, and female academics fail to climb the ladder as a result. The Athena project, whose aim was to boost women's presence in Science, Engineering and Technology, funded the research. The women staff interviewed cited old-boy networks and subtle forms of discrimination in the Universities. None of the women felt comfortable about working in a predominantly male environment.

AGI, (2004) in its study stated that women comprised around 26% of Assistant professor positions in geo-sciences, in 2004-2005, but this is well below the proportion of women receiving Ph.D., (38% in 2003). This indicates that women are not getting their due share in jobs in the academia, contrary to popular belief. The proportion of women on the faculty declines from Bachelor's degree-granting institutions (18%) to Master's-granting institutions (17%) to Ph.D.,-granting institutions (13%). The proportion of women on the faculty declines with increasing rank, from around 26% Assistant professors to 8% professors. There are not enough women among geo-science academia to accurately determine whether promotion rates are the same for men and women. But there is no statistically significant difference in tenure and promotion rates between men and women in the geo-sciences.

Butler, (2005) in his study on the views of women academics on their professional advancement at a higher education institution in South Africa found that women within higher education institutions felt isolated, alienated, and that their ideas were unheard.

ACU, (2005) in its study found that the improved recruitment of women into all levels of management in higher education as integral to the overall development of the institutions in terms of both equity and quality.

Okpara et al., (2005) in their study on female academics found that the female academic employees had lower levels of normative commitment than their male colleagues. Studies have shown that female academics face a myriad of challenges which affect their teaching and professional development, such as family/work conflict, discriminatory appointments into positions of authority, lack of opportunities for further training, sex-role-stereotyping etc

Shamima Tasnim,(2006) in her study concluded that female teachers are not equally treated in comparison with their male counterparts. Their contribution is hardly recognized by the organization or society at large. The female teachers like the job but they are kept aside from important responsibilities and their importance is not duly recognized. The unfavourable working environment and unhealthy inter-personal relationships make them dissatisfied. Poor salary and status keep them away from working with full devotion.

UNESCO (EFA), (2007) in its report revealed that female teachers often serve as role models for girls and positively influence their enrolment and attendance. But in educationally backward states, there are few women teachers to attract girls to schools and retain them.

Jones, (2007) in his study at La Trobe University Melbourne, Australia, found that the recruitment processes require that at least one female be included on every Employment Selection Panel. The institutions Faculty Deans were required to ensure female representation on all major Faculty Committees, was not less than 50% and that both

sexes were represented on all university committees. La Trobe's gender balance in academic staff is similar to those in three other Australian tertiary institutions-the Bachelor Institute of Indigenous Tertiary Education, the Australian Catholic University and Notre Dame University. In 2007, the proportion of women academics at La Trobe was 49%. There were 56% to 58% women academics at the other three institutions.

Sandhya Gupta, (2009) in her study found that unmarried and young women are employed at relatively miserly wages. Their working hours are long. In zkyudhu, women, on an average, perform 30 hours of overtime work per month. Occupational health problems are not the responsibility of the employers. If a woman complains of health problems or asks for an improvement in the working conditions, she is promptly dismissed. After all, sick or unfit workers cannot contribute to increasing productivity or efficiency. In the end, women do not progress to skilled employment or to supervisory jobs, even in a branch where the lower level jobs are exclusively performed by them.

Saravanan, S. (2010) in his study found that the condition of working women in India and the entire world, in general, is considered to be very distressing. Working women in general are subject to discrimination at various levels. Hence, the conditions need to be analysed in depth. Working women employed in various salaried jobs and professions find that their problems are of three types: environmental, social and psychological. In each of them, problems emerge due to strained situations at home and in the work place. They are due to two factors; one is the inner conflict due to dual commitment and concern, and the other is the practical difficulty of combining the dual commitment.

Al-ameen, Medical College, Bijapur, India studied (2014) about the "Problems faced by Women in the Educational Institutions of Bijapur". The main findings of the study are- Majority of the respondents lie in the 26-40 age group having an experience of more than 10 years. Most of the respondents served in the private institutions. A majority of the respondents, 62% precisely, believed that they faced problems to some extent, while 25% claimed they face a lot of problems. Another positive aspect of the findings was that 77% of times women opted for this profession based on their interest and only 23% respondents were in this profession for financial reasons. 6. 70% of the respondents were married out of which 67% claimed that unmarried

women face lesser problems than married women. A very optimistic finding of this research is that 88% of the respondents find the education institutions in Bijapur good for them. 16.76% of the respondents face time management problems.

2.2 IMPLICATION OF THE STUDY

For the present study researcher has reviewed total thirty three (33) studies. There were some studies of adjustment problems are created and faced by working women (Kapur, 1970), women's increasing participation in a variety of professions (Sengupta and Sankar, 1970), women's employment has no adverse effect on their domestic responsibilities (Ranade and Ramachandran, 1970), lower ratings are obtained by female teachers on items related to female stereotypes (Basow and Silberg, 1987), women have to perform two sets of roles (Sinha and Pushpa, 1987), women's career development is different from and more complex than men's because of role expectations about both paid work and family life (Gutek, B.A., and Larwood, L., 1987), job satisfaction of teachers, found that experience does not have a significant impact upon job satisfaction of male as well as female teachers (Kaile et al., 1990), women are often marginalized to low status positions within school (Jayaweera, S. 1991), if women are to achieve equality in Indian Society (Orner, M.B. 1992), women in higher education management (Dines, 1993), American male full-time professors had salaries that were 6.5% higher than those of female full-time professors (Lillydahl and Singell, 1993), women are rarely found in positions of authority and leadership in schools, and career development for women teachers is rarely prioritized (Bradley, C. 1994), despite equal opportunities, most women continue to feel disadvantaged and oppressed in relation to their prospects, representation and needs within higher education (Davies, Lubelska and Quinn, 1994), women academics, found that, regarding interpersonal variables, the need for guidance or control was a significant influence on job satisfaction (Steward et al., 1995), living conditions are a major factor that affect deployment of women teachers in rural areas (Gaynor, 1997), the area of higher education, both in teaching and management, women are still a long way from participating on the same footing as men (UNESCO, 1998), the association among femininity, job and stress is multi-faceted, as in practice; women are still being discriminated against (Kane and Penny, 1999), the challenges for women in the professoriate in Australia (White, 2000), the attitude towards gender discrimination

in academic promotions and administration in Ankara University(Ozkanli and Korkmaz, 2000), priming a social category activates schemata for stereotype-consistent characteristics and obstructs the schemata for stereotype-inconsistent characteristics(Arbuckle and Williams, 2000), the conflicts experienced by women academics in a UK University(Forster, 2001), five Universities around the United Kingdom – namely Oxford, Edinburgh, Heriot-Watt, Luton and Surreyconcluded that Universities are unfriendly to women(Hodge, 2002), women comprised around 26% of Assistant professor positions in geo-sciences(AGI, 2004), he views of women academics on their professional advancement at a higher education institution in South Africa(Butler, 2005), improved recruitment of women into all levels of management in higher education(ACU, 2005), female academics found that the female academic employees had lower levels of normative commitment than their male colleagues(Okpara et al., 2005), female teachers are not equally treated in comparison with their male counterparts(Shamima Tasnim,2006), female teachers often serve as role models for girls and positively influence their enrolment and attendance(UNESCO (EFA), 2007), recruitment processes require that at least one female be included on every Employment Selection Panel(Jones, 2007), unmarried and young women are employed at relatively miserly wages(Sandhya Gupta, 2009), the condition of working women in India and the entire world, in general(Saravanan .S, 2010), Problems faced by Women in the Educational Institutions of Bijapur(Al-ameen, Medical College, Bijapur, India studied 2014).

The above review reveals that many studies have been conducted but their focus was more on problems are created and faced by working women, about discrimination , about family related problems, on gender stereotypes , on issues related to family , females are not equally treated etc. Almost all of these studies were status studies. Researcher did not find any studies conducted to find the problems faced by working women in higher education and the perception of women in higher education about the work environment in the higher education institutions. Therefore the researcher decided to undertake this study.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a way to solve the problems. It is a systemic procedure in which the researcher starts from initial identification of the problem to final conclusion organizes all the components of study in a way that is most likely to lead to valid answer to the sub problems that have been posed. The previous two chapters have given the rationale for the study undertaken, that is, the development and implementation of constructivist pedagogy and to study its effectiveness. The present chapter focuses on the Research methodology employed to achieve the objectives of the current study.

The methodology denotes the approach employed by the investigator for the purpose of a research. It deals with the research method or methods followed to achieve the objectives of the intended research.

3.1 POPULATION

The population of the present study consisted of all the working women in higher education.

3.2 SAMPLE OF THE STUDY

The sampling technique used was Convenient Sampling.

3.3 SOURCES OF DATA

The data was collected through a questionnaire which was administered making use of google form. The google form was posted on various platforms through which data was collected.

3.4 NATURE AND SCOPE OF THE STUDY

The study is Survey in nature and seeks to identify the problems faced by working women in higher education. The study also aims also at finding out women's issue in the

workplace, Professional Career Experiences, Career-related barriers, Career Assessment and the study also aims also at finding out the organizational supports for women so that the working women are able to give their best to their organization and are able to reach their full potential. The present study surveyed only working women in higher education .

3.5 DATA COLLECTION PROCESS

The study only focuses on the quantitative analysis of the information obtained through the questionnaire (google form). The questionnaire has 31 items out of which 29 questions are closed ended while 2 questions are open ended. The questionnaire is divided into four parts:

Part 1 consists of questions on Beliefs about women's issues in the workplace, part 2 consists of questions on Career related problems, part 3 consists of questions on Career Assessment and part 4 consists of questions on Leadership characteristics.

Data was collected using the google form. The google form was posted on various social media platforms which targeted the working women in higher education institutions. The number of respondents were 71. The questionnaire consisted both close ended and open ended questions to meet the objectives of the study. The items in the questionnaire included working women issues related key parameters like promotion issues, family care issues, discrimination based on gender, workplace discrimination and prejudices, safety and security issues etc. The statements/items for the questionnaire were formed after consulting relevant literature and some preliminary study conducted in the area. Besides the attitude scale, the survey questionnaire also included a section to capture the general profile of respondents.

3.6 METHOD OF ANALYSIS

The data regarding the problems faced by working women in higher education through questionnaires were analysed by using graphical representation of data. The percentage and frequency distribution was implied to analyse the data.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The present chapter deals with analysis of the collected data and its interpretation. It is one of the most important tasks in process of research. After the data was collected the investigator established different categories and applied these categories to the raw data through coding and tabulation. The wide data was condensed into few manageable groups and tables for analysis. The investigator used computers at this stage by feeding available data into “Google forms”, created by using Google Drive technology. It helped the investigator to save time and energy. Once the entire data was fed, results were obtained in the form of tables, charts and figures. The investigator was thus able to get an accurate analysis from the raw data of 70 respondents with the use of computer based analysis. After the collection and analysis of data was done, the investigator accomplished the task of drawing interpretations from it. The investigator tried to avoid personal bias and misleading conclusions while interpreting the analyzed data. The data was collected using research tools of questionnaire. Questionnaire was administered to Working Women In Higher Education. Convenient sampling was used for data collection

The present study had following two objectives:

Objective no. 1: “To study the problems faced by working women in higher education.”

Objective no. 2: “To study the perception of women in higher education about the work environment in the higher education institutions.”

4.1 DATA ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE

To achieve objective no. 1, data was collected using questionnaire. The questionnaire had thirty one questions with open ended and closed ended. It was divided into four sections: Beliefs about women’s issues in the workplace, Career-related barriers, Career assessment and Leadership characteristics.. The questionnaire was administered to Working Women in Higher Education.

Completely filled 71 questionnaires were analyzed as per the demand of the present study.

Respondents were the Working Women In Higher Education to whom questionnaire was administered. The analysis of various items in questionnaire has been presented as follows:

Beliefs about women's issues in the workplace

Item 1

The following table and figure shows that Many women are seeking administrative positions in higher education.

