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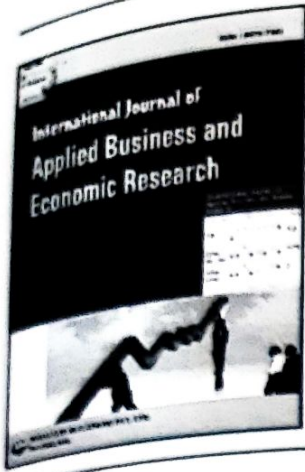
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Participation in Higher Education: Contribution in
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A Study on Women Participation in Higher Education: Contributions and Challenges

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Abstract: Women from ancient age known for kitchen and family management but with growing economic needs of family as well as county her role is multiplied by many means as a daughter, sister, wife, mother, entrepreneurs and as working women colleague, subordinate and boss etc., Her contribution as career women and family person has been highly appreciable as core for societal development. However, women in higher education have been facing various problems including dual role, role conflict, work involvement, job stress, job satisfaction and others. The career orientation of women varies based on these factors. It is assumed that in the absent of these factors the career orientation of women will be optimum. Hence, examining the impact of these factors has gained at most importance in the academic arena. The present study will examine the career orientation of women employees working in degree colleges affiliated to University of Mysore. Till recently, myths about teaching career was as its basic job, last career option for youngster, meant only for women folks as teaching profession deals with less stress, provides many holidays, handsome salary etc., Therefore, the present study was conducted to test these general phenomenon whether teaching profession is prone to challenges or not. The result highlights that contribution of women employees with Ph.D is high as compared to without Ph.D women employees especially in terms of participation and presentation of research papers in conferences and seminars of subject line expertise.

Key Words: Women employees, career orientation, research, higher education

INTRODUCTION

Women role in society in almost all cultures has been primarily defined by their family responsibilities confined to the home, while men role has been defined by their social participation outside the home. Women have been seen as actors in the household domain, while men have been seen as actors in other domains such as economic and political. Because of change in time and socio-economic conditions women have always taken part in the economic sphere whether it is farm work, domestic chores, industrial production,

and serving in service sector and so on and she is now found in almost all sectors. This being the case, women continue to be seen primarily as family caretakers. Thus, their social performance is primarily viewed in terms of their family performance. Women from ancient age known for kitchen and family management but with growing economic needs of family as well as county her role is multiplied by many means as a daughter, sister, wife, mother, entrepreneurs and as working women colleague, subordinate and boss etc., Her contribution as career women and family person has been highly appreciable as core for societal development. Women participation in labour force (both organized and unorganized sector) in large numbers for the past few decades especially in developing countries and the percentage of married women in the labour force increased from almost 31 percent to 59 percent. According to Statistics Division of the Ministry of Women and Child Development, estimates that women population comprises nearly 48 percent of total population by 2011 and it also estimated that 50.16 lakhs of women are employed in the organized sector both in public and private sectors out which 12.21 percent are in communications, and IT 4.63 percent in railways, 9.01 percent in defense (civil) and 8.06 percent in others which may includes doctors, nurses, teachers, lecturers, professors and etc. Based on this one can understand that most of the Indian women contribute to the economy in one form or another that may be formal and informal. As earlier quoted Further, women in higher education have been facing various problems including dual role, role conflict, work involvement, job stress, job satisfaction and others. The career orientation of women varies based on these factors. It is assumed that in the absent of these factors the career orientation of women will be optimum. Hence, examining the impact of these factors has gained at most importance in the academic arena. Moreover, being women, the problems of women are unique and different from men.

STATUS OF WOMEN AS TEACHERS IN INDIA

In India, the status of women has always been rather hesitant. On the one side, women has been raised to the status of spirituality, and on the other side, she faces horrified vulnerability and subjugated as somebody lower in status to men in various stages of life. Fortunately, from the middle of the 19th century, dramatic change was brought in our country to eradicate this dichotomy in women existence in a large society. Social reformers contributions especially in Bengal, like VidyaSagar and Raja Ram Mohan Roy, founder of the Brahma Samaj, who advocated education for girls, marriage after adolescence and the right to widow marriage has give new trail to life for millions of women's in this country.

Towards the end of 19th century, women's were given a chance be a part of knowledge world and get educated like their men folks. At this period, Indian families are undergoing rapid changes due to the increased pace of modernization (because of British Rule) and to large extent. The Industrial revolution paved a way to our Indian women's belonging to all classes or creed to enter into paid occupations in different sector. Initially, she took the professional roles as teacher, doctor, engineer, assistant or clerk and so on. However, today women's are participation has enlarged to almost all professions and sector. Further, Indian women exposure to higher educational opportunities has substantially increased especially in the urban setting. There are lot efforts carried over to empower our rural women to educate and also be a part of higher education by Government and NGOs. These initiatives have opened new vista, increased awareness and raised aspirations of personal growth among Indian women. On the other hand, along with economic volatility, has been one way instrumental in influencing women decision to enter the large work force.

