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Clair Model for Better Work Life Balance and Empowerment of Women Faculty in Professional Colleges of Kerala

Dhanya.J.S¹ and D. Kinslin²

¹Assistant Professor, Cet School of Management, College of Engineering P.O, Kulathoor, Trivandrum, Kerala-695016

²Professor & Head, Noorul Islam University

ABSTRACT

Work–life balance is a concept including proper prioritizing between career and ambition and personal life. The expression "work–life balance" was first used in the United Kingdom in the late 1970s to describe the balance between an individual's work and personal life. The shift in working patterns, the necessity to learn and relearn and be tech savvy, longer working hours, more erratic work schedules, need to develop and impart soft skills and life skills, the increasing prevalence of two career families, the demands of constant accessibility and global collaboration; has made long lasting impact on the work life balance of teachers in the professional colleges. A healthy work environment is very essential for a teacher to be productive and successful. Work life imbalance leads to poor performance, poor concentration, reduced efficacy levels and work family conflict; which could be detrimental to the health of the individual in the long run. Prior research points out that a women teacher struggles hard to strike the balance between being a caring homemaker and a responsible teacher. Hence there is a pertinent need to analyze and study the issues and factors associated with work life balance of women faculty in Professional colleges offering various courses. It is an inevitable requirement to compare and contrast the work life balance across educational institutions and bring to light any inadequacy of the initiatives taken by the authorities and colleges to achieve a healthy work life balance for Professional college teachers in the chosen disciplines of Engineering, Architecture, MBA, MCA, Pharmacy and Hotel Management offered by AICTE affiliated institutions. Sample size of the study was 350, which included women faculty across professional colleges in Kerala under AICTE. Systematic Random Sampling was used. A pilot study was conducted in Thriruvananthapuram district and the final data collection was done from January – June, 2016. Structured Interview schedule was used for data collection. The dependent variables in the study are Satisfaction, Job Engagement and Work Life Balance. The independent variables include personal variables, family variables and work related variables. The analysis was conducted using chi-square test, ANOVA test, Regression analysis

and Correlation analysis. The women faculty were found to have moderate satisfaction and moderate work life balance, which was relatively high in Engineering and pharmacy domain and least in Hotel Management domain. The study has explored and determined the extent of job engagement, job satisfaction, dual role conflict, gender inequality, Glass ceiling and Sexual harassment of women faculty in professional colleges. CLAIR Model was constructed as a result of the study findings to suggest the areas that need emphasis to facilitate better and enhanced linkages between Research and Academic Innovation.

1. INTRODUCTION

Work–life balance is a concept including proper prioritizing between career and ambition and personal life. The expression “work–life balance” was first used in the United Kingdom in the late 1970s to describe the balance between an individual’s work and personal life. Paul Krassner remarked that anthropologists defines happiness as little separation as possible between work and leisure activities. Work Life Balance relates with the idea of lifestyle choice. Good work life balance is most essential for a teaching faculty to be more efficient and effective, thereby attaining job satisfaction which in turn ensures successful molding of good future citizens of the nation. Work life balance for teaching faculty has become a dire challenge and it is likely to be gaping in the case of women teachers who need to strike the balance between workload and household chores. Imbalance leads to frustration and results in work-family conflicts, strained relationships and poor performance at the work place. In the bargain both career and personal life are both neglected and the woman is subjected to enormous stress. This leads to physical stress and causes ill health which can be short term setbacks like headache, gastritis or body ache; or leads to serious long term illness like cardiac problems, high blood pressure, diabetes or other psychiatric problems. She not only becomes a bad teacher but also a poor homemaker. This failure leads to depression and the woman loses herself image both at work place and at home. Studies reveal women are equally sensitive about their work and family; unlike men who look forward to accomplishments at work even at the cost of ignoring family demands.

2. METHODOLOGY

2.1. Statement of the Problem

The shift in working patterns, the necessity to learn and relearn and be tech savvy, longer working hours, more erratic work schedules, need to develop and impart soft skills and life skills, the increasing prevalence of two career families, the demands of constant accessibility and global collaboration; has made long lasting impact on the work life balance of teachers in the teaching profession. A healthy work environment is very essential for a teacher to be productive and successful. Work life imbalance leads to poor performance, poor concentration, reduced efficacy levels and work family conflict; which could be detrimental to the health of the individual in the long run. Prior research points out that a women teacher struggles hard to strike the balance between being a caring homemaker and a responsible teacher. Hence there is a pertinent need to analyze and study the issues and factors associated with work life balance of women faculty in Professional colleges offering various courses. It is an inevitable requirement to compare and contrast the work life balance across educational institutions and bring to light any inadequacy of the initiatives taken by the authorities and colleges to achieve a healthy work life balance for professional college teachers in the chosen disciplines.

2.2. Objectives of the Study

The overall aim of this study is to explore the perceptions of women teachers in Kerala, regarding their family and professional roles, within an understanding of the issues that they regard as enabling or constraining them in achieving family and work life balance. The specific objectives are the following:

1. To study the family and work life of the women teachers working in professional colleges through personal, family and work domain variables.
2. To examine the relative importance of career and family roles to women teachers.
3. To examine the issue of dual role conflict among the women teachers of professional colleges in Kerala.
4. To identify the factors that enables or constrains women teachers' performance in both these roles.
5. To examine the prevalence and impact of gender discrimination in the career prospects of women teachers of professional colleges in Kerala.
6. To examine the strategies adopted for achieving work life balance of women teachers of professional colleges in Kerala.
7. To develop a model for *CLAIR: Creating Linkages in Academic Innovation and Research* to facilitate work engagement and better performance of women teachers in the discipline of Engineering, Architecture, Pharmacy, Management, MCA and Hotel Management.

2.3. Hypotheses

1. The stronger the identity with familial (gender) roles, the greater will be the conflict.
2. Family facilitation is negatively associated with dual role conflict.
3. Organizational Support is negatively associated with dual role conflict.
4. Family domain is a greater source of conflict than work domain for women teachers'.
5. Gender discrimination blocks the career prospects of women teachers in professional colleges
6. 'Glass-ceiling' blocks the career prospects of women teachers in professional colleges.
7. The paucity of women in top positions in the professions is the result of both social constraints and of discriminations at work place.
8. Family to work conflict, work to family conflict, job engagement, gender equality and relative easiness in dual role performance is negatively associated with the college category.
9. Family to work conflict, work to family conflict, job engagement, gender equality and relative easiness in dual role performance is negatively associated with the type of discipline.
10. The type of role compromised for striking a balance between family and work life is negatively associated with college category.
11. The type of role compromised for striking a balance between family and work life is negatively associated with the type of discipline.

2.4. Variables

The present study is concerned with understanding the issues regarding the family and career lives of women teachers in Professional colleges. Work-life balance has been set up as the dependent variable and the factors that can influence or determine it are identified as independent variables. The independent variables have been classified into three domains- personal, family and work- as per their focus and are discussed below.

Age, Education, Religion and Income are the 'personal domain' independent variables in this study. Age is considered an important variable, because role conflict, gender discrimination and coping strategies could vary between different age groups. Education and religion are also significant variables, because the status of women and their perspective about life and career are known to differ with better education and difference in religious philosophies. It is a well-documented fact that professional women lean on their family for support. At the same time family duties may prove to be too demanding for them so much so, it would make them poor performers in the profession. These considerations led to the inclusion of 'family pattern' as a variable in the study. Nuclear, Extended and Joint- are the different family patterns.

Family pattern, Spouse's education and profession, Mother's employment status, Spouse's support, Family support, Family Orientation and Age of children are the 'family domain' variables taken in this study in the light of the studies conducted earlier. The variables in the 'work domain are Organizational position, Years of service, Work schedule, discipline and category of the organization. Assuming that both role conflict and gender discrimination could vary depending on the above factors, these variables are included in this study.

All the above-mentioned variables are significant from the work -life balance perspective. The factors determine perceptions about dual role as well as the strategies adopted by the women teachers in achieving work-life balance.

2.5. Research Design

The study attempts to identify the factors that affect Work life balance of women teachers in professional colleges. The study also analysis the issue of 'glass-ceiling' among women faculty working in professional colleges in Kerala and examines the strategies adopted to achieve work - life balance. Descriptive research design is employed in this study.

2.6. Pilot Study

Pilot study was conducted to assess the feasibility of the study. It was a trial run done in preparation for the final study and was instrumental in designing the research protocol, identifying and finalizing the sample, and, in determining the tool of data collection. The pilot study also helped to identify the potential practical problems in data collection and the interview schedule was opted for instead of questionnaire.

2.7. Pre-test

A pre-test was conducted to determine whether the proposed tool, interview schedule, was appropriate. It helped to discard irrelevant questions and to re-word the difficult, double barrelled or ambiguous questions.

The feedback of the respondents after pilot study helped to prepare the interview schedule and after pretest, the necessary changes and modifications were made and the interview schedule was finalized.

2.8. Universe, Sample, Sample Size and Method of Sampling

Universe: The universe of the present study is the women faculty working in professional colleges under AICTE in Kerala.

Sample: Women teachers in the discipline of Engineering, Architecture, MBA, MCA, Pharmacy and Hotel Management constitute the sample for the study. Only married women teachers with or without children are selected as the respondents, keeping in mind, the objectives of the study. The sample includes a proportionate representation of women teachers from Professional, Dental, Nursing and Pharmacy. The sample size includes 254 teachers from Engineering, 81 teachers from MBA & MCA, 13 teachers from Pharmacy and 2 teachers from Hotel management. The women faculty selected included 222 from Self financing colleges, 72 from government colleges and 56 from Aided colleges. Most of the respondents fall in the age group of 25-45 and indicate the increasing participation of young women in the teaching profession.

Sampling Technique: The respondents were selected on the basis of Systematic random sampling.

Sampling Frame: The list available in AICTE website has been used to select the colleges to be considered for the purpose of the study.

Sample Size: The sample size for the study is 350.

2.9. Tool of Data Collection.

Structured Interview Schedule is the tool used for the study. The schedule consists of 43 questions out of which majority are close-ended questions. There were few open-ended questions also.

2.10. Data Collection

Data collection was done during the months from January – June, 2016.