Figure 4.1-women are seeking administrative positions in higher education

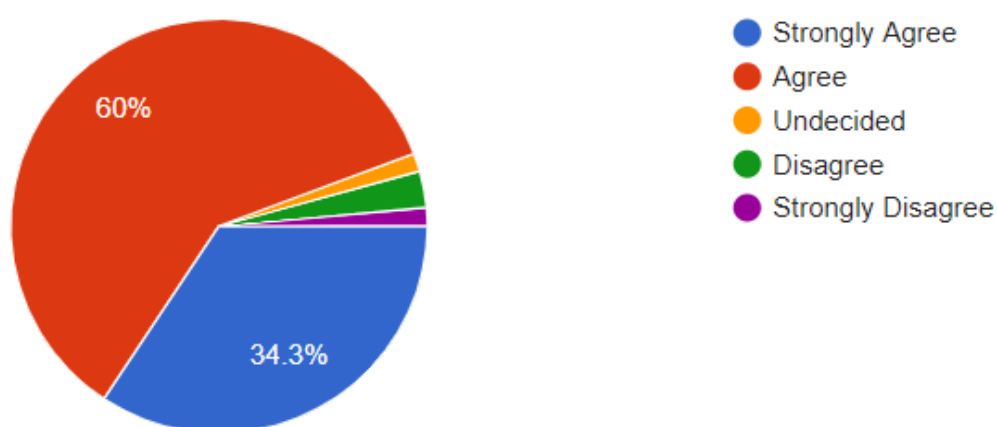


Table 4.1-women are seeking administrative positions in higher education

	No. of Respondents	Percentage
Strongly Agree	24	34.3%
Agree	42	60%
Undecided	1	1.4%
Disagree	2	2.9%

Strongly Disagree	1	1.4%
Total	70	

From the table 4.1 and fig. 4.1, it can be seen that 60% of respondents agree that many women are seeking administrative position in higher education. 34.3% of respondents strongly agree that many women are seeking administrative positions in higher education. 2.9% of respondents disagree that many women are seeking administrative position in higher education. 1.4% of respondents are undecided that many women are seeking administrative position in higher education. 1.4% of respondents strongly disagree. It can be concluded that majority of the respondents agree that many women are seeking administrative position in higher education.

Item 2

The following table and figure shows that Women are supportive of other women in the profession .

Figure 4.2- Women are supportive of other women in the profession.

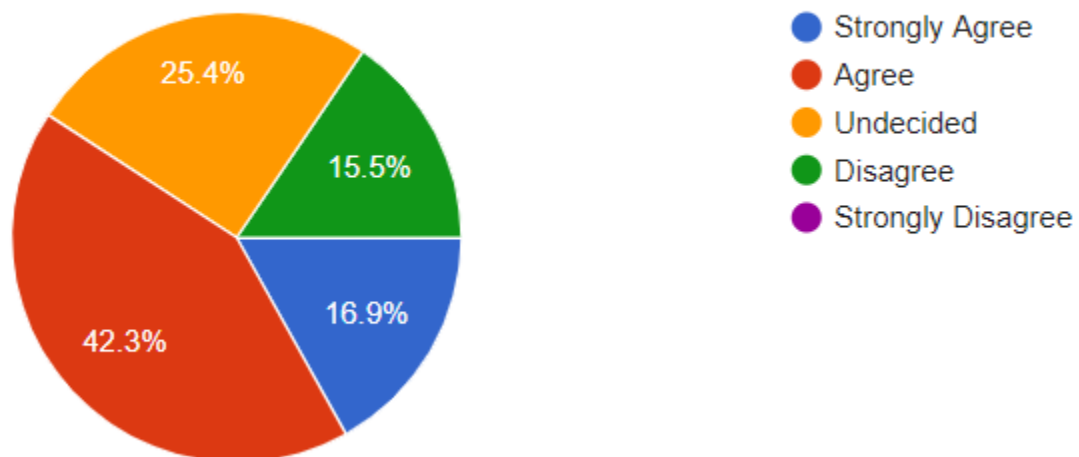


Table 4.2- Women are supportive of other women in the profession.

	No. of Respondents	Percentage
Strongly Agree	12	16.9%
Agree	30	42.3%
Undecided	18	25.4%
Disagree	11	15.5%
Strongly Disagree	00	0%
Total	71	

From the table 4.2 and fig. 4.2 , it can be seen that 42.3% of respondents are agree that Women are supportive of other women in the profession. 25.4% of respondents are undecided that Women are supportive of other women in the profession. 16.9% of respondents are strongly agree that Women are supportive of other women in the profession. 15.5% of respondents are disagree that Women are supportive of other women in the profession.. It can be concluded that majority of the respondents are agree that Women are supportive of other women in the profession .

Item 3

The following table and figure shows that Women are perceived to be as powerful on the job as men.

Figure 4.3- Women are perceived to be as powerful on the job as men.

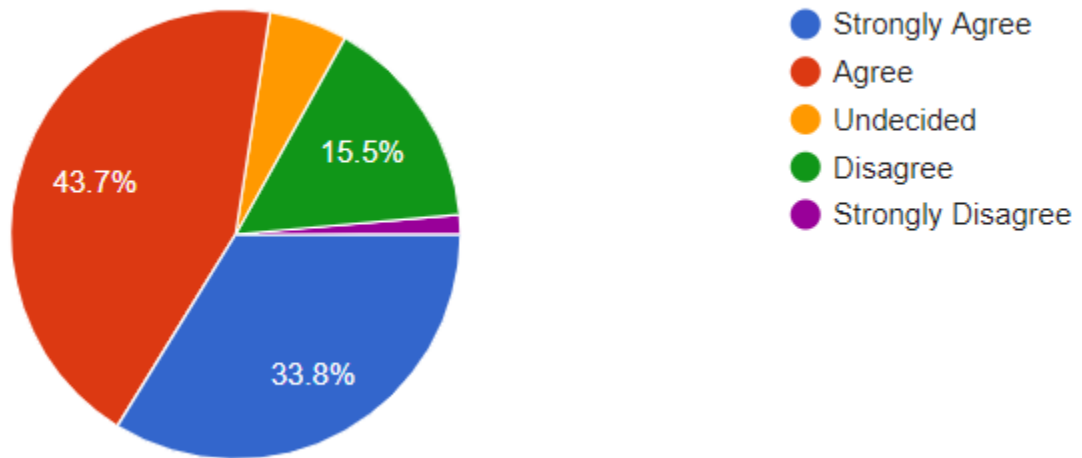


Table 4.3- Women are perceived to be as powerful on the job as men.

	No. of Respondents	Percentage
Strongly Agree	24	33.8%
Agree	31	43.7%
Undecided	4	5.6%
Disagree	11	15.5%
Strongly Disagree	1	1.4%
Total	71	

From the table 4.3 and fig. 4.3, it can be seen that 43.7% of respondents are agree that Women are perceived to be as powerful on the job as men. 33.8% of respondents are Strongly Agree that

Women are perceived to be as powerful on the job as men. 15.5% of respondents are disagree that Women are perceived to be as powerful on the job as men. 5.6% of respondents are Undecided that Women are perceived to be as powerful on the job as men. 1.4% of respondents are strongly disagree that Women are perceived to be as powerful on the job as men. It can be concluded that majority of the respondents are agree that Women are perceived to be as powerful on the job as men.

Item 4

The following table and figure shows that Women are more sensitive to people matters than men.

Figure 4.4- Women are more sensitive to people matters than men.

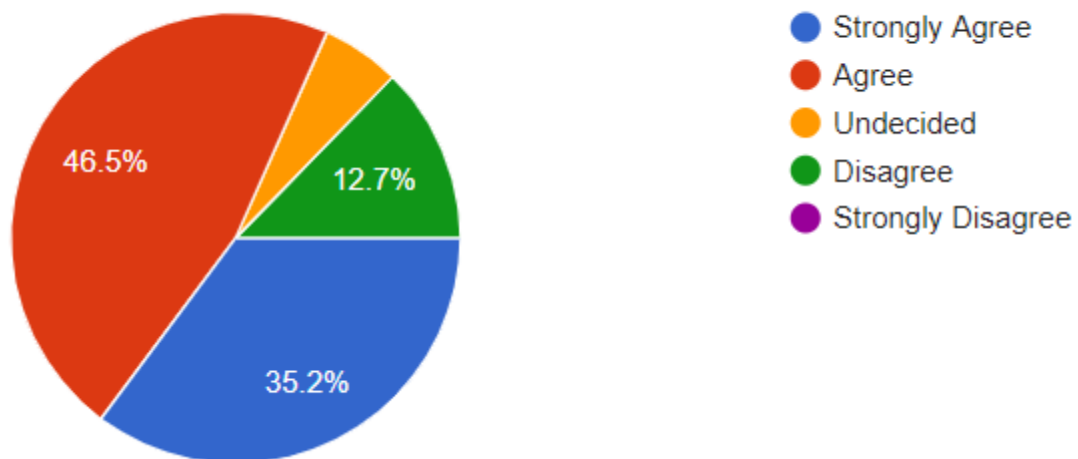


Table 4.4- Women are more sensitive to people matters than men.

	No. of Respondents	Percentage
Strongly Agree	25	35.2%
Agree	33	46.5%
Undecided	4	5.6%
Disagree	9	12.7%
Strongly Disagree	0	0%
Total	71	

From the table 4.4 and fig. 4.4, it can be seen that 46.5% of respondents are agree that Women are more sensitive to people matters than men. 35.2% of respondents are Strongly Agree that Women are more sensitive to people matters than men. 12.7% of respondents are disagree that Women are more sensitive to people matters than men. 5.6% of respondents are Undecided that Women are more sensitive to people matters than men. It can be concluded that majority of the respondents are agree that Women are more sensitive to people matters than men.

Item 5

The following table and figure shows that Women are not as effective in their decision –making as men.

Figure 4.5- Women are not as effective in their decision –making as men.

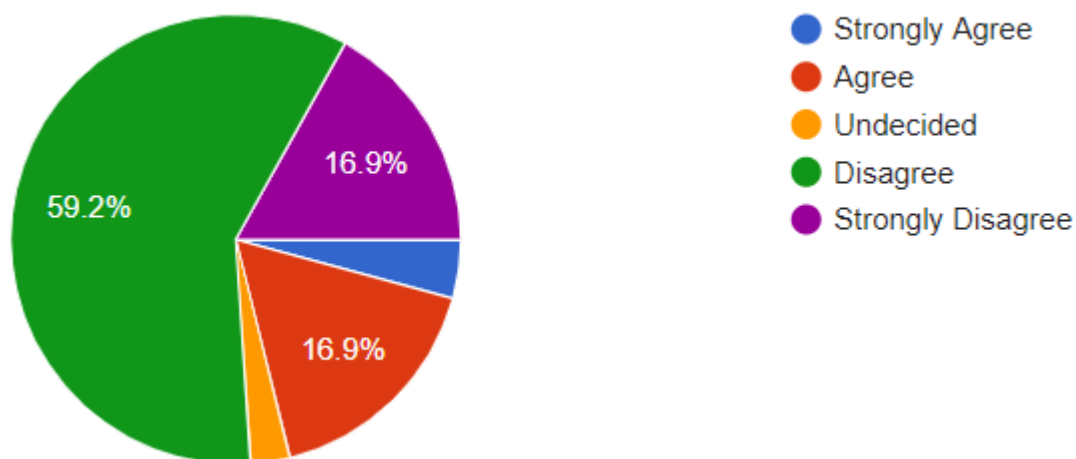


Table 4.5- Women are not as effective in their decision –making as men.

	No. of Respondents	Percentage
Strongly Agree	3	4.2%
Agree	12	16.9%
Undecided	2	2.8%
Disagree	42	59.2%
Strongly Disagree	12	16.9%
Total	71	

From the table 4.5 and fig. 4.5, it can be seen that 59.2 % of respondents are disagree that Women are not as effective in their decision –making as men. 16.9%of respondents are Strongly disagree that Women are not as effective in their decision –making as men. 16.9% of respondents are Agree that Women are not as effective in their decision –making as men. 4.2% of respondents are Strongly agree that Women are not as effective in their decision –making as men. 2.8% of respondents are Undecided that Women are not as effective in their decision –making as

men. It can be concluded that majority of the respondents are Disagree that Women are more sensitive to people matters than men.