Women's in India largely took an opportunity in Knowledge dissemination as teachers; academicians; researcher; mentor or trainer for different age of people. The teaching role of faculty members shows their core theme of addressing the primary educational mission among different colleges and universities. As knowledge transformer, she is expected to teach effectively, disseminate the large information clearly and impart basic or applied knowledge to segment of students; and would also assist students to enhance learning ability and application of the theoretical knowledge in practical world. In this edifice of the teaching role, the teacher will be content expert, and students are regarded as learners or apprentice to academic disciplines. Our teaching fraternities are expected to follow latest developments in respective field of domain expertise and their knowledge base remains relevant to current scenario. In Universities, teaching fraternities are encouraged to participate in new lane of taught process and developments in subject of expertise, by providing high priorities for research and teaching roles.

Today, teaching fraternities from Universities and colleges/ institutions are largely engaged in research and capacity building programs, thereby contributing to the knowledge base for different academic field. Further, higher education institutions provides sponsorship or fellowship to their faculty members to strongly contribute in research and development agenda, which enhance the quality of knowledge deliverables for our young students; and also with primary agenda of their participation among national and international community working on various disciplinary of developmental studies. Teachers with active research agenda and effective involvement in their disciplinary communities will be regarded as more cosmopolitan in orientation, with stronger adherence and allegiance in their respective disciplines as compared to other teaching members.

LITERATURE REVIEW

The term 'gender role' orientation to a large extent refers to an individual describing them to specific personality attributes in terms of their instrumentality and expressiveness. Attributes of human beings are considered instrumental in nature, which include being independent, goal oriented, focused, assertive, competitive, and logical; whereas stereotypical expressive characteristics of human beings includes such traits as emotionality, nurturance, and sensitivity to others (Broverman et.al, 1972). In this context, Androgyny may be understood as the extent to which individuals describe themselves as possessing high levels of both instrumental and expressive traits.

The dominant theoretical perspectives in gender role researches around world are basically in socialization point of view (Henning & Jardim, 1977) and the social learning or structuralize perspectives (Kanter, 1977). The socialization theory asserts that, individuals manifest similar gender role stereotypical personality traits (e.g., instrumental, expressive traits) and behaviors (e.g., problem-solving, avoidance, negotiating behaviors) that are not readily agreeable to quick changes. Cinnamon and Rich (2005) states that, although there has been an appeal for more investigation into the relationship between the job life and family life among teachers, however earlier research on WFC has neglected to study this line. According to them, it is widely assumed that teaching is a traditional profession which is mainly participated and occupied by largely by women. However, women especially among managerial positions and nontraditional professions are more likely requires them to balance between work and families roles. On the contrary, earlier evidences shows women teachers are more likely to consider only their family roles as most important.

In these trends of thought, the teaching professions are characterized by shorter work hours as well as no work during school/college holidays or summer. Consequently, most teachers are able to efficiently perform both their professional roles and their home roles with minimum interruption. However, few empirical studies highlights that female faculty members are less satisfied with dimension of their job than males (Seifert 2008) counterpart; and women teachers are less satisfied with compensation and opportunities for advancement. Till date, women and minority faculty members have proclivity to perceive less than equitable treatment in their pay & perks, promotions and career pathways.

RESEARCH GAP

The extensive literature review revealed that the studies in India mainly carried on women employee's problems and role conflict. Up to the best knowledge of research, very few studies has been carried over on how role conflict leads in tampering women employee's career growth opportunities in general and women faculties of affiliated colleges of universities specific. Previous studies have not examined the criticalities of career orientation of women employees working in degree colleges. As earlier discussion, women participation in knowledge industry requires continues academic level development which needs concrete lane towards perusing doctoral research and activity participation in conferences and paper presentation, which are not undertaken by most of the University women faculties. The present study will examine the career orientation of women employees who are presently working in degree colleges' affiliated under University of Mysore.

MATERIALS AND METHODOLOGY

The present research study has collected data at two levels i.e., secondary data was collected from various journals, periodical, annual reports of education department, newsletters of University of Mysore and web sources. And primary source of data was collected from field survey was carried over through pre-tested structured questionnaire. For primary data, stratified random sampling was used for the selection of required sample respondents for present study. The study has captured relevant data inputs from women employees of University of Mysore. Women employees have covered teaching fraternity from Government, Private and University Colleges. The study used both comparative and analytical methods for the interpretation and analysis of data and information.

SAMPLE SELECTION AND SIZE

There are around 2600 employees working in 93 degree colleges which affiliated to University of Mysore, out of this, there are about 1100 women employees. Accordingly, data was captured from 350 sample respondents using pre-tested questionnaire based on convenient sampling technique.