2.11. Problems Encountered in Data Collection.

- (a) The findings of the study might depict variations when a state-wise study is conducted on the topic and is also subject to the drastic differences in the development of rural and urban areas in India.
- (b) The respondents may not disclose actual facts for fear of being penalized by the top management. The impact on the findings would be gaping in the case of women teachers working in aided and self financing institutions.
- (c) Respondents may not disclose truth about some family issues which might negatively influence their work life balance.
- (d) The level of employee engagement depends not only on WLB, but also on other qualitative factors like the individuality and mental makeup of the teacher which is a subset of various social and cultural factors.

2.12. Data Analysis

Primary data was collected through interview schedule. The filled in schedule was edited and was subsequently coded and analyzed. The data was then presented in tabular form, analyzed and interpreted. The data has been tabulated and presented in percentages. Chi square test has been applied wherever possible and in all cases, the p -value of .05 is treated as a “border-line acceptable’ error level. Arithmetic Mean and Standard Deviation have also been computed wherever relevant. Association of Attributes has been assessed using Kendall’s tau-b.

3. REVIEW OF LITERATURE

Women have marked their presence in all realms of human endeavor. Women have proved that they can handle even the most stressful or difficult jobs quite diligently. However at the same time the former studies prove women who join the unconventional occupations faces many challenges at the personal, familial, and social realms. Most women are forced to give up the losing race and opt for a women-friendly job, or even opt out of a career.

Studies on the Concept of Work Life Balance and Challenges of Working Women

The term work life balance usually refers to one of the following: organizational support for dependent care, flexible work options, and family or personal leave. (Estes & Michael, 2005). Judith Long Laws, elaborates on the consequences of being born female. She states that the perceptions, expectations and reactions of others are likely to be organized around gender and it has a long lasting effect on institutional relations. (Laws 1979) The literature suggests that lack of balance between work and non work activities has a detrimental effect on psychological and physical well being. (Sparks, 1997; Felstead, 2002). Farmer et. al., (1971) opined women faced unique challenges in the occupation arenas, because of the gender bias. Women face a tumult between sex-role expectations and expectations of fulfilling one’s occupational potential. As a result of such disturbing instances, women prefer occupations that are more compatible with family roles. Wally Sylvia (1986) has presented the position of women in contemporary society highlighting on the significance of patriarchal relations in employment. The author states that a social division of labour can be understood better by comprehending the gender division of labour. Zaretsky (1976) has identified the separation of the family and the economy under capitalism as the central reason behind women’s oppression.

Studies on Family and Work Role-Conflict

Quite often the work intrudes on the family and social life, while at other times family pressures affect the work performance. (Fu and Shaffer, 2001) Hyman (2003) observed that organizational pressures, combined with lack of work centrality, result in work intruding into non work areas of employee lives.

Few studies have attempted to assess conflict between multiple specific roles, such as marital, parental, housekeeping, and social roles (Ayree, 1992). Majority of studies focused on conflict arising from the individual’s attempts to meet both, family demands and employment obligations. Several reviews have highlighted other issues such as age, gender, life cycle stage, ethnicity, citizenship and child care arrangements which also merit attention. (Wallace and Cousins, 2004) Kossek and Ozeki (1998) reported that conflict between work and family roles was a stronger predictor of life satisfaction for women than

men. Ismail and Ahmad (1999) remarked that women's employment inevitably poses a challenge to women themselves, the household and the society at large. The major challenge lies in terms of the interface between work and domestic roles, women's fate in male dominated organizations, constant struggle to achieve their economic potential as well as gender equality. It is identified that both men and women prefer working in organizations that support work life balance. Men appeared to benefit more than women. (Burke, 2002)

Much of the research on work-family conflict has been based on the assertion that multiple roles inevitably create strain for the working women. Baruch and Barnett (1985) pointed to the importance the overload experienced by women due to multiple role demands that the women felt incapable to perform them all adequately. However, there is a budding research that has found evidence of positive spill over, both from home to work and from work to home. The results reveal that multiple roles may prove to be constructive due to the increased skills, heightened self-esteem, and well-being a women experiences along with paving way for an additional source of social support. Barnett and Hyde (2001) for example, found that women who had multiple life roles were less depressed and had higher self-esteem than women who had fewer life roles. In addition to this the findings of the study by Barnett and Baruch (1985) reminds that the quality of a woman's work role was a significant predictor of her role overload, whereas mere occupancy of the work role was not. (Googins, 1991; Voydanoff, 1987; Wiley, 1987; Williams & Alliger, 1994). The perception of the society about the ideal roles for men and women, managing motherhood and marriage with career becomes an immense challenge for women professionals. Hence work-family conflict is experienced more by women employees, especially women who are married and with children, than their male colleagues. Former research has established a positive relationship between time commitment to work and family demands and work-family conflict (Greenhaus et. al., 1989; Voydanoff, 1988). The study reinstates the fact that, for women employees, the time they spent in work activities is strongly associated with work spill over into family, rather than family interference with work.

Studies on Women Professionals

It is presumed that although the past few decades have witnessed a striking increase in the number of women joining various professions, the improvement in their occupational status with respect to organizational and societal support remains marginal in all the professions. Although the teaching profession is presumed to be women friendly, AISHA report of Government of India 2011 suggests that percentage of men into teaching profession is more than women. Hence it will be interesting to probe into the studies on them with an objective of gainig insight about the actual plight of women faculty.

Brockman (2001) rightly points out that although statutory restrictions that impeded women from entering the legal profession have been removed, the informal and structural barriers that curbed their full participation in the profession still existed. According to Brockman, gender bias and discrimination in the legal profession was a major hurdle a woman had to face. The study revealed how sexual harassment and discrimination served as a tool of social control to exclude the full participation of women lawyers. Loy (2005) examined the career growth of women financial executives who had tried various approaches to balancing career and family. Loy has thrown light on the huge commitment of time, energy, and emotion

invested by the women executives to carve a space for themselves in the list of top achievers. But the hard fact is that such dedication and strain was considered as normal and nothing extraordinary by employers and clients, who assume that a career deserves single-minded allegiance. In addition to lack of sufficient recognition for their relentless efforts in career, these women must confront the cultural norms set by the society that defines marriage and motherhood as a woman’s primary vocation. The above study has focused in depth on the social and cultural factors that shaped a woman’s identity and molded their understanding of what made life, worth living. Women worldwide face challenges in reaching to the top-notch executive posts. Even in a developed country like the United States, only a small percentage of executive management positions are held by women. The International Labor Organization’s survey, in the year 2001, titled, ‘Breaking through the Glass Ceiling: Women in Management.’ the changing role of women in business and government in more than 70 countries were examined and the obstacles to their career development were dealt with, and steps to improve opportunities for women and promote gender equality were put forward. According to the report, women in these countries were experiencing a scenario worse than the ‘glass ceiling, where women were not being trained for and offered mid-level positions that prepared them for the top positions.

4. DATA ANALYSIS AND INTERPRETATION

Table 18.1
Association Between Family Orientation of the Respondents and Personal Domain Variables

<i>Variables</i>	<i>P value</i>	<i>Accept\reject h0</i>
Age and family orientation	0.008	Reject h0
Religion and family orientation	0.475	Accept h0
Education and family orientation	0.387	Accept h0
Income range and family orientation	0.175	Accept h0

Source: Primary Data

Table 18.1
(a) Association of Attributes–Age and Family Orientation

		<i>Value</i>	<i>Asymp Std:error</i>	<i>Approx</i>	<i>Approx siga</i>
Ordinal by ordinal	Kendall’ Tau-b	-0.135	0.50	-2.694	0.007
No: of valid cases		350			

Inference: The hypothesis that there is no true difference between age groups with respect to family orientation is rejected (p -value 0.008 & 0.005 respectively). The value of Kendall’s tau-b is -0.135 showing negative association between age groups and family orientation. That is as age increases the orientation towards family become lower. With respect to the other variables; religion, education and income, the hypothesis is accepted since there is no true difference between education levels, religious groups and income with respect to family orientation .The priority given to family can be delineated by analyzing

the respondents answer to the question on the factors that motivated them to leave their job. Results are provided Table 18.2.

Table 18.2
Factors that Motivated Respondents to Leave Job

<i>Factor</i>	<i>Frequency</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>Rank</i>
Job stress	7	1.0000	0.0000	1
Unattractive pay	7	1.8571	0.8997	6
Uncongenial workplace	10	1.1000	0.3163	3
Career growth	7	1.1429	0.3780	4
Family demand	29	1.0690	0.3714	2
Better pay & career development	13	1.2308	0.5991	5
Change of workplace	17	1.0000	0.3714	1

Source: Primary data

Inference: Change of work place and role stress are the most significant factors that motivated respondents to leave the job. The second ranking has been given to family demands. It is quite evident that work related factors are ranked low compared to family related factors that motivated women teachers to leave the job. Thus the priority attached to the needs of the family as well as domestic responsibilities have induced the respondents to quit the jobs. The discussion carried out with the women teachers provides significant proof that feelings about child care is a significant conflict source. Similarly sensitivity to family welfare and dependents in the family including children and parents are significant factors that instigated the women teachers to leave their present job.

Table 18.3
Stressors for Women Faculty

<i>STRESSOR</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>	<i>Total</i>
Interpersonal and Intergroup Conflict	13 (3.7)	26 (7.4)	78 (22.3)	233 (66.6)	350 (100)
Role ambiguity & Role Conflict	17 (4.9)	108 (30.9)	170 (48.6)	55 (15.7)	350 (100)
Organizational changes	134 (38.3)	68 (18.2)	83 (24.5)	65 (18.0)	350 (100)
Working conditions	6 (1.7)	17 (4.8)	90 (25.7)	237 (67.8)	350 (100)
Work Overload	70 (20.0)	129 (36.5)	136 (38.8)	34 (9.7)	350 (100)
Lack of Participation in Decision Making	37 (10.5)	67 (19.1)	208 (59.4)	38(11.0)	350 (100)
Career Concerns	20 (5.7)	44 (12.6)	187 (53.5)	103 (29.2)	350 (100)

Source: Primary Data

Inference: These responses were categorized from high to low on the basis of the scores obtained. The final scores ranged from 7 to 28. The scores ranging From 7-14 were given the rating of ‘low’, the scores in between 15-21 were considered as ‘moderate’ and those 22-28 were considered as ‘high’. The results suggest that 35.1 percent of the women faculty are highly stressed, 62.3 percent demonstrate moderate stress and a marginal 2.6 percent face low stress.