Item 6

The following table and figure shows that Women are incapable of financial finesse.

Figure 4.6- Women are incapable of financial finesse.

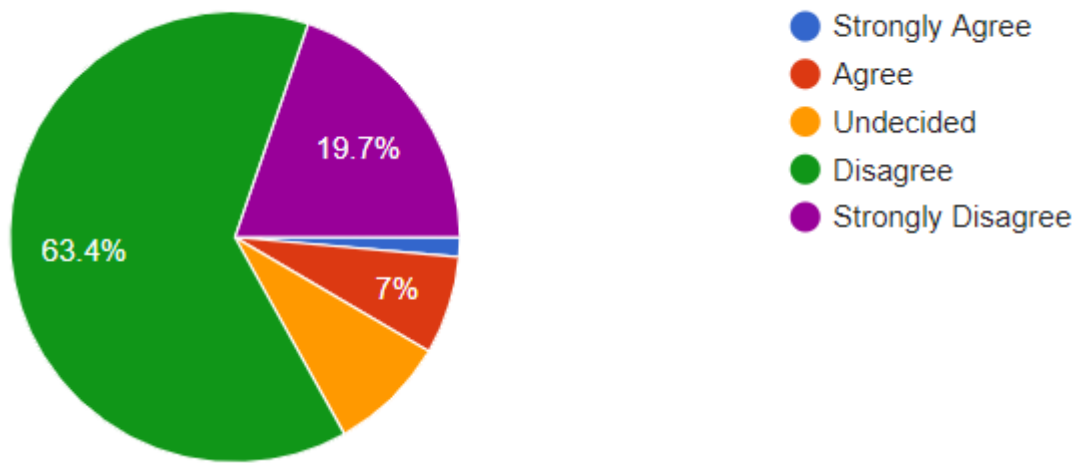


Table 4.6- Women are incapable of financial finesse.

	No. of Respondents	Percentage
Strongly Agree	1	1.4%
Agree	5	7%
Undecided	6	8.5%
Disagree	45	63.4%
Strongly Disagree	14	19.7%
Total	71	

From the table 4.6 and fig. 4.6, it can be seen that 63.4 % of respondents are disagree that

Women are incapable of financial finesse. 19.7% of respondents are Strongly disagree that Women are incapable of financial finesse. 8.5% of respondents are Undecided that Women are incapable of financial finesse. 7% of respondents are Agree that Women are incapable of financial finesse. 1.4% of respondents are Strongly agree that Women are incapable of financial finesse. It can be concluded that majority of the respondents are Disagree that Women are incapable of financial finesse.

Item 7

The following table and figure shows that Women lack delegation skills.

Figure 4.7- Women lack delegation skills.

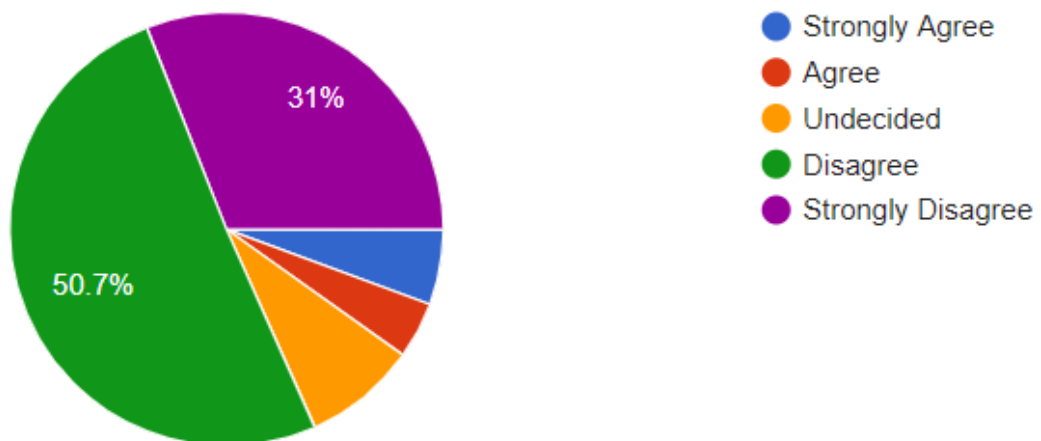


Table 4.7- Women lack delegation skills.

	No. of Respondents	Percentage
Strongly Agree	4	5.6%
Agree	3	4.2%
Undecided	6	8.5%
Disagree	36	50.7%
Strongly Disagree	22	31%
Total	71	

From the table 4.7 and fig. 4.7, it can be seen that 50.7 % of respondents are disagree that Women lack delegation skills. 31% of respondents are Strongly disagree that Women lack delegation skills. 8.5% of respondents are Undecided that Women lack delegation skills. 5.6% of respondents are Strongly agree that Women lack delegation skills. 4.2% of respondents are Agree that Women lack delegation skills. It can be concluded that majority of the respondents are Disagree that Women are incapable of financial finesse.

Item 8

The following table and figure shows that Career women are frequently torn between family and work responsibilities.

Figure 4.8- Career women are frequently torn between family and work responsibilities.

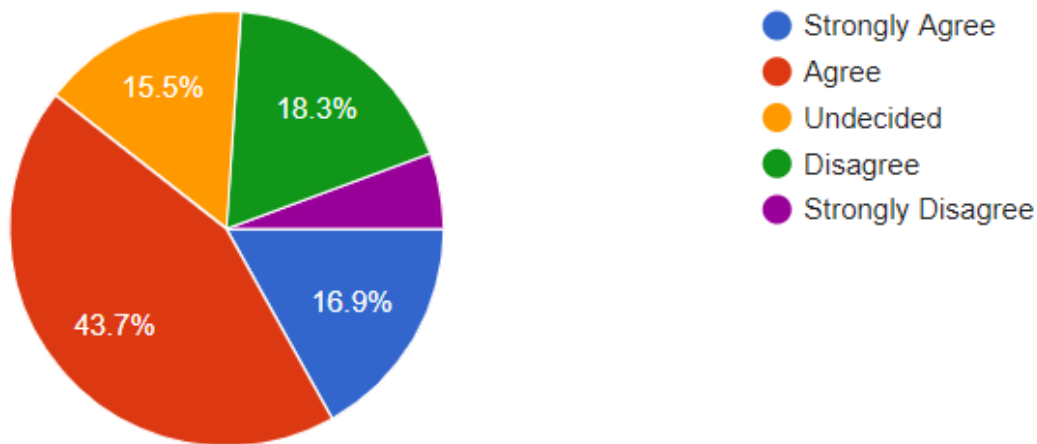


Table 4.8- Career women are frequently torn between family and work responsibilities.

	No. of Respondents	Percentage
Strongly Agree	12	16.9%
Agree	31	43.7%
Undecided	11	15.5%
Disagree	13	18.3%
Strongly Disagree	4	5.6%
Total	71	

From the table 4.8 and fig. 4.8, it can be seen that 43.7 % of respondents are Agree that Career women are frequently torn between family and work responsibilities. 18.3% of respondents are Disagree that Career women are frequently torn between family and work responsibilities. 16.9% of respondents are Strongly agree that Career women are frequently torn between family and work responsibilities. 15.5% of respondents are Undecided that Career women are frequently torn between family and work responsibilities. 5.6% of respondents are Strongly agree that Career women are frequently torn between family and work responsibilities. It can be concluded that majority of the respondents are Agree that Career women are frequently torn between family and work responsibilities.

Item 9

The following table and figure shows that Women often lack freedom of geographic mobility which impedes their career advancement.

Figure 4.9- Women often lack freedom of geographic mobility which impedes their career advancement.

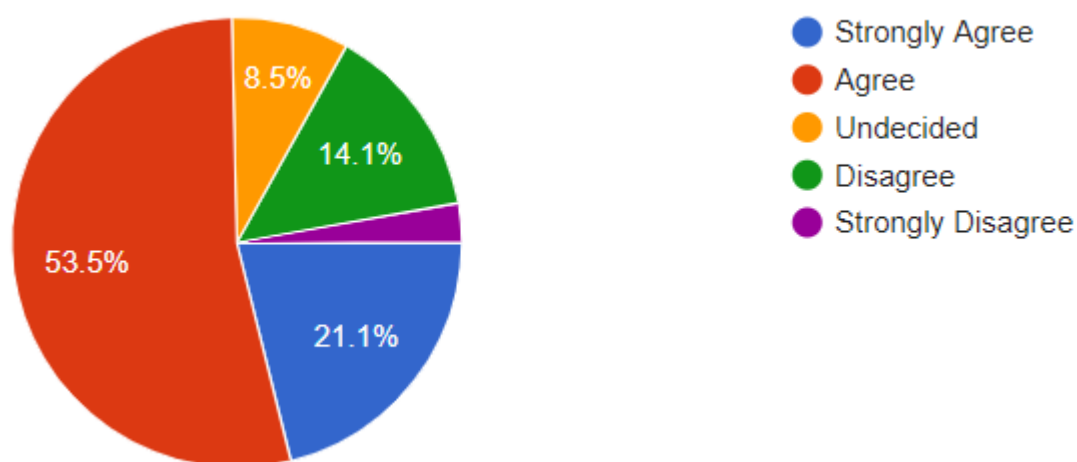


Table 4.9- Women often lack freedom of geographic mobility which impedes their career advancement.

	No. of Respondents	Percentage
Strongly Agree	15	21.1%
Agree	38	53.5%
Undecided	6	8.5%

Disagree	10	14.1%
Strongly Disagree	15	21.1%
Total	71	

From the table 4.9 and fig. 4.9, it can be seen that 53.5% of respondents are Agree that Women often lack freedom of geographic mobility which impedes their career advancement. 21.1% of respondents are Strongly agree that Women often lack freedom of geographic mobility which impedes their career advancement. 21.1% of respondents are Strongly disagree that Women often lack freedom of geographic mobility which impedes their career advancement. 14.1% of respondents are Disagree that Women often lack freedom of geographic mobility which impedes their career advancement. 8.5% of respondents are Undecided that Women often lack freedom of geographic mobility which impedes their career advancement. It can be concluded that majority of the respondents are Agree that Women often lack freedom of geographic mobility which impedes their career advancement.

Item 10

The following table and figure shows that Women are frequently perceived in stereotyped roles.

Figure 4.10- Women are frequently perceived in stereotyped roles.

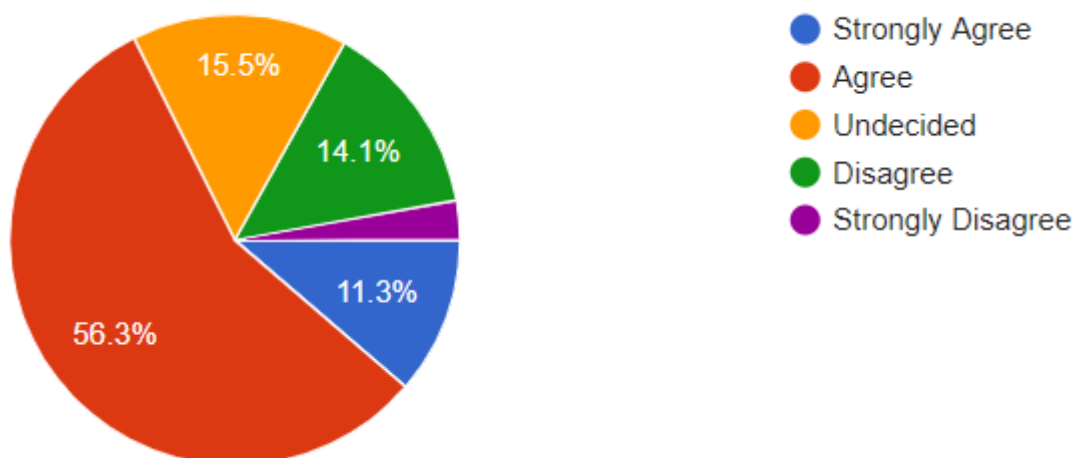


Table 4.10- Women are frequently perceived in stereotyped roles.