OBJECTIVES OF THE STUDY

The study objectives are as follows:

1. To understand the women participation in Academics in University of Mysore.
2. To study the relationship of career orientation women employees along with research and publication contributions.

3. To study the challenges and issues of women participation in higher education teaching and research assignments.

With the background of the objectives set, following hypotheses was constructed identified:

- H1: Career orientation of women employees in terms of teaching and capabilities of associate professors is significantly high compared to assistant professors.
 H2: Ph.D holders have more publication work compared to non Ph.D holders.
 H3: There is no significant difference in career orientation of women employees in terms of attending conferences and seminars between assistant and associate professors.

DATA ANALYSIS & INTERPRETATION

In this section, data captured on sample respondents profile, teaching and research contribution by women teachers are analyzed with cross tabulation and indexation. The study results are as follows:

Table 1.1
Showing the Discipline and Designation wise Sample Respondents

Description		Discipline			Total
		Humanities (Arts)	Commerce and Management	Science	
Assistant Professors	Count	63	127	66	256
	% within Discipline	70.0%	87.6%	57.4%	73.1%
Associate Professors	Count	27	18	49	94
	% within Discipline	30.0%	12.4%	42.6%	26.9%
Total	Count	90	145	115	350
	% within Discipline	100.0%	100.0%	100.0%	100.0%

Source: Field Survey Data

The table 1.1 presents designation wise sample respondents. Accordingly, 73 percent of respondents have been working as assistant professors, and 27 percent of respondents have been working as associate professors.

Table 1.2
Showing the Discipline and Qualification wise Sample Respondents

Description		Discipline			Total
		Humanities (Arts)	Commerce and Management	Science	
Master Degree	Count	21	53	32	106
	% within Discipline	23.3%	36.6%	27.8%	30.3%
SLET/NET	Count	11	24	7	42
	% within Discipline	12.2%	16.6%	6.1%	12.0%

contd. table 1.2

Description		Discipline			Total
		Humanities (Arts)	Commerce and Management	Science	
M.Phil	Count	28	38	32	98
	% within Discipline	31.1%	26.2%	27.8%	28.0%
Pursuing Ph.D	Count	15	22	21	58
	% within Discipline	16.7%	15.2%	18.3%	16.6%
PhD	Count	15	8	23	46
	% within Discipline	16.7%	5.5%	20.0%	13.1%
Total	Count	90	145	115	350
	% within Discipline	100.0%	100.0%	100.0%	100.0%

Source: Field Survey Data

The table 1.2 presents qualification wise sample respondents. Accordingly, 30 percent of respondents have completed their post-graduation only, and 12 percent of respondents are qualified with NET/SLET, 28 percent of respondents have completed their M. Phil, 17 percent of respondents are pursuing their Ph. D and 13 percent of respondents are qualified with doctoral degree.

Table 1.3
Showing the Discipline and Teaching experience wise Sample Respondents

Description		Discipline			Total
		Humanities (Arts)	Commerce and Management	Science	
0-5 years	Count	6	53	17	76
	% within Discipline	6.7%	36.6%	14.8%	21.7%
5-10 years	Count	23	39	28	90
	% within Discipline	25.6%	26.9%	24.3%	25.7%
10-15 years	Count	28	26	16	70
	% within Discipline	31.1%	17.9%	13.9%	20.0%
15-20 years	Count	6	6	14	26
	% within Discipline	6.7%	4.1%	12.2%	7.4%
20-25 years	Count	8	8	18	34
	% within Discipline	8.9%	5.5%	15.7%	9.7%
25-30 years	Count	11	8	17	36
	% within Discipline	12.2%	5.5%	14.8%	10.3%
30-35 years	Count	8	5	5	18
	% within Discipline	8.9%	3.4%	4.3%	5.1%
Total	Count	90	145	115	350
	% within Discipline	100.0%	100.0%	100.0%	100.0%

Source: Field Survey Data

The above table presents teaching experience wise sample respondents. Accordingly, 22 percent of respondents have less than five years of experience, 26 percent of respondents have five to ten years of experience, 20 percent of respondents have ten to fifteen years of experience, 7 percent of respondents have fifteen to twenty years of experience, 10 percent of respondents have twenty to twenty five years of experience, 10 percent of respondents have twenty five to thirty years of experience, 5 percent of respondents have thirty to thirty five years of experience.

Hypothesis 1

- H0: Career orientation of women employees in terms of teaching and capabilities of associate professors is not significantly high compared to assistant professors.
- H1: Career orientation of women employees in terms of teaching and capabilities of associate professors is significantly high compared to assistant professors.