Table 18.3
(a) Assessment of Personality type of Women Faculty with Myers-Briggs type Indicator (MBTI)

<i>Personality</i>	<i>Frequency</i>	<i>Percentage</i>
Extraversion	62	17.7
Introversion	288	82.3
Sensing	299	85.4
Intuition	51	14.6
Thinking	178	50.8
Feeling	172	49.2
Judging	299	85.4
Perceiving	51	14.6

Source: Primary Data

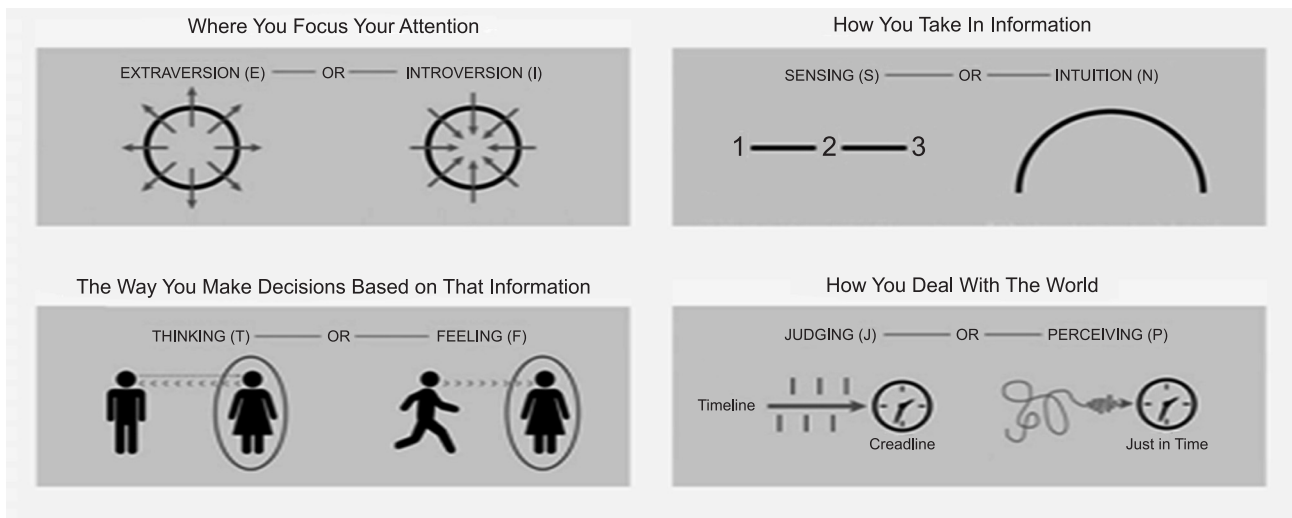


Figure 18.1: Myers-Briggs type Indicator (MBTI)
 Source: [http:// search.proquest.com.eza.libraries.psu.edu](http://search.proquest.com.eza.libraries.psu.edu)

Inference: According to the analysis with Myers – Briggs type indicator, most of the women faculty belongs to the category of ISTJ and ISFJ. The authorities and decision makers can formulate women friendly organizational policies on the type of personality traits exhibited by the women faculty. ISTJ category is best motivated with well defined rules, policies and norms, and the faculty has clarity as to what is expected from them, with significantly reduced role ambiguity and prompt recognition for exemplary performance. This finding provides ample justification for the requirement of the construction of the ELAIR Model, which is one of the most important objectives of the study. ISFJ also expect the organization to have well defined rules, policies and norms. At the same time they also expect just and humane conditions of work, where the feelings of people are considered important and all decisions are based on humanitarian considerations. The detailed personal traits of both the category are depicted in the following chart.

Where you focus your attention	E	Extraversion People who prefer Extraversion tend to relate easily to the outer world of people and things.	I	Introversion People who prefer Introversion tend to relate easily to the inner world of ideas and impressions.
The way you take in information	S	Sensing People who prefer Sensing tend to be interested in what the five senses show them—what exists in the present.	N	Intuition People who prefer Intuition tend to use their imagination to see new possibilities and insights—focusing on the future.
The way you make decisions	T	Thinking People who prefer Thinking tend to base decisions on objective analysis and logic.	F	Feeling People who prefer Feeling tend to base decisions on values and people-centered concerns.
How you deal with the outer world	J	Judging People who prefer Judging tend to like to have things decided; life is likely to be planned and orderly.	P	Perceiving People who prefer Perceiving tend to not want to miss anything; life is likely to be spontaneous and flexible.

Figure 18.2: Myers-Briggs type Indicator (MBTI) Interpretation

Source: [http:// search.proquest.com.eza.libraries.psu.edu](http://search.proquest.com.eza.libraries.psu.edu)

Table 18.4
Factors Affecting Profession Choice

<i>Factors</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Rank</i>
Financial Security	274	2.5766	.6764	3
Profession's charm	338	2.0059	.6803	2
Personal liking	331	1.2961	.5365	1

Inference: The significant factor in selection of profession is the personal interest in the profession. The mean is lowest for the above factor which means personal interest is the most prominent factor for choosing teaching profession. Since the factor also has the minimum value for standard deviation, it is the most consistent cause for choosing teaching profession. The other important factor is the teaching profession's charm. The least significant motive is financial security.

The desire to give expression to one's interests and skills motivates teachers to choose teaching as their profession. This finding contradicts with the findings of the previous studies regarding factors that motivate women to work. Earlier studies assert the popular contention that women seek employment to surmount adverse situations in the family. Ross (1961) opined women are motivated to work due to the economic need of the family. The previous publications of Ministry of Labour, Government of India, highlights factors like mishaps in family due to death or illness of husband or father; women's requirement for economic independence owing to separation from husband due to divorce or other reasons; inadequate income of the bread winner of the family and/or a desire for better living standards; as the major reason behind womenfolk seeking employment opportunities. However the study findings suggest that women teachers are motivated to work because of their staunch interest in the profession.

Need Fulfillment

Abraham Maslow's, Hierarchy of Needs (Motivation and Personality, 1954) is one of the widely accepted theories pertaining to need satisfaction. Based on the above theory human needs are classified into five types of needs:

1. Physiological Needs
2. Safety and Security Needs
3. Social Needs
4. Esteem Needs
5. Self Actualization Needs.

According to Maslow, all the five types of needs can be categorized using a pyramid, with the physiological needs at the bottom level and self actualization needs at the top most level.

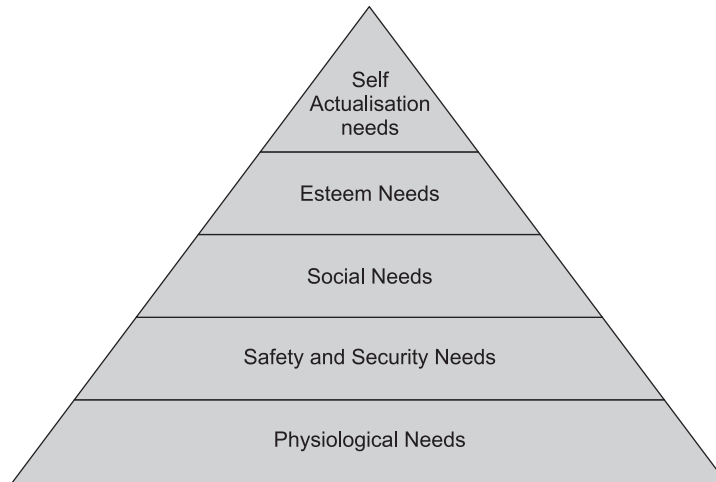


Figure 18.3: Maslow’s Hierarchy Of Needs

According to Maslow, an individual establishes priorities to fulfillment of the needs, which normally takes a bottom-up approach. Individuals attempt to fulfill basic needs like physiological, safety and security needs before progressing to the higher level needs like esteem needs and need for self actualization.

The study has attempted to determine the extent to which the above theory is applicable in case of women teachers working in Professional colleges in Kerala. The teachers were asked to rank the needs in the order of the priority.

**Table 18.5
Need Fulfillment of Women Teachers**

<i>Needs</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
Economic Needs	334	3.2335	1.1413	4
Job Security	348	3.0925	1.2551	3
Affiliation	335	4.3596	0.4596	5
Achievement	345	2.4580	1.0912	2
Self Actualization	317	1.6753	1.0019	1

Source: Primary Data

Inference: The above table suggests that Self Actualization need is given the highest rank followed by Achievement need. These two needs motivate women teachers to pursue their career. It is interesting to

note Economic needs are given second least preference. It is a positive indication that women teachers' value higher level needs like Self Actualization rather than merely working for monetary benefits. The need for affiliation is given the least rank by the respondents. This may be because employed women are busy juggling in dual roles. They quite often do not find time to engage in social activities, social gatherings, club activities or even formal meetings organized by professional bodies. It can be rightly interpreted that foregoing opportunities to be a part of social activities and not coming to the forefront for club or association activities is a coping strategy women teachers adopt.

Table 18.6
Job Engagement of Professional College Women Faculty.

<i>Behavioural Attributes</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>	<i>Total</i>
Concerned about excelling in job	13 (3.7)	26 (7.4)	78 (22.3)	233 (66.6)	350 (100)
Participate & present papers in Conferences/FDP	17 (4.9)	108 (30.9)	170 (48.6)	55 (15.7)	350 (100)
Act as Spokesperson of my college	134 (38.3)	68 (18.2)	83 (24.5)	65 (18.0)	350 (100)
I do my best at work place	6 (1.7)	17 (4.8)	90 (25.7)	237 (67.8)	350 (100)
Carry work assignments home	70 (20.0)	129 (36.5)	136 (38.8)	34 (9.7)	350 (100)
Preoccupied with job related matters at home	37 (10.5)	67 (19.1)	208 (59.4)	38(11.0)	350 (100)
Stay back after working hrs if there is extra work	20 (5.7)	44 (12.6)	187 (53.5)	103 (29.2)	350 (100)

Source: Primary Data

Inference: These responses were categorized from high to low on the basis of the scores obtained. The final scores ranged from 7 to 28. The scores ranging From 7 -14 were given the rating of 'low', the scores in between 15-21 were considered as 'moderate' and those 22-28 were considered as 'high'. The results suggest that 35.1 percent of the women teachers are highly involved with their profession, 62.3 percent demonstrate moderate involvement and a marginal 2.6 percent show low involvement. The respondents have chosen the particular profession out of their interest on the same and that may be the possible reason for their high degree of Job engagement.