	No. of Respondents	Percentage
Strongly Agree	8	11.3%
Agree	40	56.3%
Undecided	11	15.5%
Disagree	10	14.1%
Strongly Disagree	2	2.8%
Total	71	

From the table 4.10 and fig. 4.10, it can be seen that 56.3% of respondents are Agree that Women are frequently perceived in stereotyped roles. 15.5% of respondents are Undecided that Women are frequently perceived in stereotyped roles. 14.1% of respondents are Disagree that Women are frequently perceived in stereotyped roles. 11.3% of respondents are Strongly agree that Women are frequently perceived in stereotyped roles. 2.8% of respondents are Undecided that Women are frequently perceived in stereotyped roles. It can be concluded that majority of the respondents are Agree that Women are frequently perceived in stereotyped roles.

Item 11

The following table and figure shows Women work harder than men for less money.

Figure 4.11- Women work harder than men for less money.

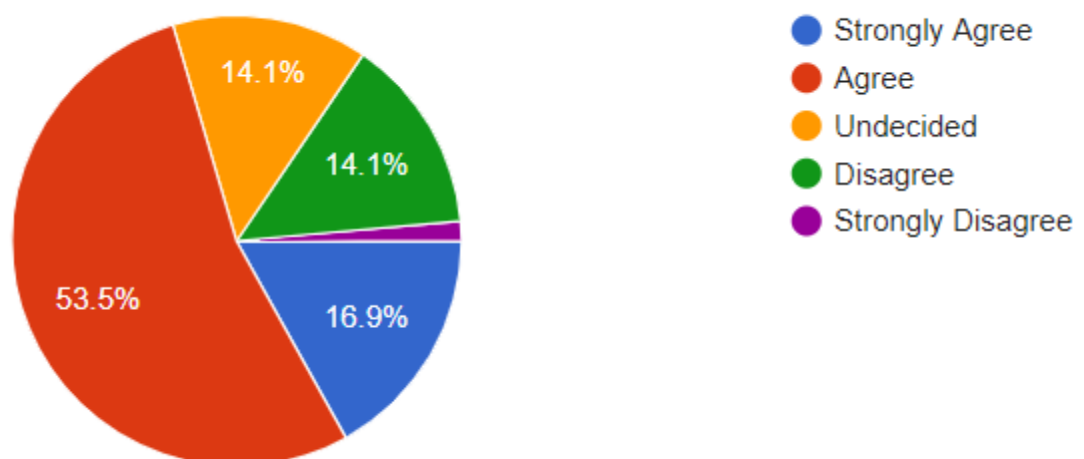


Table 4.11- Women work harder than men for less money.

	No. of Respondents	Percentage
Strongly Agree	12	16.9%
Agree	38	53.5%
Undecided	10	14.1%
Disagree	10	14.1%
Strongly Disagree	1	1.4%
Total	71	

From the table 4.11 and fig. 4.11, it can be seen that 53.5% of respondents are Agree that Women work harder than men for less money. 16.9% of respondents are Strongly agree that Women work harder than men for less money. 14.1% of respondents are Disagree that Women work harder than men for less money. 14.1% of respondents are Undecided that Women work harder than men for less money. 1.4% of respondents are Strongly Disagree that Women work harder than men for less money. It can be concluded that majority of the respondents are Agree that Women work harder than men for less money.

Item 12

The following table and figure shows that Women are more capable than men at managing team (collaborative) work efforts.

Figure 4.12- Women are more capable than men at managing team (collaborative) work efforts.

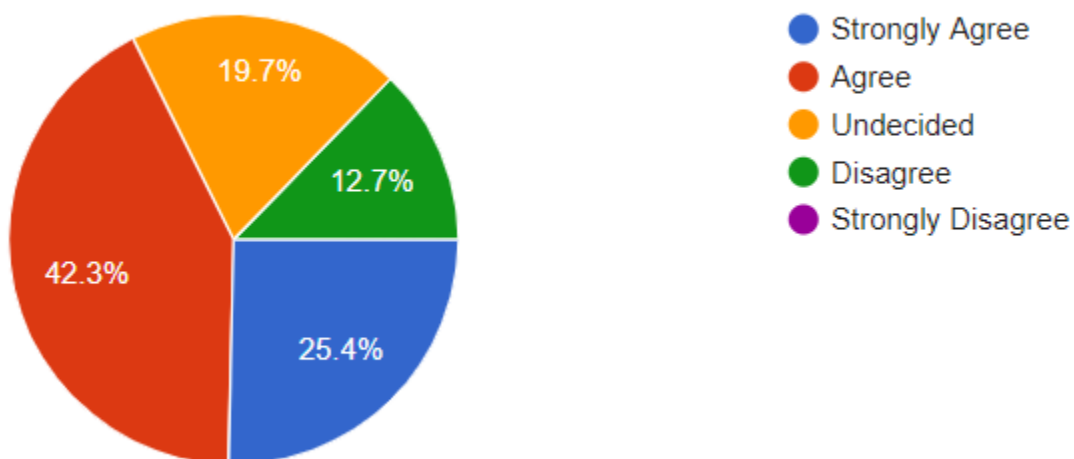


Table 4.12- Women are more capable than men at managing team (collaborative) work efforts.

	No. of Respondents	Percentage
Strongly Agree	18	25.4%
Agree	30	42.3%
Undecided	14	19.7%
Disagree	9	12.7%
Strongly Disagree	0	0%
Total	71	

From the table 4.12 and fig. 4.12, it can be seen that 42.3% of respondents are Agree that Women are good organizers and can keep focused on what needs to be accomplished. 25.4% of respondents are Strongly agree that Women are good organizers and can keep focused on what needs to be accomplished. 19.7% of respondents are Undecided that Women are good organizers and can keep focused on what needs to be accomplished. 12.7 % of respondents are Disagree that Women are good organizers and can keep focused on what needs to be accomplished. It can be concluded that majority of the respondents are Agree that Women are good organizers and can

keep focused on what needs to be accomplished.

Item 13

The following table and figure shows that Women in higher education are more people-oriented than men in higher education.

Figure 4.13- Women in higher education are more people-oriented than men in higher education.

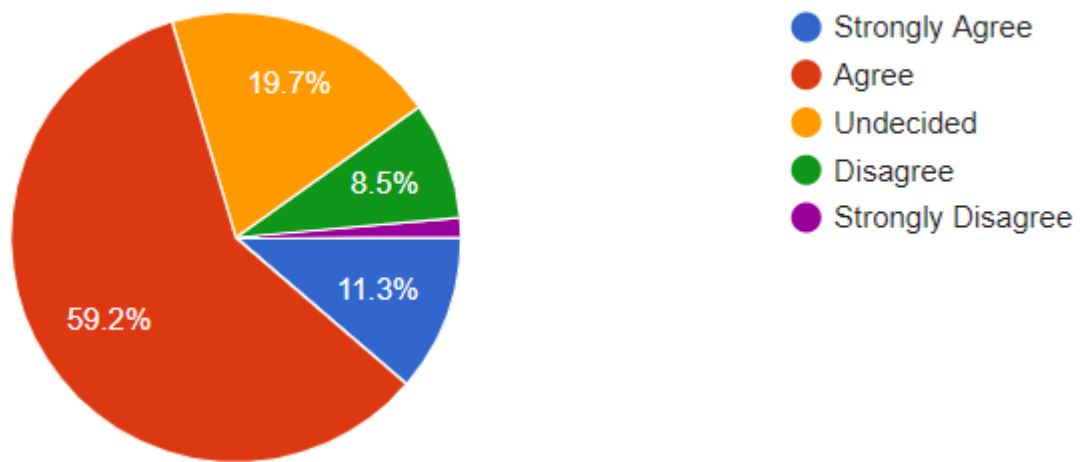


Table 4.13- Women in higher education are more people-oriented than men in higher education.

	No. of Respondents	Percentage
Strongly Agree	8	11.3%
Agree	42	59.2%
Undecided	14	19.7%
Disagree	6	8.5%
Strongly Disagree	1	1.4%
Total	71	

From the table 4.13 and fig. 4.13, it can be seen that 59.2% of respondents are Agree that Women in higher education are more people-oriented than men in higher education. 19.7% of respondents are Undecided that Women in higher education are more people-oriented than men in higher education. 11.3% of respondents are Strongly agree that Women in higher education are more people-oriented than men in higher education. 8.5% of respondents are Disagree that Women in higher education are more people-oriented than men in higher education. 1.4 % of respondents are Strongly disagree that Women in higher education are more people-oriented than men in higher education. It can be concluded that majority of the respondents are Agree that Women in higher education are more people-oriented than men in higher education.

Item 14

The following table and figure shows that Women are good organizers and can keep focused on what needs to be accomplished.

Figure 4.14- Women are good organizers and can keep focused on what needs to be accomplished.

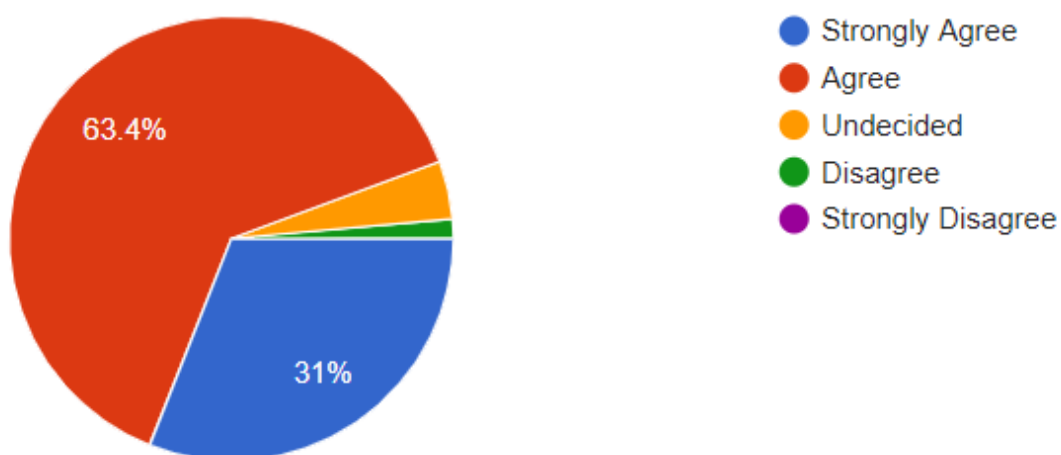


Table 4.14- Women are good organizers and can keep focused on what needs to be accomplished.

	No. of Respondents	Percentage
Strongly Agree	22	31%
Agree	45	63.4%
Undecided	3	4.2%
Disagree	1	1.4%
Strongly Disagree	0	0%
Total	71	

From the table 4.14 and fig. 4.14, it can be seen that 63.4% of respondents are Agree that Women are good organizers and can keep focused on what needs to be accomplished. 31% of respondents are Strongly agree that Women are good organizers and can keep focused on what needs to be accomplished. 4.2% of respondents are Undecided that Women are good organizers and can keep focused on what needs to be accomplished. 1.4 % of respondents are Disagree that Women are good organizers and can keep focused on what needs to be accomplished. It can be concluded that majority of the respondents are Agree that Women are good organizers and can keep focused on what needs to be accomplished.

Item 15

The following table and figure shows that Women value personal relationships more than power.

Figure 4.15- Women value personal relationships more than power.