Comparison of Index for Teaching and Capabilities based on Designation

Designation	N	Mean	Std. Error	F	Sig	(In terms of Index)	
						t	Sig
Assistant Professors	256	36	18.70	5.691**	0.018	4.740***	0.000
Associate Professors	94	46	15.14				

Source: Field Survey Data

Note: ***Significant at one percent level.

Note: **Significant at five percent level.

The above table presents index for teaching and capabilities based on designation. The average index of assistant professors for teaching and research extension 36 and it is 46 for associate professors. It is found from the F test that the variance between the two is significant. Therefore, equal variance not assumed. It is found from t-test that the mean difference between the two is significant. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. Accordingly, the teaching and capabilities of associate professors is significantly high compared to assistant professors.

Hypothesis 2

- H0: PhD holders not have more publication work compared to non PhD holders
- H1: PhD holders have more publication work compared to non PhD holders.

Status of Index for publication of research work based on Qualification

Qualification	N	Mean	Std. Deviation	Std. Error
Master Degree	106	17.47	8.21	0.79
SLET/NET	42	17.90	7.36	1.13
M.Phil	98	18.24	7.92	0.80
Pursuing Ph.D	58	18.24	18.92	2.48
Ph.D	46	25.03	19.70	2.90
Total	350	34.10	13.60	0.72
		21.18		

Source: Field Survey Data

The above table presents the status of women employees in terms of index for publication of research work based on their qualification. Accordingly, the index value of master degree holder is 17.47, for SLET/NET holders it is 17.91, for M. Phil holders it is 18.25, employees pursuing Ph. D it is 25 and for Ph. D holders it is thirty four.

Hypothesis 3

- H0: There is no significant difference in career orientation of women employees in attending conferences and seminars between assistant and associate professors. terms of
- H1: There is significant difference in career orientation of women employees in attending conferences and seminars between assistant and associate professors. terms of

Comparison of Index for Conferences and Seminars based on Designation

Designation	N	Mean	Std. Error	F	Sig	(In terms of Index)	
						t	Sig
Assistant Professors	256	23.10	1.53	0.010	0.922	-3.606***	
Associate Professors	94	33.91	2.66				0.000

Source: Field Survey Data

Note: ***Significant at one percent level.

The above table presents index for conferences and seminars based on designation. The average index of assistant professors for conference and seminars is 23 and it is 34 for associate professors. It is found from the F test that the variance between the two is not significant. Therefore, equal variance assumed. It is found from t-test that the mean difference between the two is significant. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. Accordingly, there is significant difference in career orientation in terms of attending conferences and seminars between assistant and associate professors.

FINDINGS

The study findings are highlighted below

Women employees working as associate professor in degree college having PhD with more than 10 years of experience, working in humanities discipline also working in rural and semi urban areas and also studied in Kannada medium have attended more number of seminars and conferences. However, attending conferences and seminars do not differ based on status of college.

Publication of research work of women employees has been examined and found that Associate Professors having PhD with experience of 15 to years, working in the university college on regular basis have published more research works. However, publications of research work do not differ based on discipline, place of work and medium of education.

Teaching research extension activities of women employees have been examined and found that associate professors with 25 to 30 years of working experience in government and private colleges in the discipline of humanities, working on regular basis have actively engaged in teaching and research extension activities.

Teaching and capabilities of women employees have been analyzed and found that associate professors having PhD, with 20 to satyrs experience, working in the government colleges, on regular basis in rural and semi urban areas and studied in Kannada medium have largely engaged in teaching and capabilities based activities

DISCUSSION AND CONCLUSION

Today, women being equally breadwinners for the family as men, working women have this encumbrance that they are evaluated in terms of their family responsibilities. Men normally do not share the household tasks with women. Thus, women experience role burden wherein they have to perform two roles and to prove themselves in both the roles. Most of the times they have given up or under-performed one role in order to perform the other roles.

From the present study, states that the contribution of women employees with PhD is significantly quite high compared to others in terms of attending and presenting papers in conferences and seminars. Hence, the women employees need to be given flexible working hours for attending conferences and research work. Those Women employees pursuing doctoral degree may be deputed on FIP, to enable them to improve their performance for attending and presenting papers in conferences and seminars. In order to promote research and publication activities among women teaching employees in Karnataka, higher authority may motivate them with monitory and non monitory benefits such as reimbursement of expenditure, OOD facilities and bring out institutional journals.

Further, the contribution of associate professors has shown better in terms of teaching and research extension activities. Hence, in order to strengthen this competency, the employees should organize more special lecture programmes, which benefit the employees to gain insight into various issues concerning their realm of teaching and they should be motivated to take up minor and major research projects. To enhance the teaching skills and strengthened research capabilities, women employees (both rural and urban) should be encouraged to attended Faculty development program and Management development program.

Further research in this area should be conducted based on comparison between the private and State/Government College teaching women contribution towards higher education and their involvement in reaseach.

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