Table 18.7
(a) Association of 'Job Engagement' with Personal Domain Variables

<i>Variables</i>	<i>P value</i>	<i>Accept/Reject Ho</i>
Age of the Respondents	.160	Accept Ho
Education	.258	Accept Ho
Religion	.627	Accept Ho
Income	.098	Accept Ho

Source: Primary Data

Inference: Cross tabulations with different personal domain variables and 'Job engagement' were conducted and Chi square was computed to understand their association. Since the P value in all cases except domain is

greater than .05, the hypothesis that there is no true difference between different personal domain variables is accepted. Hence it can be inferred that ‘job engagement’ is not associated with age of the respondent, education, religion and income. The findings suggest that the level of engagement in the job is independent of one’s personal attributes. The findings of this study confirm the first perspective that Job engagement is believed to occur when the possession of certain needs, values, or personal characteristics predispose individuals to become more or less involved in their jobs.

Table 18.7
(b) Association of ‘Job Engagement’ with Family Domain Variables

<i>Variables</i>	<i>P value</i>	<i>Accept/Reject Ho</i>
Type of family	.011	Reject Ho
Spouse-support	.001	Reject Ho
Family support	.013	Reject Ho
Family orientation	.002	Reject Ho
Age of children	.025	Reject Ho

Source: Primary Data

Inference: The above analysis clearly depicts that, the hypothesis that there is no true association between ‘family domain variables’ and ‘Job engagement’ is rejected. The findings suggest that family domain variables have a predominant role to play in determining the Job engagement of the respondents, since it is seen that all the family domain variables influence the level of Job engagement. The spillover effect of family on the work life of women professionals is proved beyond doubt and it can be inferred that Job engagement is significantly related to scenario at home. The most relatable family-related variable that determines Job engagement is number of children at home (Fleck et. al., 1980). Given that child care responsibilities normally rest on women, working women with more young children are likely to experience greater shortage of time (Voydanoff 1984). This is because younger children generally require more attention from parents, and compromising on this time may have long lasting negative consequences.

Table 18.7
(c) Association of Job Engagement with Work Related Variables

<i>Work Related Variables</i>	<i>P value</i>	<i>Accept/Reject Ho</i>
Hours of Work per day	.001	Reject Ho
Number of working days per week	.011	Reject Ho
Years of service	.022	Reject Ho
Category of the college	.052	Accept Ho
Professional Domain	.000	Reject Ho

Source: Primary Data

Inference: With regards to the work related variables, the hypothesis that there is no true difference between the work related variables with regard to Job engagement is rejected. The results show that Job engagement is associated with hours per day, days per week, years of service and the domain.

Table 18.8
Satisfaction at Work Place

<i>Level of Satisfaction</i>	<i>Frequency</i>	<i>Percent</i>
Highly satisfied	112	32.0
Satisfied	226	64.7
Undecided	4	1.1
Unsatisfied	4	1.1
Highly Unsatisfied	4	1.1
Total	350	100

Source: Primary Data

Inference: The analysis indicates that 32.0 percent of the professionals experience a high level of satisfaction at work place. 64.7 percent of the respondents are satisfied, and a marginal 3.3 percent is either unsatisfied or highly unsatisfied. It can be inferred that more than 96 percent of the respondents are satisfied at work. The possible reasons could be that the women teachers have chosen teaching as their profession out of astute interest in the profession. The teaching profession provides a sense of fulfillment to the women teachers.

In order to determine the association satisfaction at work place with personal domain variables, chi-square test was performed and the hypothesis that there is no true difference between the different variables in the personal, family or work domain and job satisfaction of the respondents was tested. The results are tabulated in Table 18.8(a).

Table 18.8
(a) Association of Satisfaction at Work Place with Personal Domain Variables

<i>Variables</i>	<i>P value</i>	<i>Accept/Reject Ho</i>
Age of Respondent	.001	Reject Ho
Religion	.064	Accept Ho
Education	.069	Accept Ho
Income	.042	Reject Ho

Source: Primary Data

Inference: The analysis of the association between satisfaction at work place and the different personal domain variables indicates that satisfaction is positively and significantly associated with age and income of the respondents. It has been observed that senior women teachers have higher levels of job satisfaction. It can be inferred that respondents of higher age group would find the domestic realm to be less demanding. Hence they can delegate more time for professional assignments and naturally, satisfaction at work place would be more. So also, it is seen that relatively greater job satisfaction is perceived by respondents who have higher income, in comparison with the others. It could be because of the feeling that they are being duly compensated for the amount of effort put into various work assignments. Job satisfaction is observed as independent from religion and education and hence the hypothesis that ‘there is no true difference between different religion and education and the level of job satisfaction’ is accepted.

Table 18.8
(b) Association of ‘Satisfaction at Work Place’ with Family Domain Variables

<i>Variables</i>	<i>P value</i>	<i>Accept/Reject Ho</i>
Type of family	.004	Reject Ho
Spouse-support	.000	Reject Ho
Family support	.003	Reject Ho
Family orientation	.001	Reject Ho
Age of children	.000	Reject Ho

Source: Primary Data

Inference: Job satisfaction shows a positive association with all the family domain variables. Hence the hypothesis that ‘satisfaction at work place’ is not related to family domain variables’ is rejected. The type of family and the extent to which husband and family support are associated with satisfaction. Major percentage of women teachers in the joint families reported ‘high satisfaction’, few respondents in the extended families and in the nuclear families reported so. The help extended in domestic chores and nurturing of children in the joint families is invaluable and can be understood as the reason behind such a response. Similarly the empathy and support of the spouse too lead to higher job satisfaction. Satisfaction at work place and family orientation prove to be inversely related, the result being the greater the family orientation, the lesser the level of satisfaction. Similarly respondents with older children seem to be more satisfied with their career in comparison with teachers who have younger children. These reveal the spillover effect of family on the work life of women professionals and it can be inferred that satisfaction at work place is significantly related to family situations.

Table 18.8
(c) Association of ‘Satisfaction at Work Place’ with Work Related Variables

<i>Variables</i>	<i>P value</i>	<i>Accept/Reject Ho</i>
Years of Service	.001	Reject Ho
College Category	.000	Reject Ho
Work schedule	.057	Reject Ho
Hours of work/day	.006	Reject Ho
No. of working days/week	.036	Reject Ho
Professional Domain	.000	Reject Ho

Source: Primary Data

Inference: From the various work related variables include years of service, College Category, work schedule, domain and the number of hours of work per day of the respondents are associated with the level of satisfaction at work place. Hence the hypothesis that there is no significant difference between job satisfaction and years of service, College Category, domain, schedule of work or hours of work per day is rejected. With the increase in the years of service of the teachers, their age would also increase, children would be grownups and family obligations are reduced. Higher levels of job satisfaction are found among respondents who have limited number of hours of work per day. This is because longer duration of work calls for aggravated preparation time, leading to spill over of work into the family time and thereby lowering the level of job satisfaction.

Table 18.9
Factors that Make Dual Role Performance Easy for Women Teachers

<i>Factors</i>	<i>Number</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
Interest in career	138	2.9189	1.3835	2
Supportive Work Environment	136	3.5758	1.8798	4
Flexible working hours	128	5.1439	8.7989	7
Ease in carrying out tasks	96	5.2334	10.009	8
Nature of the work schedule	196	4.0153	9.8627	6
Children are grownup and independent	111	3.2298	1.7535	3
Supportive Husband	217	1.7853	1.2082	1
Supportive family	132	3.7121	1.8473	5

Source: Primary Data

Inference: The data clearly suggests that the support from husband is the most inevitable factor for effective dual role performance of women teachers. Family support especially from the spouse makes it easier for women to strike a balance between family and career demands. Spouse support is suggested as a pivotal point in successful family life by Gilbert and Rachlin in their study titled, “Mental health and Psychological functioning of dual career families” (1987).

The second facilitating factor in dual role performance is the interest in pursuing a career. The undying desire and willingness to be a career woman, helps women in overcoming all hassles with respect to balancing work and family demands. Chi- square test was conducted to find out if there exist any association between support from husband and interest in career. The results recommended that the hypothesis that, there is no true difference between support from husband and the interest in career can be accepted. The results of the chi-square tests of association between number of children and interest in career, recommends accepting the hypothesis that there is no association between the two.

Table 18.10
Association of Interest in Career with Support from Husband and Number Of Children

<i>Variables</i>	<i>P Value</i>	<i>Accept/Reject Ho</i>
Support from husband	.135	Accept Ho
Number of children	.483	Accept Ho

Source: Primary Data

Inference: Women continue to play a predominant role in the upbringing and caring of small children. In the study, women teachers who had grown up and independent children found it easier to perform the dual roles effectively. There is an increasing tendency among the women folk in Kerala to take a break from their career to bring up their small children. The women teachers opined that it was possible to focus on career demands when they had grown up children, who are capable of taking care of themselves.

The factors that lead to difficulty in performing the dual roles are provided in Table 18.11

Table 18.11
Factors that Make Dual Role Performance of Women Teachers Difficult

<i>Factors</i>	<i>Frequency</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
Time constraints	80	1.9876	1.4196	1
Work Overload	52	4.4413	1.4507	7
Unsupportive work Environment	99	2.5051	1.0136	3
Harassment at work place	54	2.6852	1.2612	4
Gender discrimination	38	7.1043	15.3665	8
Erratic work schedules	84	4.0128	10.5799	6
Lack of support from family	54	3.4159	1.4386	5
Management of family time & demands	16	2.1150	1.8631	2

Source: Primary Data

Inference: The above analysis makes it evident that time constraints is the major reason behind women teachers finding it tough to perform dual roles. The availability of the option of flexi working hours to college teachers depends on the support extended by the management and superiors. Absence of such an option will create aggravated time pressure on the women teachers compared to their male colleagues to fulfill family needs before reporting for work. Similarly managing family time and demands is considered to be the second most important constraint in dual role performance. This means there is a spillover of family demands into work. The analysis suggests that the efficacy of dual role performance is strongly influenced by the support extended by the management and colleagues. Although the school of thought prevails that women prefer teaching profession because it gives a lot of room for prioritizing household responsibilities along with career demands, the above analysis proves that it is not the reality. The fact is work life balance for teaching professionals has become one of the greatest challenges.