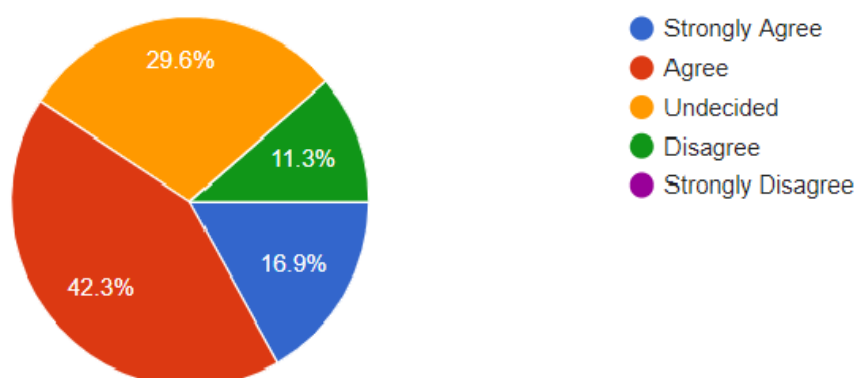


Table 4.15- Women value personal relationships more than power.

	No. of Respondents	Percentage
Strongly Agree	12	16.9%
Agree	30	42.3%
Undecided	21	29.6%
Disagree	8	11.3%
Strongly Disagree	0	0%
Total	71	

From the table 4.15 and fig. 4.15, it can be seen that 42.3% of respondents are Agree that Women value personal relationships more than power 29.6% of respondents are Undecided that Women value personal relationships more than power. 16.9% of respondents are Strongly agree that Women value personal relationships more than power. 11.3 % of respondents are Disagree that Women value personal relationships more than power. It can be concluded that majority of the respondents are Agree that Women value personal relationships more than power.

CAREER RELATED BARRIERS

Item 1

Balancing family and career.

According to the responses these are the main career related problems faced by working women in higher education.

- Sometimes it happens but it is necessary to balance family and career. Both are different responsibility and important in our life.
- Many times you have to keep your career aside to focus on family

- Society often taunt working women to take care of their family while staying at home rather than going outside to work.
- In balancing family and career women often have to make choice and sacrifices. They have to juggle between the needs of their family and demands of the career. As a working woman I need to see that all the household work have to be completed and that my children and spouse are served before engaging myself into the academic work here too I have to see that all is completed within the time limit set. In fact multi-tasking is a must.
- A woman manager in higher education should be able to manage her family and professional roles.
- Family is always a priority. So, few career opportunities are missed at times
- It's really very stressful for a women.
- Unsupportive spouse.
- Yes it's quite difficult to make a balance in between family and career but working women's are enough multiple tasking efficiency to take care such.
- Balancing family and career is a tough job but manageable.
- Family is sometimes a barrier.
- Most women now are working contributing to family income. Balancing is possible through sharing of family responsibilities with male counterpart.
- Spending less time with family, no outdoor planning is done, being a perfectionist at all time with everyone
- All women don't have much freedom to work. They are asked to quit their Job so that they can take good care of their family.
- It's not easy balancing work and home, but how well you manage this can make a significant difference to your relationship with your family.

Item 2

Barriers that were gender –related.

According to the responses these are the Barriers that were gender –related faced by working women in higher education.

- Women are often perceived to be weak and emotional. Thus, they are paid less than man for the same work.

- We should understand that gender is a norm that is constructed. So she should encounter the barriers and firmly fight for her rights because women can compete with her counterparts in her career.
- Yes I do agree gender biasness is there in our country but will be reducing nowadays.
- Men are given more importance over women everywhere.
- Having a stereotyped image in their minds, physically and mentally not fit for some posts.
- Women's are considered only for household works and taking care of family but being educated with job these responsibilities can be fulfilled more efficiently.
- People discriminate with opposite gender.
- Sometimes there are opportunities given to my Male colleagues even though I am much more capable.

CAREER ASSESMENT

Item 1

The following table and figure shows that I would pursue my career if I had it to do all over again.

Figure 4.16- I would pursue my career if I had it to do all over again.

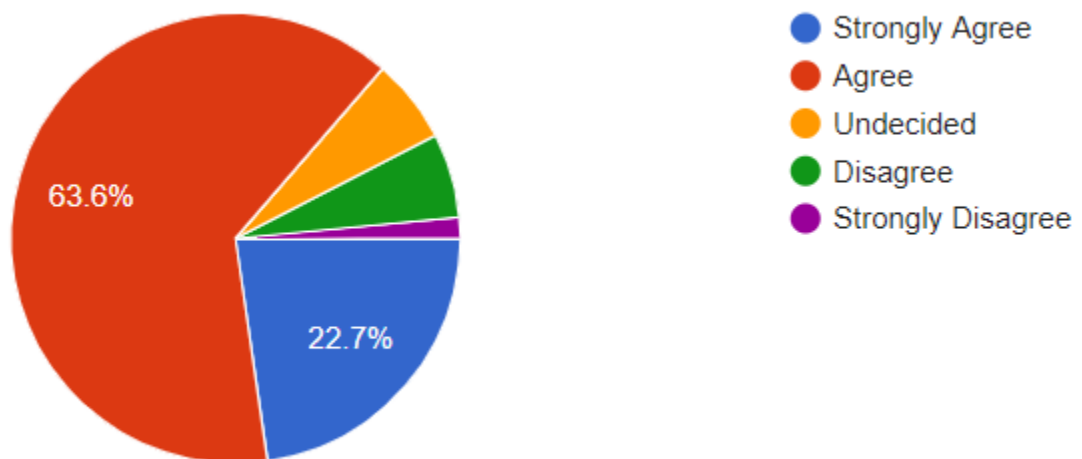


Table 4.16- I would pursue my career if I had it to do all over again.

	No. of Respondents	Percentage
Strongly Agree	15	22.7%
Agree	42	63.6%
Undecided	4	6.1%
Disagree	4	6.1%
Strongly Disagree	1	1.5%
Total	66	

From the table 4.16 and fig. 4.16, it can be seen that 63.6% of respondents are Agree that I would pursue my career if I had it to do all over again. 22.7% of respondents are Strongly agree that I would pursue my career if I had it to do all over again. 6.1% of respondents are Undecided that I would pursue my career if I had it to do all over again. 6.1% of respondents are Disagree that I would pursue my career if I had it to do all over again. 1.5% of respondents are Disagree that I would pursue my career if I had it to do all over again. It can be concluded that majority of the respondents are Agree that I would pursue my career if I had it to do all over again.

Item 2

The following table and figure shows that I feel have had to make substantial personal sacrifices to advance my career.

Figure 4.17- I feel have had to make substantial personal sacrifices to advance my career.

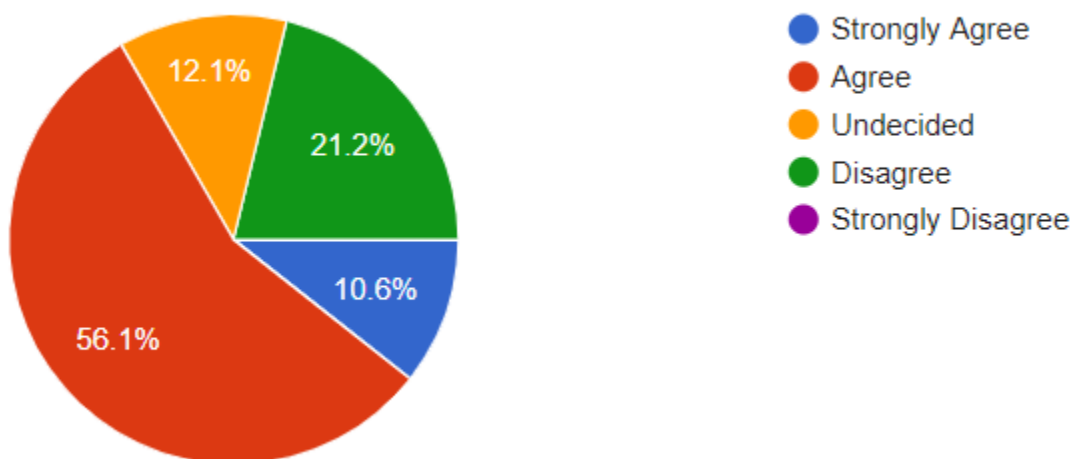


Table 4.17- I feel have had to make substantial personal sacrifices to advance my career.

	No. of Respondents	Percentage
Strongly Agree	7	10.6%
Agree	37	56.1%
Undecided	8	12.1%
Disagree	14	21.2%
Strongly Disagree	0	0%
Total	66	

From the table 4.17 and fig. 4.17, it can be seen that 56.1% of respondents are Agree that I feel have had to make substantial personal sacrifices to advance my career. 21.2% of respondents are Disagree that I feel have had to make substantial personal sacrifices to advance my career. 12.1% of respondents are Undecided that I feel have had to make substantial personal sacrifices to advance my career. 10.6% of respondents are Strongly agree that I feel have had to make substantial personal sacrifices to advance my career. It can be concluded that majority of the respondents are Agree that they feel have had to make substantial personal sacrifices to advance my career.

Item 3

The following table and figure shows that For the most part, I believe claims by women concerning gender discrimination in higher education are justified.

Figure 4.18- For the most part, I believe claims by women concerning gender discrimination in higher education are justified.

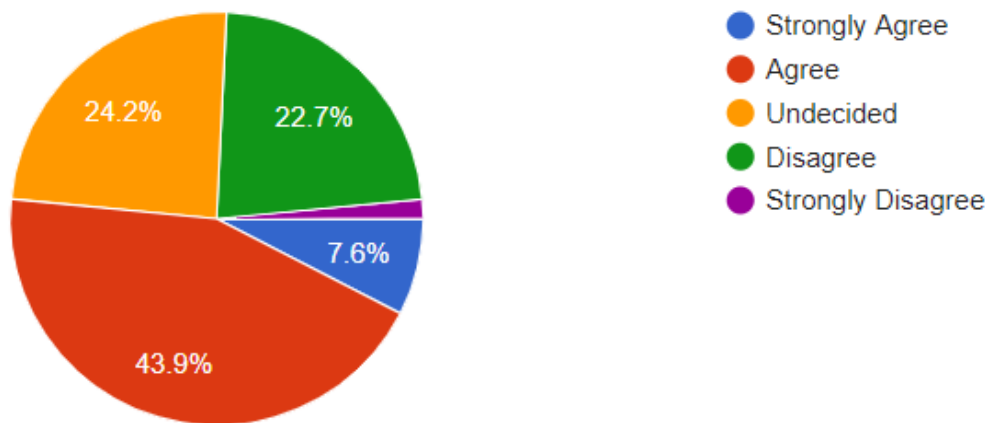


Table 4.18- For the most part, I believe claims by women concerning gender discrimination in higher education are justified.

	No. of Respondents	Percentage
Strongly Agree	5	7.6%
Agree	29	43.9%
Undecided	16	24.2%
Disagree	15	22.7%

Strongly Disagree	1	1.5%
Total	66	

From the table 4.18 and fig. 4.18, it can be seen that 43.9% of respondents are Agree that For the most part, I believe claims by women concerning gender discrimination in higher education are justified. 24.2% of respondents are Undecided that For the most part, I believe claims by women concerning gender discrimination in higher education are justified. 22.7% of respondents are Disagree that For the most part, I believe claims by women concerning gender discrimination in higher education are justified. 7.6% of respondents are Strongly agree that For the most part, I believe claims by women concerning gender discrimination in higher education are justified. 1.5% of respondents are Strongly disagree that For the most part, I believe claims by women concerning gender discrimination in higher education are justified. It can be concluded that majority of the respondents are Agree that For the most part, they believe claims by women concerning gender discrimination in higher education are justified.

Item 4

The following table and figure shows that I feel that affirmative action laws have helped to open doors for career advancement for me as a woman.

Figure 4.18- I feel that affirmative action laws have helped to open doors for career advancement for me as a woman.