Table 18.12
Compromise of Role by Women Faculty

<i>Responses</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	108	30.9
No	242	69.1
Total	350	100

Source: Primary Data

Inference: The analysis proves that about 30.9% of respondents compromise on a particular role. They admitted that they were not so happy about having got to compromise and the pangs of guilt were a major stressor for them. About 69.1% of the women faculty is happy with the ability to strike a balance between the various roles. This is a positive trend and it is important to determine the reason why work family conflict prevails among some teachers, that has led to curtailing both or either of the roles at a given point of time, due to the dual role demands placed on them. This is in concurrence with the findings in the study by Arora(2003), that women who are employed and are faced with the demands of family and career, would compromise on one role for excellence in the other. It is also important to know which

is the role underplayed by 108 women faculty who admitted they compromise on a role. The results are provided in Table 18.13.

Table 18.13
Role Compromised by Women Teachers

<i>Role</i>	<i>Frequency</i>	<i>Percentage</i>
Family	38	35.2
Work	8	7.4
Both	62	57.4
Total	108	100

Source: Primary Data

Inference: It is important to note that previous studies suggest women attach priority to familial roles if they will have to make an option between family and career demands. The findings of Rapoport (1971) concludes that women sacrifice career demands to meet the demands of the family which is accepted as the conventional role of women. However the findings of the present study are incongruous with the above conclusion. Among the 108 women teachers who admitted they are forced to compromise on a role, a major percentage of them opined that they may compromise on the demands of the family or career based on the urgency of the situation and they depend on their discretion to decide which should be given priority. Among those who compromise on any one role about 35.2% compromise the familial roles compared 7.4% who compromise career role. This is in concordance with the previous finding that women faculty have opted for the teaching profession out of the undying interest in the profession and the urge to excel in career.

Table 18.14
Intensity of Work to Family Conflicts

<i>Intensity</i>	<i>Frequency</i>	<i>Percentage</i>
None	86	24.6
Mild	200	57.1
Intense	64	18.3
Very Intense	0	0.0
Total	350	100

Source: Primary Data

Inference: The analysis proves that about 81.7% of women teachers face no work to family conflict or negligible work to family conflict. About 18.3% of the women faculty experience intense work to family conflict. Although the percentage is less, it is important to know the instances that manifested as work to family conflict among the 64 women teachers. The nature of work to family conflict was measured using statements, which assessed the degree to which the teachers' professional lives interfered with their personal life. The responses of the respondents with regard to work to family conflict were categorized on a four point scale, ranging from Never to Always. The findings are given in Table 18.15.

Table 18.15
Nature of Work to Family Conflict

<i>Statements</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>
I am fully exhausted when I reach home from college	20(5.4)	65 (18.5)	182 (52.4)	83 (23.7)
I find myself irritated at home due to work related worries	81 (22.7)	129 (37.2)	122 (34.9)	18 (5.2)
I find it hard to relax at home due to work related concerns	47 (13.3)	107 (31.3)	136 (38.9)	62 (71.5)
Career demands intervenes into my family life	74 (21.1)	123 (34.9)	131 (37.9)	22 (6.1)
I have to compromise on my family time to complete work assignments	67(19.4)	111 (31.9)	146 (43.2)	23 (6.5)

Source: Primary Data

Inference: The responses with respect to nature of work to family conflict were classified and codified and the summation of the scores was classified as nil, low, moderate and high. The scores were in the range of 5 – 20. Scores between 5 and 8 was classified as nil, between 9 and 12 as low, those between 13 and 16 as moderate and between 17 and 29 were classified as high. 18.9 % of the women teachers experience intense work to family conflict that manifested itself in varying circumstances. About 27.1% experienced moderate work to family conflict while about 54% experienced nil or negligible work to family conflict. This percentage is not in concordance with the responses provided by the teachers in the previous table. This may be because the women teachers were able to reflect on the actual scenario when they were provided with situations they confront in their day to day life. The above table reflects on the existence of work to family conflict among women faculty of professional colleges in Kerala. It was identified that it was imperative to determine how work to family conflict is influenced by career related and family related variables, the results of which are presented in Table 18.16.

Table 18.16
Association of Work to Family Conflict with Other Variables

<i>Variables</i>	<i>P Value</i>	<i>Accept/Reject Ho</i>
Spouse Support	.000	Reject Ho
Family Support	.001	Reject Ho
Job Engagement	.006	Reject Ho
Career Orientation	.000	Reject Ho

Source: Primary Data

Inference: The above variables were cross tabulated with the responses pertaining to work family conflict. The test performed was Chi-square test. Null hypothesis formulated was that there is no association between the various variables and work to family conflict. Based on the results the null hypothesis is rejected and it can be concluded that Spouse support, family support, Job engagement and career orientation are associated with the prevalence of Work To Family Conflict and all the above factors affect the level of Work To Family

Conflict. Thus the sensitivity of the women faculty towards their dual roles leads to work to family conflict. Women teachers who are career oriented and compromise their familial roles to fulfill their work related tasks, suffer severe pangs of guilt about having rejected their primary responsibility at home. The absence of spouse support and family support worsens the scenario leading to severe work to family conflict. It is but evident that work to family conflict is deeply influenced by the perception of women teachers about their family role. The other important dimension for work life balance is family-to- work conflict that occur when responsibilities in the family interfere with work life, the opinion of teachers as to whether they experienced family to work conflict was sought. The responses are presented in Table 18.17.

Table 18.17
Family to Work Conflict

<i>Responses</i>	<i>Frequency</i>	<i>Percentage</i>
None	100	28.6
Mild	180	51.4
Intense	67	19.1
Very Intense	3	.9
Total	350	100

Source: Primary Data

Inference: Majority of women teachers face mild or intense family to work conflict. A nominal percentage of 0.9% faces very intense family to work conflict. The nature and intensity of family to work conflict was determined by asking the women teachers to respond to the six statements and the responses were categorized on a four point, scale ranging from Never to Always. The result is presented in table no.4.18.

Table 18.18
Nature of Family to Work Conflict

<i>Statements</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>
Career growth is limited due to family demands	76 (21.6)	106 (30.2)	154 (44.1)	14 (4.1)
Family concerns are a matter of concern even while at work	118 (33.8)	115 (33.1)	93 (26.7)	23 (6.4)
Time constraint due to domestic demands inhibit Career advancement	76 (21.6)	106 (30.2)	154 (44.1)	14 (4.1)
Family demands curtails excellence in career performance	82 (23.5)	104 (29.6)	118 (33.6)	46 (13.3)

Source: Primary Data

Inference: The score of the above statements were combined and the option Never was rated as 1, Rarely as 2, Sometimes as 3 and Always as 4. The scores were added and it ranged between 4 and 16. Scores between 4-6,7-9,10-12 and 13-16 were classified as nil, low, moderate and high respectively. The detailed analysis depicts that 13.6 percent experience high family to work conflict, 27.8 percent experience moderate levels, 32.7 percent experience low family to work conflict and 25.9 percent do not experience family to work conflict.

Table 18.19
Association of Family to Work Conflict with Family Domain Variables

<i>Variables</i>	<i>P Value</i>	<i>Accept/ Reject Ho</i>
Family Type	.002	Reject Ho
Children’s age	.006	Reject Ho
Family support	.000	Reject Ho
Spouse Support	.000	Reject Ho

Source: Primary Data

Inference: The P value for association between all the various family domains variables are less than .05 and hence the null hypothesis that there is no association between these variables and family-work conflict is rejected. These findings reinstate that the family matters have a tremendous influence on the role conflict faced by women faculty. It significantly varies with family type, children’s age, and with the extent of family and spouse support. Women teachers with small children and those have less support at home face severe role conflict in comparison to women teachers with grown up children and those with better support at home.

It can be summarized that work to family conflict and family to work conflict are pervasive in the life of women faculty. It was also observed that work to family conflict is more comparing to family to work conflict. These findings reiterate the fact that perception about gender roles tends to increase role conflict among women faculty of professional colleges. The association of various independent variables on family interference with work suggests that for women teachers all family-related factors are found to be important predictors and is in concurrence with the results of the study by Frone et. al., (1992). The woman teacher who identifies herself with child care responsibilities and stronger family commitment often finds it a herculean task to perform dual roles especially while working full – time.

Table 18.20
Opinion on Gender Equality in Professional Colleges

<i>Opinion</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>	<i>Total</i>
Promotion opportunities are favorable for male faculty	6 (1.9)	59 (16.9)	266 (76.1)	17 (4.1)	100 (350)
Pay equality for both the genders is nonexistent in professional colleges	6 (1.9)	83 (22.9)	244 (71.1)	17 (4.1)	100 (350)
Hike in remuneration is less frequent for women faculty	12 (3.3)	64 (18.2)	255 (72.9)	19(5.6)	100 (350)

Source: Primary Data

Inference: The above three statement scores were summated and the score for equality of women faculty compared to men faculty of professional colleges was ascertained. The rating given was in a range of 1-4, for the scales, Never, Rarely, Sometimes and Always respectively. Scores less than 7 was considered nil, between 8-10 was considered low, between 11-13 considered as moderate and 14-16 as high. It is evident from the above analysis that 4.9 percent of the women teachers experience high, 74.5 percent experience

moderate, 16.9 percent experienced low inequality and for 3.4 percent of women teachers did not experience any inequality when compared to male teachers.

The level of inequality faced by women professionals is quite rampant in the corporate world and this has caught the attention of various human right activists and several articles on this issue have been published in news papers in various languages. The study proves that inequality among the genders persist even in professional colleges and the intensity is quite high in Self financing colleges, where the management at times decides the pay hike and promotion without any established benchmarks or standards. The work related variables like hours of work per day, working days per week, college category, work experience in years, Designation and Discipline were cross tabulated with the women teachers perception about Inequality. Chi Square test was conducted to test the null hypothesis, there is no association between the various work related variables and the perception regarding inequality faced by women faculty. Chi Square test results are present in the following Table 18.21.