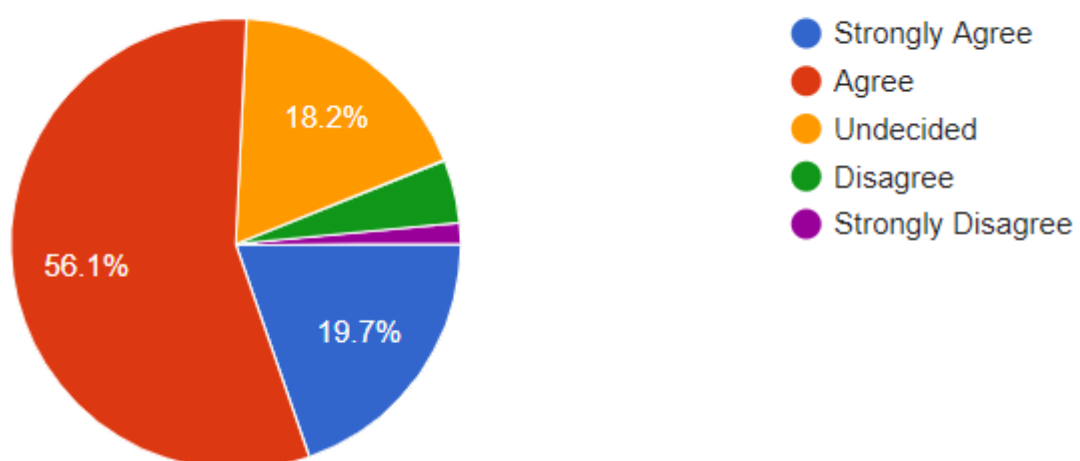


Table 4.19- I feel that affirmative action laws have helped to open doors for career advancement for me as a woman.

	No. of Respondents	Percentage
Strongly Agree	13	19.7%
Agree	37	56.1%
Undecided	12	18.2%
Disagree	3	4.5%
Strongly Disagree	1	1.5%
Total	66	

From the table 4.19 and fig. 4.19, it can be seen that 56.1% of respondents are Agree that I feel that affirmative action laws have helped to open doors for career advancement for me as a woman.

19.7% of respondents are Strongly agree that I feel that affirmative action laws have helped to open doors for career advancement for me as a woman. 18.2% of respondents are Undecided that I feel that affirmative action laws have helped to open doors for career advancement for me as a woman. 4.5% of respondents are Disagree that I feel that affirmative action laws have helped to open doors for career advancement for me as a woman. 1.5% of respondents are Strongly disagree I feel that affirmative action laws have helped to open doors for career advancement for me as a woman. It can be concluded that majority of the respondents are Agree that they feel that affirmative action laws have helped to open doors for career advancement for me as a woman.

Item 5

The following table and figure shows that I feel my femininity has been diminished as a result of my career as an executive.

Figure 4.20- I feel my femininity has been diminished as a result of my career as an executive.

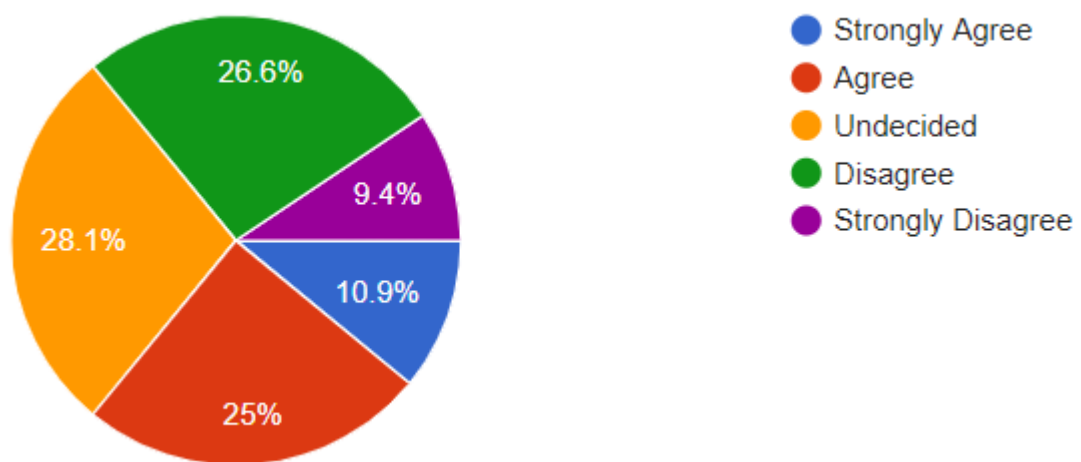


Table 4.20- I feel my femininity has been diminished as a result of my career as an executive.

	No. of Respondents	Percentage
Strongly Agree	7	10.9%
Agree	16	25%
Undecided	18	28.1%
Disagree	17	26.6%
Strongly Disagree	6	9.4%
Total	64	

From the table 4.20 and fig. 4.20, it can be seen that 28.1% of respondents are Undecided that I feel my femininity has been diminished as a result of my career as an executive. 26.6% of respondents are Disagree that I feel my femininity has been diminished as a result of my career as an executive. 25% of respondents are Agree that I feel my femininity has been diminished as a result of my career as an executive. 10.9% of respondents are Strongly agree that I feel my femininity has been diminished as a result of my career as an executive. 9.4% of respondents are Strongly disagree that I feel my femininity has been diminished as a result of my career as an executive. It can be concluded that majority of the respondents are Undecided that they feel that their femininity has been diminished as a result of my career as an executive.

LEADERSHIP CHARACTERISTICS

Compared to male counterparts in similar positions.

Item 1

The following table and figure shows “Aggressiveness”.

Figure 4.21- Aggressiveness

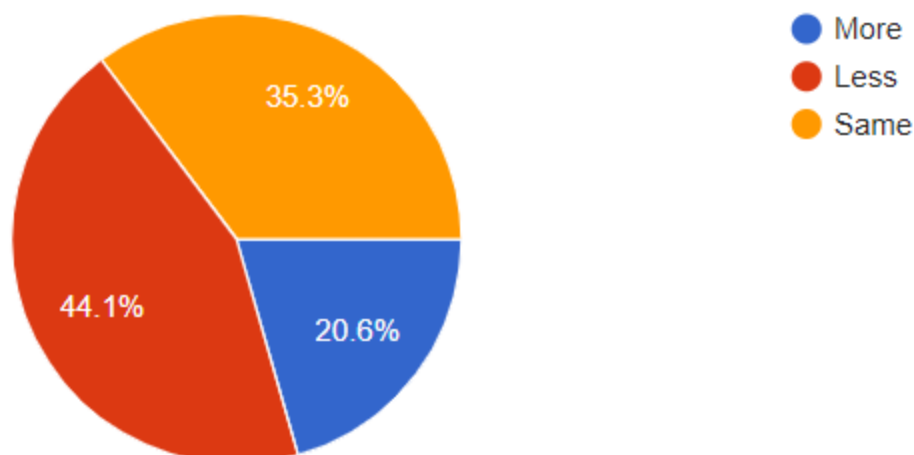


Table 4.21- Aggressiveness

	No. of Respondents	Percentage
More	14	20.6%
Same	24	35.3%
Less	30	44.1%
Total	68	

From the table 4.21 and fig. 4.21, it can be seen that 44.1 % of respondents feel that they have Less aggressiveness as compared to men. 35.3 % of respondents feel that they have Same aggressiveness as compared to men. 20.6 % of respondents feel that they have More aggressiveness as compared to men. It can be concluded that majority of the respondents are Less aggressiveness as compared to men in similar positions.

Item 2

The following table and figure shows “Competitiveness”.

Figure 4.22- Competitiveness

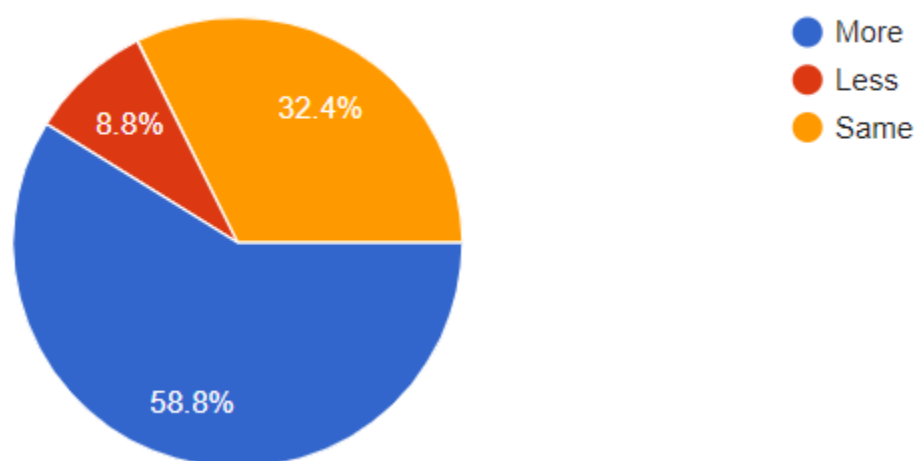


Table 4.22- Competitiveness

	No. of Respondents	Percentage
More	40	58.8%
Same	22	32.4%
Less	6	8.8%
Total	68	

From the table 4.22 and fig. 4.22, it can be seen that 58.8 % of respondents feel that they have More competitiveness as compared to men. 32.4 % of respondents feel that they have Same competitiveness as compared to men. 8.8 % of respondents feel that they have Less competitiveness as compared to men. It can be concluded that majority of the respondents are More competitiveness as compared to men in similar positions.

Item 3

The following table and figure shows “Verbally oriented”.

Figure 4.23- Verbally oriented

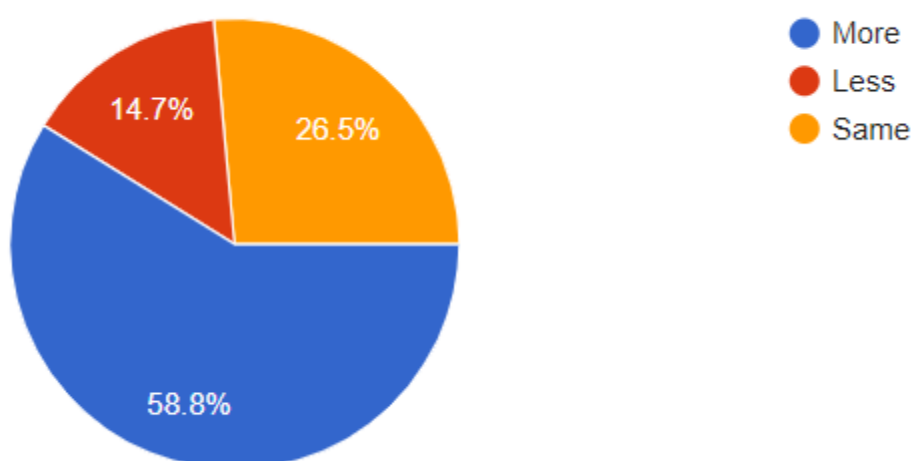


Table 4.23- Verbally oriented

	No. of Respondents	Percentage
More	22	58.8%
Same	30	26.5%
Less	15	14.7%
Total	67	

From the table 4.23 and fig. 4.23, it can be seen that 58.8 % of respondents feel that they are More Verbally oriented as compared to men. 26.6 % of respondents feel that they are Same Verbally oriented as compared to men. 14.7 % of respondents feel that they are Less Verbally oriented as compared to men. It can be concluded that majority of the respondents are More Verbally oriented as compared to men in similar positions.

Item 4

The following table and figure shows “Spatially oriented”.

Figure 4.24- Spatially oriented

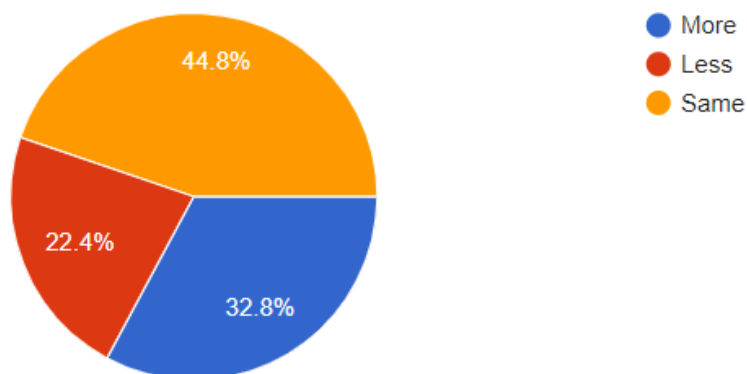


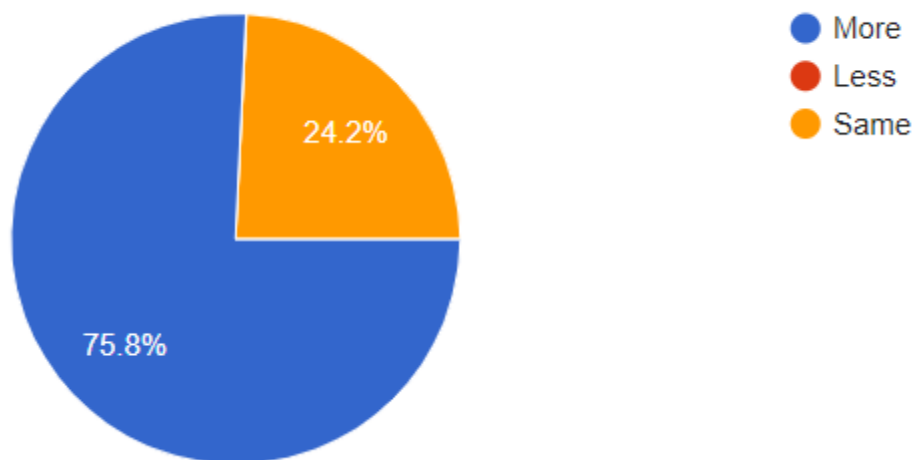
Table 4.24- Spatially oriented

	No. of Respondents	Percentage
More	22	32.8%
Same	30	44.8%
Less	15	22.4%
Total	67	

From the table 4.24 and fig. 4.24, it can be seen that 44.8 % of respondents feel that they are Same Spatially oriented as compared to men. 32.8 % of respondents feel that they are More Spatially oriented as compared to men. 22.4 % of respondents feel that they are Less Spatially oriented as compared to men. It can be concluded that majority of the respondents are Same Spatially oriented as compared to men in similar positions.

Item 5

The following table and figure shows “Cooperative”.

Figure 4.25- Cooperative**Table 4.25- Cooperative**

	No. of Respondents	Percentage
More	22	75.8%
Same	30	22.4%
Less	0	0%
Total	66	

From the table 4.25 and fig. 4.25, it can be seen that 75.8 % of respondents feel that they are More Cooperative oriented as compared to men. 22.4%% of respondents feel that they are Same Cooperative as compared to men. It can be concluded that majority of the respondents are More Cooperative oriented as compared to men in similar positions.

Item 6

The following table and figure shows “Motivated by power”.

Figure 4.26- Cooperative

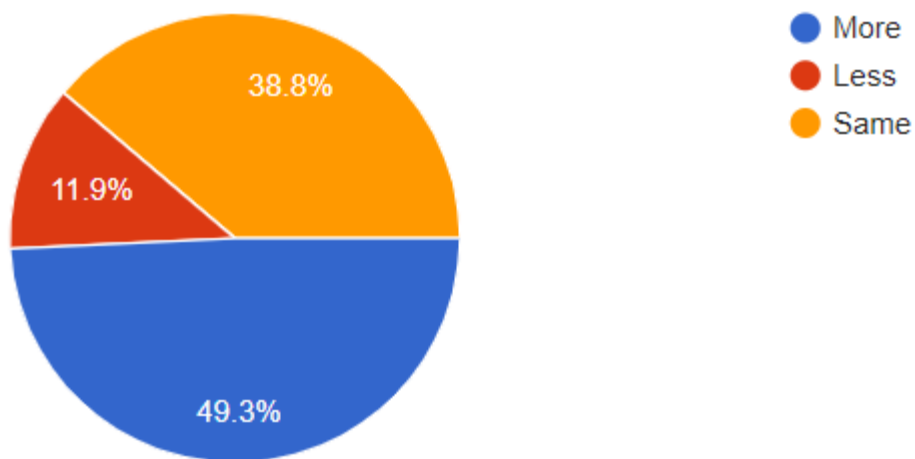


Table 4.26- Cooperative

	No. of Respondents	Percentage
More	33	49.3%
Same	26	38.8%
Less	8	11.9%
Total	67	

From the table 4.26 and fig. 4.26, it can be seen that 49.3 % of respondents feel that they are More Motivated by power as compared to men. 38.8 % of respondents feel that they are Same Motivated by power as compared to men. 11.9 % of respondents feel that they are Less Motivated by power as compared to men. It can be concluded that majority of the respondents are More Motivated by power as compared to men in similar positions.

Item 7

The following table and figure shows “Concerned about personal relationships”.

Figure 4.27- Concerned about personal relationships

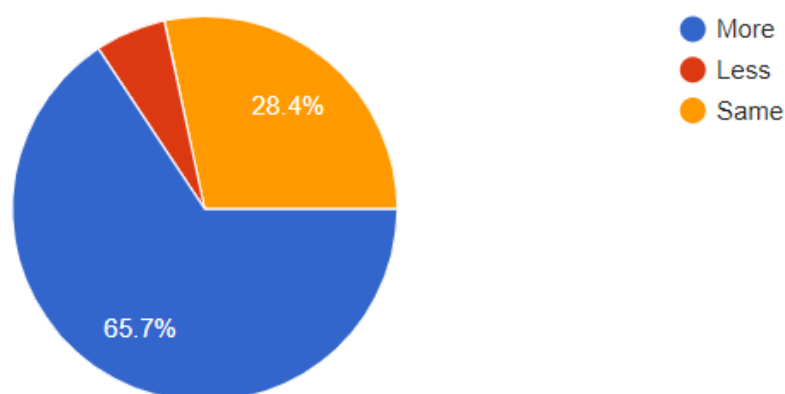


Table 4.27- Concerned about personal relationships

	No. of Respondents	Percentage
More	33	65.7%

Same	26	28.4%
Less	4	6%
Total	67	

From the table 4.27 and fig. 4.27, it can be seen that 65.7 % of respondents feel that they are More Concerned about personal relationships as compared to men. 28.4 % of respondents feel that they are Same Concerned about personal relationships as compared to men. 6 % of respondents feel that they are Less Concerned about personal relationships as compared to men. It can be concluded that majority of the respondents are More Concerned about personal relationships as compared to men in similar positions.

Item 8

The following table and figure shows “Career oriented”.

Figure 4.28- Career oriented

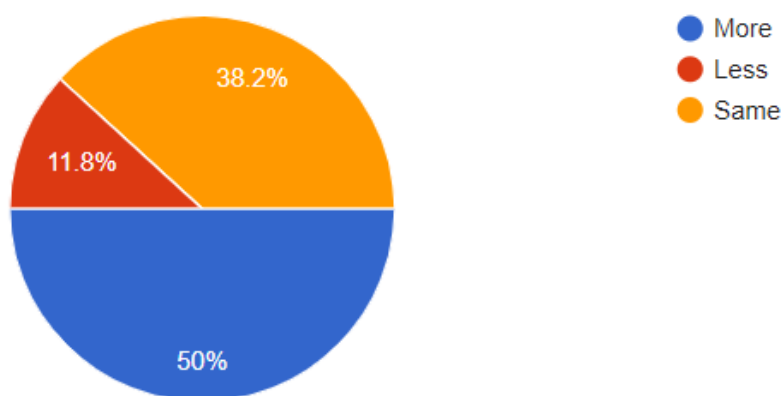


Table 4.28- Career oriented

	No. of Respondents	Percentage
More	34	50%
Same	26	38.2%
Less	8	11.8%

Total	68	
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From the table 4.28 and fig. 4.28, it can be seen that 50% of respondents feel that they are More Career oriented as compared to men. 38.2% of respondents feel that they are Same Career oriented as compared to men. 11.8 % of respondents feel that they are Less Career oriented as compared to men. It can be concluded that majority of the respondents are More Career oriented as compared to men in similar positions.

Item 9

The following table and figure shows “Family oriented”.

Figure 4.29- Career oriented

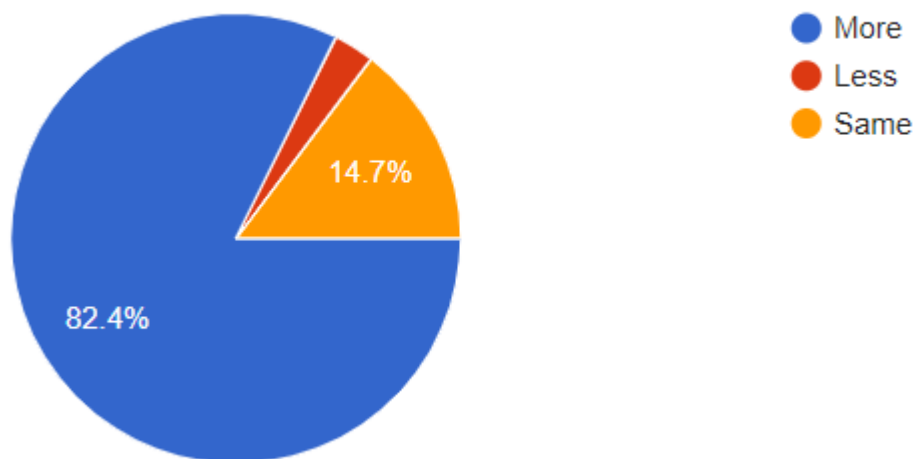


Table 4.29- Career oriented

	No. of Respondents	Percentage
More	56	82.4%
Same	10	14.7%
Less	2	2.9%
Total	68	

From the table 4.29 and fig. 4.29, it can be seen that 82.4% of respondents feel that they are More Family oriented as compared to men. 14.7% of respondents feel that they are Same Family oriented as compared to men. 2.9 % of respondents feel that they are Less Family oriented as compared to men. It can be concluded that majority of the respondents are More Family oriented as compared to men in similar positions.

CHAPTER V

SUMMARY AND FINDINGS

5.1 INTRODUCTION

This chapter deals with the overview of the entire study that includes the discussion on the major findings and ends with the further research suggestions for future researches.

5.2 SUMMARY

INTRODUCTION

India's has the third highest higher education system in the world, next to United States and China. The main who conducts the policy at the tertiary level is the University Grants Commission, which compel its standards, advises the government, and helps coordinates between the centre and the state. Accreditation for higher learning is directed by 15 self-ruling organizations set up by the University Grants Commission (UGC).

Indian higher education system has extended at a quick pace by including almost 20,000 universities and in excess of 8 million understudies in 10 years from 2000–01 to 2010–11.

Starting at 2016, India has 799 universities, with a separation of 50 central universities, 402 state universities, 124 esteemed universities 334 private universities, 5 institutions built up and working under the State Act, and 75 Institutes of National Importance which incorporate IIMs, AIIMS, IITs, IIST and NITs among others.

Different establishments incorporate 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 selective women's universities, working under these colleges and organizations as detailed by the UGC in 2016.

Universities might be Autonomous, for example enabled to analyze their own degrees, up to PhD level sometimes, or non-independent, in which case their assessments are under the oversight of the college to which they are partnered; in either case, be that as it may, degrees are granted for the sake of the universities as opposed to the college.

STATUS OF WORKING WOMEN IN HIGHER EDUCATION

Higher education makes an important contribution to property development through the generation and dissemination of knowledge. The effective management of this domain deserves high priority at a time once universities worldwide face essential challenges thanks to the unprecedented enlargement nonetheless drastically reduced resources of upper education. the many and complex problems facing society furthermore demand that social investment in establishments of upper education is totally even in terms of its come to the community.