Table 18.21
Association Between Work Related Variables and Perception of Women Teachers about Gender Inequality

<i>Variables</i>	<i>P Value</i>	<i>Accept/Reject Ho</i>
Working Hours per day	.722	Accept Ho
Working days per week	.059	Accept Ho
Work experience in years	.032	Reject Ho
Job Cadre	.103	Reject Ho
Professional Domain	.000	Reject Ho
College Category	.000	Reject Ho

Source: Primary Data

Inference: The results indicate that for the variables Working Hours per day, Working days per week, Designation and Discipline; the calculated value of P is greater than .05. Therefore the null hypothesis that there is no association between the variables Working Hours per day, Working days per week, and Designation; and perception on inequality is accepted. The P value is less than .05 for the variables work experience in years, Discipline and College category. Therefore the null hypothesis that there is no association between the variables work experience in years, Discipline and College category; and perception on inequality is rejected. The findings are in concurrence with the answers provided by the women teachers during the interviews. The level of inequality is found to rise with the years of experience and varies across college category. The women teachers working in self financing colleges faces the major brunt of inequality. This throws light on the reason why the management of few self financing colleges hesitated to grant a formal permission conduct research in their college. The status of women faculty in developed countries is clearly portrayed in a study involving physician faculty in US Medical schools. The findings of the study proved that even after work schedule, specialty and productivity differences were accounted, women remained less likely to be promoted than men. (Tesch et. al., 1995). The most recent surveys by Mc. Kinsey and the reports in several media suggest that the plight of working women including the developed countries with regard to inequality is more or less the same even after a decade.

Table 18.22
Existence of Sexual Harassment in Professional Colleges

<i>Responses</i>	<i>Frequency</i>	<i>Percentage</i>
Strongly Disagree	224	64.1
Disagree	111	31.8
Agree	14	3.9
Strongly Agree	1	0.002
Total	350	100

Source: Primary Data

Inference: The above results indicate that sexual harassment is not a serious concern in professional colleges in Kerala. About 95.9% of the respondents disagree that there is sexual harassments in their college. This is a positive and significant trend, especially in an educational institution because it is the place where the future citizens of the country are moulded. The functioning and behaviour of teachers deeply influence the outlook and behavior of students. Thus the linkage of education with attitude and behaviour is established and education can be rightly addressed as the ‘magic wand’ that cures the pathologies of the society.

Table 18.23
Regression Analysis with Satisfaction as the Dependent Variable
Model Summary^b

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.893 ^a	.797	.747	.216

^aPredictors: (Constant), Job Eng – Job engagement, OC Organizational Climate, Gendereq – Gender Equality, Familyor – Family Orientation, Dualrole – Dual Role Conflict, WFC – Work to family Conflict.

^bDependent Variable: Satisfaction

Table 18.23
(a) ANOVA^b

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1 Regression	46.315	6	7.719	18.768	.000 ^a
Residual	140.659	344	.411		
Total	186.974	350			

^aPredictors: (Constant), Jobeng, OC, Gendereq, Familyor, Dualrole, WFC

^bDependent Variable: Satisfaction

Table 18.23
(b) Coefficients

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	.570	.269		2.122	.035
WFC	-.078	.068	-.072	-1.150	.251
OC	.255	.042	.284	6.014	.000
Gendereq	.221	.067	.158	3.297	.001

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Familyor	-.012	.055	-.012	-.221	.825
Dualrole	.450	.075	.364	6.025	.000
Jobeng	.039	.038	.052	1.006	.315

^aDependent Variable: Satisfaction

Table 18.23
(c) Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.67	3.89	2.99	.365	350
Residual	-1.822	1.434	.000	.636	350
Std. Predicted Value	-3.611	2.451	.000	1.000	350
Std. Residual	-2.841	2.235	.000	.991	350

^aDependent Variable: Satisfaction

Table 18.24
(a) ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	65.255	5	13.051	16.393	.000 ^a
Residual	273.077	345	.796		
Total	338.332	350			

^aPredictors: (Constant), FWC, Gendereq, Familyor, WFC, Dualrole

^bDependent Variable: Jobeng

Table 18.24
(b) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.703	.344		2.039	.042
	WFC	.336	.093	.230	3.596	.000
	Gendereq	.140	.093	.074	1.508	.133
	Familyor	.155	.077	.109	2.014	.045
	Dualrole	.048	.107	.029	.447	.655
	FWC	.248	.076	.181	3.275	.001

^aDependent Variable: Jobeng

Inference: Regression analysis results states that Job engagement is dependent upon the factors work to Family conflict, Gender equality, Family orientation, Dual role conflict and Family to work conflict. The regression equation for Job engagement is:

Table 18.24
(c) Residuals Statistics^a

	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Predicted Value	1.68	3.69	2.84	.433	350
Residual	-2.004	2.044	.000	.886	350
Std. Predicted Value	-2.693	1.953	.000	1.000	350
Std. Residual	-2.246	2.290	.000	.993	350

^aDependent Variable: Jobeng

$$\text{Job Engagement} = .703 + .336\text{WFC} + .248\text{FWC} + .140\text{Family Or} + .048\text{Dual Role}$$

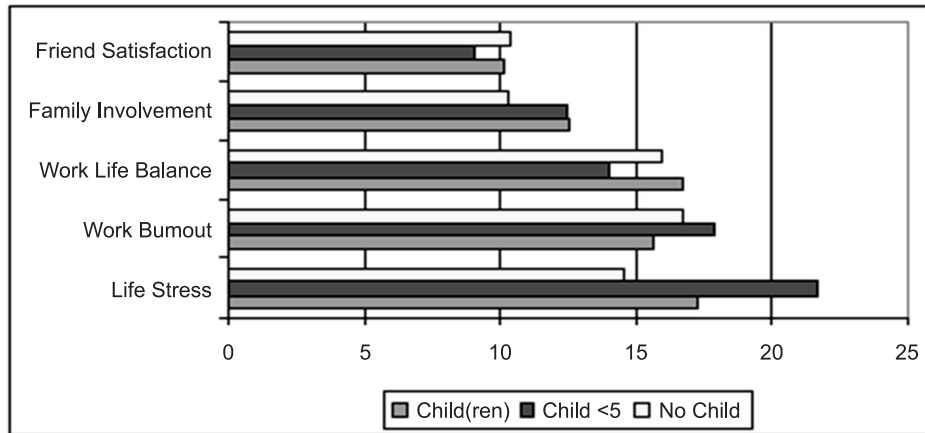


Figure 18.4: Difference in Life Attributes for Women Faculty with and without Young Children
Source: Primary Data

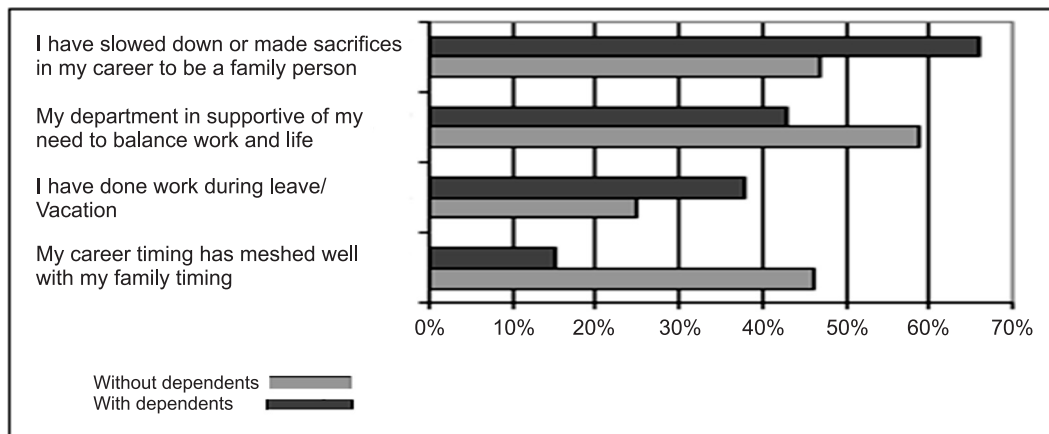


Figure 18.5: Family Orientation vs. Career Involvement for Women Faculty with and without Young Children
Source: Primary Data

Inference: It can be inferred that the most prominent strategy adopted by women teachers to meet domestic demands is compromising on opportunities available for career advancement. The arithmetic mean for this strategy is the lowest and the standard deviation is the minimum for this strategy. Therefore

the coping strategy of Compromise on Promotions/ assignments requiring more career time is the most prominent and consistent strategy.

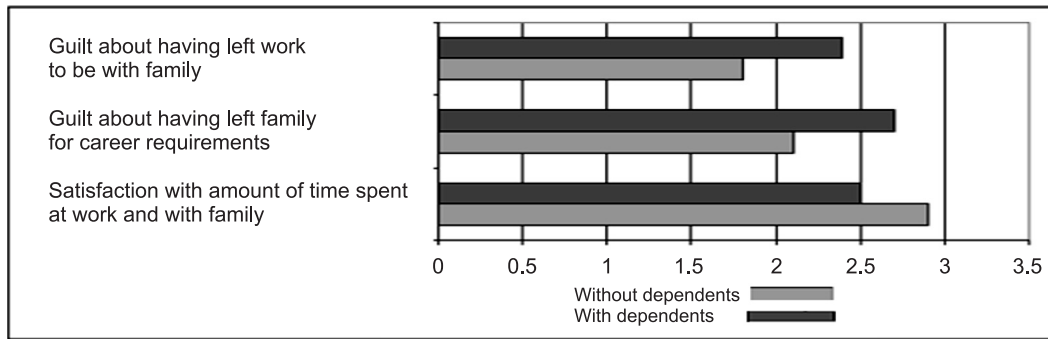


Figure 18.6: Satisfaction with Work and Family Needs Fulfillment

Table 18.25
Strategies Pursued To Meet Domestic Demands On Career

Strategies	N	Mean	Std. Deviation	Rank
Informal Work	313	2.5788	.7066	3
Flexitime	228	2.1008	.6650	2
Part time Work	54	2.9063	1.5931	4
Compromise on Promotions/assignments requiring more career time	328	1.1739	.6220	1
Career breaks	38	3.3321	1.6310	5

Source: Primary Data

Some teachers opined that they are hesitant to go beyond a particular stage in their profession for fear that it would lead to intrusion into family time. Previous studies also suggest that women generally seek career which require limited vertical mobility. According to Sanders (1965), women adopt a career of ‘limited ambition’, thereby ensuring more time and space is available for family responsibilities.

Concentrating their attention on dual - career couples, Sekaran and Hall, in their work titled, “Asynchronies in dual - career and family linkages”(1989) proposed a theoretical model to analyse the way in which men and women in dual career families handle their work and family roles. Accordingly, they suggested two models, the sequential and the simultaneous - to understand the career – family interface for dual - career couples. According to the sequential model, one of the partners, usually the woman, slows down, stops or, disrupts the career, to cope with parenting responsibilities as a result of which their career lags behind that of the partner. In the simultaneous model, both the partners enact their work and family roles concurrently.

The findings of this study support the sequential model as proposed by Sekaran and Hall, in their work titled, “Asynchronies in dual - career and family linkages“(1989). The career advancement of women faculty is often slowed down to accommodate the needs of the family as well as to support the spouse in his career growth. Long-term preventive strategies like switching to part time work, taking career - breaks, and placing limits on work time is opted by few women faculty. Majority of the women faculty engage in short term tactics like flexi timings and informal work accommodation to reduce work-life imbalances.

Table 18.26
Strategies Pursued to Meet the Demands of Career on Family

<i>Strategies</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
Family support	297	3.3054	1.4770	4
Maid Support	299	1.2508	.8656	1
Reliance on the Joint family system	21	4.3720	1.8286	5
Hobbies are compromised	101	2.7623	1.4791	3
Social Activities and Physical fitness regime are compromised	294	2.7553	1.0189	2

Source: Primary Data

Inference: The previous sections of the study have proved that women professionals identify themselves with their familial responsibilities and revere the traditional gender roles attached to woman. The above analysis clearly discloses the fact that most women teachers rank maid support as the best strategy to cope up with the demands of career on family. The mean is lowest for this strategy, which means it is the best preferred coping strategy. The other coping strategies include compromise on social activities and fitness regime, followed by compromise on hobbies, which are ranked second and third respectively. This is not a positive trend, because foregoing social activities, fitness regime and hobbies can have a long lasting repercussion on the psychological and physiological well being of the women teachers. The other less preferred coping strategies include family support and reliance on the Joint family system, ranked fourth and fifth respectively. This may be because of increasing number of nuclear families and the reluctance to travel daily a longer distance from ancestral home. The family which offers support in domestic chores like child rearing, running the kitchen, payment of bills and looking after the home maintenance provides indomitable strength and confidence to women faculty in achieving work life balance and leading a meaningful life.

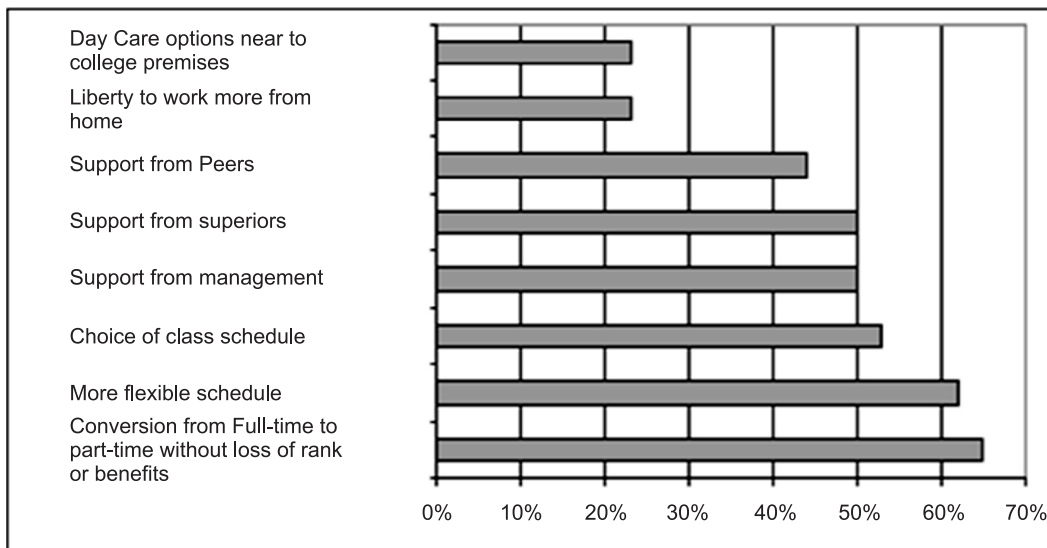


Figure 18.7: Preferred Work Place Support Systems
Source: Primary Data

Table 18.27
Impact of the Discipline on Work Attributes and Personal Attributes
ANOVA

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
FWC	Between Groups	.834	2	.417	.811	.445
	Within Groups	178.380	347	.514		
	Total	179.214	349			
WFC	Between Groups	3.816	2	1.908	5.572	.004
	Within Groups	118.751	347	.345		
	Total	122.969	349			
OC	Between Groups	68.460	2	34.230	71.896	.000
	Within Groups	165.208	347	.476		
	Total	233.669	349			
Priority	Between Groups	.748	2	.374	1.294	.275
	Within Groups	100.037	346	.289		
	Total	100.785	348			
Gendereq	Between Groups	2.470	2	1.235	4.583	.011
	Within Groups	93.221	346	.269		
	Total	95.691	348			
Familyor	Between Groups	2.568	2	1.284	2.687	.069
	Within Groups	165.800	347	.478		
	Total	168.369	349			
Jobeng	Between Groups	.091	2	.046	.047	.954
	Within Groups	338.266	347	.975		
	Total	338.357	349			
Dualrole	Between Groups	3.817	2	1.909	5.582	.004
	Within Groups	118.651	347	.342		
	Total	122.469	349			
Satisfaction	Between Groups	13.182	2	6.591	13.084	.000
	Within Groups	174.806	347	.504		
	Total	187.989	349			

Source: Primary Data

Table 18.28
Impact of the College Category on Work Attributes and Personal Attributes
ANOVA

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
WFC	Between Groups	8.812	3	2.937	5.965	.001
	Within Groups	170.402	346	.492		
	Total	179.214	349			
FWC	Between Groups	3.491	3	1.164	2.573	.054
	Within Groups	156.478	346	.452		
	Total	159.969	349			

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
OC	Between Groups	18.572	3	6.191	9.958	.000
	Within Groups	215.097	346	.622		
	Total	233.669	349			
Priority	Between Groups	.079	3	.026	.090	.965
	Within Groups	100.706	345	.292		
	Total	100.785	348			
Gendereq	Between Groups	5.574	3	1.858	7.113	.000
	Within Groups	90.117	345	.261		
	Total	95.691	348			
Dual Role	Between Groups	4.730	3	1.577	3.334	.020
	Within Groups	163.639	346	.473		
	Total	168.369	349			
Jobeng	Between Groups	24.982	3	8.327	9.194	.000
	Within Groups	313.375	346	.906		
	Total	338.357	349			
Family Orient	Between Groups	2.409	3	.803	2.314	.076
	Within Groups	120.060	346	.347		
	Total	122.469	349			
Satisfaction	Between Groups	12.029	3	4.010	7.884	.000
	Within Groups	175.960	346	.509		
	Total	187.989	349			

Source: Primary Data

Inference: There is significant difference between the opinion of the respondents from various disciplines with respect to Work to family Conflict, Organizational climate, Gender Equality, Ease of Dual Role Performance and satisfaction. All the above factors were much worse in professional discipline, followed by Dental, Pharmacy and Nursing at last. There is significant difference between the opinion of the respondents from various college category with respect to Work to family Conflict, Organizational climate, Gender Equality, Ease of Dual Role Performance, Job engagement and satisfaction. All the above factors were much worse in Self financing colleges, followed by Government and Aided colleges at last.

5. FINDINGS AND SUGGESTIONS

1. The hypothesis that there is no true difference between age groups with respect to family orientation is rejected (p value 0.008 & 0.005 respectively). The value of Kendall's tau-b is -0.135 showing negative association between age groups and family orientation. That is as age increases the orientation towards family become lower. With respect to the other variables; religion, education and income, the hypothesis is accepted since there is no true difference between education levels, religious groups and income with respect to family orientation.
2. Change of work place and role stress are the most significant factors that motivated respondents to leave the job. The second ranking has been given to family demands. It is quite evident that