The under-representation of women in instruction management is well documented and serves to demonstrate that the pool of social control talent at intervals every country isn't optimally used. Current practices of achievement and promotion require pressing investigation so as to grasp the barriers to women's progress and to spot ways to induce a fairer gender balance supported skilled equality. Women managers operating in numerous socio-cultural and geographical contexts analyse the obstacles that they need baby-faced and overcome throughout their careers. Four principal themes emerge: the final participation of women in education; the extent of their involvement in instruction management, as well as impediments to their advancement; the event of strategies to surmount these career limitations; and also the specific contribution of women to the management of upper education.

PROBLEMS FACED BY WORKING WOMEN

- Acceptance As Working Professionals
- Balancing Work-Family Life
- Travelling For Work is Not Acceptable
- Safety Of Working Women
- Unequal Pay
- Education
- Discrimination at Workplace
- Land and property rights
- Crimes against women
- Domestic Violence
- Dowry

HIGHER EDUCATION: THE CHALLANGES

The next focus should be on the role of women as decision makers. The existing problems are

- The conservative attitude of the society towards women discourages their participation in decision making.
- Despite sensitization of empowering women through education, their enrolment in higher education is not very satisfactory (though there is a remarkable change in some states and some quarters of the country).
- The absence of a gender dimension in the higher education curriculum should be taken care of.

These are the pertinent challenges which ought to be attended to and amended.

The study entitled “Women in Higher Education Management” identified the principal barriers preventing the participation of women in the decision making arena:

- Limited access to education, especially higher education
- Discriminating appointment and promotion practices
- The stress of striking a balance between family and professional roles
- Family attitudes
- Career interruptions
- Cultural stereotyping
- Alienation from the male culture and continued resistance to women in management positions
- Propagation of the glass ceiling syndrome which privileges covert criteria for advancement

REVIEW OF RELATED IMPLICATION OF THE STUDY

For the present study researcher has reviewed total thirty three (33) studies. There were some studies of adjustment problems are created and faced by working women (Kapur, 1970), women’s increasing participation in a variety of professions (Sengupta and Sankar, 1970), women’s employment has no adverse effect on their domestic responsibilities(Ranade and Ramachandran, 1970), lower ratings are obtained by female teachers on items related to female stereotypes (Basow and Silberg, 1987), women have to perform two sets of roles (Sinha and Pushpa, 1987), women’s career development is different from and more complex than men’s because of role expectations about both paid work and family life (Gutek, B.A., and Larwood, L.,

1987), job satisfaction of teachers, found that experience does not have a significant impact upon job satisfaction of male as well as female teachers (Kaile et al., 1990), women are often marginalized to low status positions within school (Jayaweera, S. 1991), if women are to achieve equality in Indian Society (Orner, M.B. 1992), women in higher education management(Dines, 1993), American male full-time professors had salaries that were 6.5% higher than those of female full-time professors (Lillydahl and Singell, 1993), women are rarely found in positions of authority and leadership in schools, and career development for women teachers is rarely prioritized (Bradley, C. 1994), despite equal opportunities, most women continue to feel disadvantaged and oppressed in relation to their prospects, representation and needs within higher education(Davies, Lubelska and Quinn, 1994), women academics, found that, regarding interpersonal variables, the need for guidance or control was a significant influence on job satisfaction (Steward et al., 1995), living conditions are a major factor that affect deployment of women teachers in rural areas (Gaynor, 1997), the area of higher education, both in teaching and management, women are still a long way from participating on the same footing as men(UNESCO, 1998), the association among femininity, job and stress is multi-faceted, as in practice; women are still being discriminated against(Kane and Penny, 1999), the challenges for women in the professoriate in Australia(White, 2000), the attitude towards gender discrimination in academic promotions and administration in Ankara University(Ozkanli and Korkmaz, 2000), priming a social category activates schemata for stereotype-consistent characteristics and obstructs the schemata for stereotype-inconsistent characteristics(Arbuckle and Williams, 2000), the conflicts experienced by women academics in a UK University(Forster, 2001), five Universities around the United Kingdom – namely Oxford, Edinburgh, Heriot-Watt, Luton and Surreyconcluded that Universities are unfriendly to women(Hodge, 2002), women comprised around 26% of Assistant professor positions in geo-sciences(AGI, 2004), he views of women academics on their professional advancement at a higher education institution in South Africa(Butler, 2005), improved recruitment of women into all levels of management in higher education(ACU, 2005), female academics found that the female academic employees had lower levels of normative commitment than their male colleagues(Okpara et al., 2005), female teachers are not equally treated in comparison with their male counterparts(Shamima Tasnim,2006), female teachers often serve as role models for girls and positively influence their enrolment and attendance(UNESCO (EFA), 2007), recruitment processes require that at least one female be included on every Employment Selection Panel(Jones, 2007), unmarried and young women are employed at relatively miserly wages(Sandhya Gupta, 2009), the condition of working women in India and the entire world, in general(Saravanan .S, 2010), Problems faced by Women in the Educational Institutions of Bijapur(Al-ameen, Medical College, Bijapur, India studied 2014).

The above review reveals that many studies have been conducted but their focus was more on problems are created and faced by working women, about discrimination , about family related problems, on gender stereotypes , on issues related to family , females are not equally treated etc. Almost all of these studies were status studies. Researcher did not find any studies conducted to find the problems faced by working women in higher education and the perception of women in higher education about the work environment in the higher education institutions. Therefore the researcher decided to undertake this study.

RATIONALE FOR THE STUDY

The under representation of women in higher education management should be a concern for everybody because women are about fifty percent of all nationalities and a significant part of any nations' work force. Being half of the population, and half of the human resources, if women have to contribute significantly towards the development, they too need to be in higher positions to influence policy and decision-making. To make any decision balanced and complete, there is a need to consider women's viewpoint in every activity of decision-making. We must ensure that policies are drawn up through 'women's eyes' also, which is not the case now.

The women who are already in higher education and leadership positions should be enriched, encouraged and motivated. Any country serious about fully utilizing all its human resources' potential cannot leave the task to the very small number of women in leadership positions. Without equal access and opportunities for women with higher education, a major section of the work force is underutilized and the achievements of the next generation underdeveloped. Women have particular skills, knowledge and attitudes that they can bring into higher education .Research studies have tried to identify the barriers but the researcher in this study will make an effort to examine these barriers in much detail and an effort will be made to understand how these barriers originated and overcome.

The higher education continues to be the most gender-stratified executive position in the country with men more likely to advance from teaching to top administrative role than are women. Therefore it should be clearly evident that research based

understanding of this inequitable situation from the perspectives of the relatively few women who inhabit the role is needed. There is need to focus on developing a better understanding of working women's experiences, the challenges they have faced and the factors that have led to their promotion or success. The main purpose of research here is to identify working women's experiences since their barriers, bottlenecks and general inhibitors or equal outcomes of working women college or university and to document the experiences of these women.

STATEMENT OF THE PROBLEM

A study of problems faced by working women in higher education.

OBJECTIVES OF THE STUDY

The objectives formulated for the study are as follows:

3. To study the problems faced by working women in higher education.
4. To study the perception of women in higher education about the work environment in the higher education institutions.

OPERATIONAL DEFINITIONS

Working women: Those women who reached to the positions of assistant professor, associate professor, academic, educator, lecturer.

Problems : Problems of working women in higher education related to career, family and workplace.

DELIMITATION OF THE STUDY

The study will be delimited to the working women in higher education of different states.

POPULATION

The population of the present study consisted of all the working women in higher education.

SAMPLE OF THE STUDY

The sampling technique used was Convenient Sampling.

SOURCES OF DATA

The data was collected through a questionnaire which was administered making use of google form. The google form was posted on various platforms through which data was collected.

NATURE AND SCOPE OF THE STUDY

The study is Survey in nature and seeks to identify the problems faced by working women in higher education. the study also aims also at finding out women's issue in the workplace, Professional Career Experiences, Career-related barriers, Career Assessment and the study also aims also at finding out the organizational supports for women so that the working women are able to give their best to their organization and are able to reach their full potential. The present study surveyed only working women in higher education .

DATA COLLECTION PROCESS

The study only focuses on the quantitative analysis of the information obtained through the questionnaire (google form). The questionnaire has 32 items out of which 30 questions are closed ended while 2 questions are open ended. The questionnaire is divided into four parts:

Part 1 consists of questions on Beliefs about women's issues in the workplace, part 2 consists of questions on Career related problems, part 3 consists of questions on Career Assessment and part 4 consists of questions on Leadership characteristics.

Data was collected using the google form. The google form was posted on various social media platforms which targeted the working women in higher education institutions. The number of respondents were 71. The questionnaire consisted both close ended and open ended questions to meet the objectives of the study. The items in the questionnaire included working women issues related key parameters like promotion issues, family care issues, discrimination based on gender, workplace discrimination and prejudices, safety and security issues etc. The statements/items for the questionnaire were formed after consulting relevant literature and some preliminary study

conducted in the area. Besides the attitude scale, the survey questionnaire also included a section to capture the general profile of respondents.

METHOD OF ANALYSIS

The data regarding the problems faced by working women in higher education through questionnaires were analysed by using graphical representation of data. The percentage and frequency distribution was implied to analyse the data.

5.3 MAJOR FINDINGS OF THE STUDY

Objective no. 1: “To study the problems faced by working women in higher education.”

- Majority of the women stated that you have to keep your career aside to focus on family
- Majority of women stated that it's quite difficult to make a balance in between family and career but working women's are enough multiple tasking efficiency to take care such.
- Majority of the women stated that balancing is possible through sharing of family responsibilities with male counterpart.
- Majority of the women stated that all women don't have much freedom to work. They are asked to quit their Job so that they can take good care of their family.
- Majority of the women stated that women are often perceived to be weak and emotional. Thus, they are paid less than man for the same work.
- Majority of the women stated that gender biasness is there in our country but will be reducing nowadays.
- Majority of the women stated that having a stereotyped image in their minds, physically and mentally not fit for some posts.
- Majority of the women stated that Sometimes there are opportunities given to my Male colleagues even though I am much more capable.

Objective no. 2: “To study the perception of women in higher education about the work

environment in the higher education institutions.”

- Majority of the women are agree that many women are seeking administrative position in higher education.
- Majority of the women are agree that Women are supportive of other women in the profession .
- Majority of the women are agree that Women are more sensitive to people matters than men.
- Majority of the women are Disagree that Women are incapable of financial finesse.
- Majority of the women are Agree that Career women are frequently torn between family and work responsibilities.
- Majority of the women are Agree that Women often lack freedom of geographic mobility which impedes their career advancement.
- Majority of the women are Agree that Women are good organizers and can keep focused on what needs to be accomplished.
- Majority of the women are Agree that Women value personal relationships more than power.
- Majority of the women are More competitiveness as compared to men in similar positions.
- Majority of the women are More Cooperative oriented as compared to men in similar positions.
- Majority of the women are More Career oriented as compared to men in similar positions.

5.4 SUGGESTIONS

- There must a mutual understanding among family members.
- Most women now are working contributing to family income. Balancing is possible through sharing of family responsibilities with male counterpart.
- Women must Set goals and get organized.
- Women should Stay strong and attentive. All types of people are in our society and working place.
- We should understand that gender is a norm that is constructed. So she should encounter the barriers and firmly fight for her rights because women can compete with her counterparts in her career.

- Gender related barrier may reduce when more women will work in all sector.
- By changing the mindset of male counterpart.
- Each one should accept that each one is precious and unique.
- People discriminate with opposite gender. So this discrimination must be removed.

5.5 SUGGESTION FOR THE FURTHER STUDIES

- Case studies can be conducted on problems faced by working women in higher education.
- Studies on the problem faced by working women in education
- Studies on Women's leadership issues with reference to Gujarat.
- Studies on occupational problems of women teachers working in colleges of Vadodara.

5.6 CONCLUSION

In today's world there are many problem faced by working women in higher education such as family related problems, balancing family and career is a tough job but manageable., discrimination by opposite gender, they are paid less than man for the same work, Society often taunt working women to take care of their family while staying at home rather than going outside to work, It's very stressful for a women and All women don't have much freedom to work. Balancing is possible through sharing of family responsibilities with other family members. By changing the mindset of the society. There must be equality in the workplace.

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