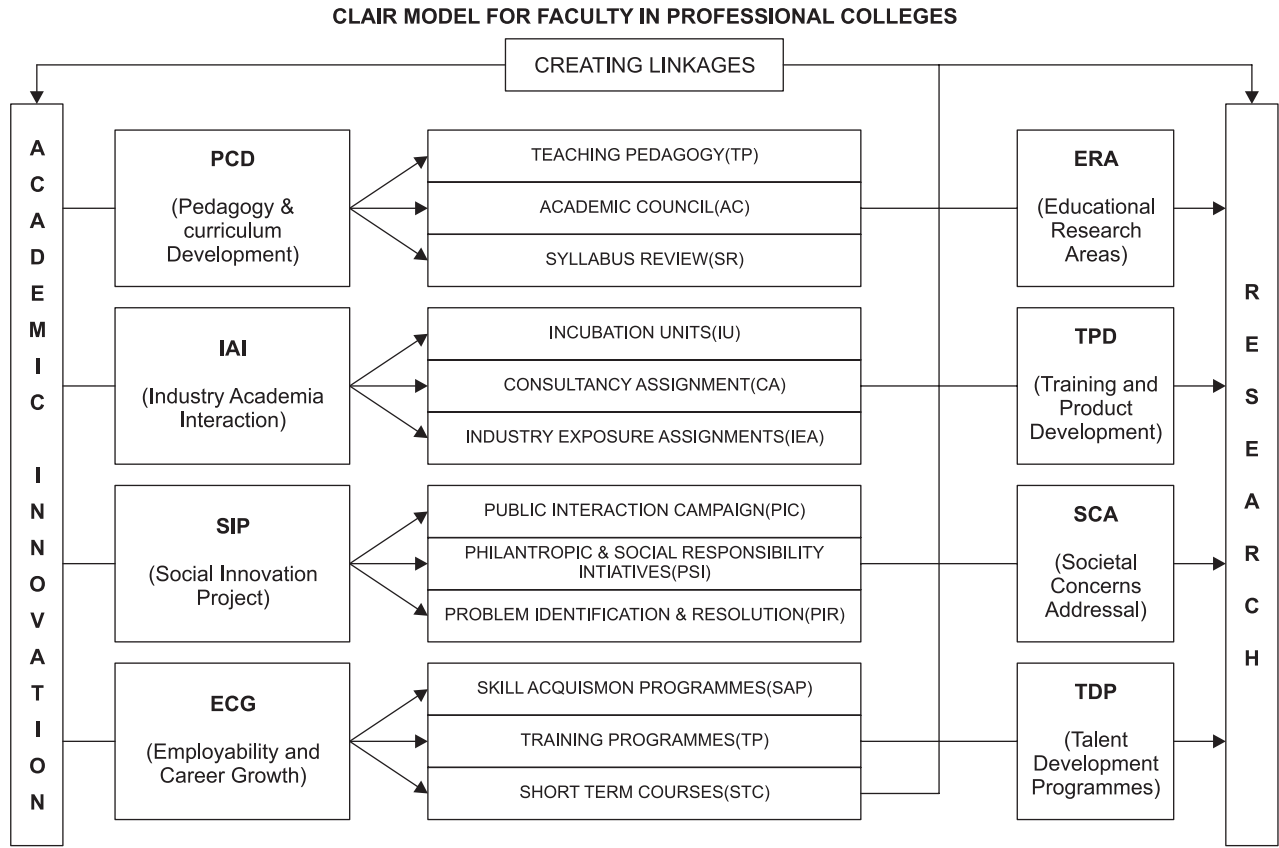


Figure 18.6: Clair Model-Creating Linkages in Academic Innovation and Research Model

work related factors are ranked low compared to family related factors that motivated women teachers to leave the job. Thus the priority attached to the needs of the family as well as domestic responsibilities have induced the respondents to quit the jobs. The discussion carried out with the women teachers provides significant proof that feelings about child care is a significant conflict source. Similarly sensitivity to family welfare and dependents in the family including children and parents are significant factors that instigated the women teachers to leave their present job.

3. The results suggest that 35.1 percent of the women faculty are highly stressed, 62.3 percent demonstrate moderate stress and a marginal 2.6 percent face low stress.
4. According to the analysis with Myers – Briggs type indicator, most of the women faculty belongs to the category of ISTJ and ISFJ. The authorities and decision makers can formulate women friendly organizational policies on the type of personality traits exhibited by the women faculty. ISTJ category is best motivated with well defined rules, policies and norms, and the faculty has clarity as to what is expected from them, with significantly reduced role ambiguity and prompt recognition for exemplary performance. This finding provides ample justification for the requirement of the construction of the CLAIR Model, which is one of the most important objectives of the study. ISFJ also expect the organization to have well defined rules, policies and norms. At the same time they also expect just and humane conditions of work, where the feelings of people are considered important and all decisions are based on humanitarian considerations.

5. The significant factor in selection of profession is the personal interest in the profession. The mean is lowest for the above factor which means personal interest is the most prominent factor for choosing teaching profession. Since the factor also has the minimum value for standard deviation, it is the most consistent cause for choosing teaching profession. The other important factor is the teaching profession's charm. The least significant motive is financial security.
6. Self Actualization need is given the highest rank followed by Achievement need. These two needs motivate women teachers to pursue their career. It is interesting to note Economic needs are given second least preference. It is a positive indication that women teachers' value higher level needs like Self Actualization rather than merely working for monetary benefits.
7. The results suggest that 35.1 percent of the women teachers are highly involved with their profession, 62.3 percent demonstrate moderate involvement and a marginal 2.6 percent show low involvement. The respondents have chosen the particular profession out of their interest on the same and that may be the possible reason for their high degree of Job engagement.
8. The findings suggest that the level of engagement in the job is independent of one's personal attributes. The findings of this study confirm the first perspective that Job engagement is believed to occur when the possession of certain needs, values, or personal characteristics predispose individuals to become more or less involved in their jobs. The above analysis clearly depicts that, the hypothesis that there is no true association between 'family domain variables' and 'Job engagement' is rejected. With regards to the work related variables, the hypothesis that there is no true difference between the work related variables with regard to Job engagement is rejected. The results show that Job engagement is associated with hours per day, days per week, years of service and the domain.
9. The analysis indicates that 32.0 percent of the professionals experience a high level of satisfaction at work place. 64.7 percent of the respondents are satisfied, and a marginal 3.3 percent is either unsatisfied or highly unsatisfied. It can be inferred that more than 96 percent of the respondents are satisfied at work. The analysis of the association between satisfaction at work place and the different personal domain variables indicates that satisfaction is positively and significantly associated with age and income of the respondents. It has been observed that senior women teachers have higher levels of job satisfaction. Job satisfaction shows a positive association with all the family domain variables. Hence the hypothesis that 'satisfaction at work place' is not related to family domain variables' is rejected. The type of family and the extent to which husband and family support are associated with satisfaction. From the various work related variables include years of service, College Category, work schedule, domain and the number of hours of work per day of the respondents are associated with the level of satisfaction at work place. Hence the hypothesis that there is no significant difference between job satisfaction and years of service, College Category, domain, schedule of work or hours of work per day is rejected.
10. The data clearly suggests that the support from husband is the most inevitable factor for effective dual role performance of women teachers. Family support especially from the spouse makes it easier for women to strike a balance between family and career demands.

11. Time constraints are the major reason behind women teachers finding it tough to perform dual roles. The availability of the option of flexi working hours to college teachers depends on the support extended by the management and superiors. Absence of such an option will create aggravated time pressure on the women teachers compared to their male colleagues to fulfill family needs before reporting for work.
12. The analysis proves that about 30.9% of respondents compromise on a particular role. They admitted that they were not so happy about having got to compromise and the pangs of guilt were a major stressor for them.
13. Among the 108 women teachers who admitted they are forced to compromise on a role, a major percentage of them opined that they may compromise on the demands of the family or career based on the urgency of the situation and they depend on their discretion to decide which should be given priority. Among those who compromise on any one role about 35.2% compromise the familial roles compared 7.4% who compromise career role. This is in concordance with the previous finding that women faculty have opted for the teaching profession out of the undying interest in the profession and the urge to excel in career.
14. The analysis proves that about 81.7% of women teachers face no work to family conflict or negligible work to family conflict. About 18.3% of the women faculty experience intense work to family conflict. . About 27.1% experienced moderate work to family conflict while about 54% experienced nil or negligible work to family conflict.
15. Spouse support, family support, Job engagement and career orientation are associated with the prevalence of Work To Family Conflict and all the above factors affect the level of Work To Family Conflict. Thus the sensitivity of the women faculty towards their dual roles leads to work to family conflict.
16. Majority of women teachers face mild or intense family to work conflict. A nominal percentage of 0.9% faces very intense family to work conflict. These findings reinstate that the family matters have a tremendous influence on the role conflict faced by women faculty. It significantly varies with family type, children's age, and with the extent of family and spouse support. Women teachers with small children and those have less support at home face severe role conflict in comparison to women teachers with grown up children and those with better support at home.
17. The study proves that inequality among the genders persist even in professional colleges and the intensity is quite high in Self financing colleges, where the management at times decides the pay hike and promotion without any established benchmarks or standards.
18. The results indicate that for the variables Working Hours per day, Working days per week, Designation and Discipline; the calculated value of P is greater than .05. Therefore the null hypothesis that there is no association between the variables Working Hours per day, Working days per week, and Designation; and perception on inequality is accepted. The P value is less than .05 for the variables work experience in years, Discipline and College category. Therefore the null hypothesis that there is no association between the variables work experience in years, Discipline and College category; and perception on inequality is rejected. The findings are in concurrence with the answers provided by the women teachers during the interviews. The level

of inequality is found to rise with the years of experience and varies across college category. The women teachers working in self financing colleges faces the major brunt of inequality.

19. About 95.9% of the respondents disagree that there is sexual harassments in their college. This is a positive and significant trend, especially in an educational institution because it is the place where the future citizens of the country are molded.
20. Work Life imbalance, life stress and work burn out was extremely high for respondents with young children.
21. Career involvement, work needs fulfillment and family needs fulfillment was complete and balanced for women faculty without dependents as compared to women faculty with dependents.
22. It can be inferred that the most prominent strategy adopted by women teachers to meet domestic demands is compromising on opportunities available for career advancement. The above analysis also clearly discloses the fact that most women teachers rank maid support as the best strategy to cope up with the demands of career on family.
23. The most preferred work place system support is conversion from Full time Job to Part Time Job. Other support appreciated by women faculty include choice of work timings and class schedule and better support from superiors and Management.

6. CONCLUSION

The study reveals that women faculty have to deal with a host of challenges including dual role performance, work to family conflict, family to work conflict and gender discrimination. Gender discrimination is prevalent and appears to be exacerbated by the perplexing responsibilities of workingwomen attempting to balance family life and professional career. The scenario is aggravated due to the predominant structure of the contemporary Indian family and its accompanying sex-role differentiation, whereby, the family and the home are assumed to be the primary responsibility of the women, irrespective of whether she holds a professional position or not. Several women teachers have agreed that they feel irate and disheartened when any of their relatives, friends or colleagues; criticize them for not being able to manage domestic chores single handedly. During the course of the interview they have opined that even if their spouse is willing to help and offer support in domestic affairs, there is someone in the family, friends circle or peer group who advises it is not right to leave domestic chores to the husband. This makes them rely on external domestic help if parental help is not available. This leaves the woman with a plethora of worries about whether the infant is safe with the maid, whether the home would be maintained tidy and hygienic and above all whether the maid can be trusted, since media reports on rising crime performed by the domestic help or with the assistance of the domestic help has seen a whopping rise in the recent years.

As is evident from the analysis, women professionals face a host of problems in their efforts to combine family and career. Confronted with the conflicting gender role demands and the overt and subtle discrimination at work place throughout their career, women professionals have resorted to various strategies of dual role management. For men, career management is closely linked with career growth and development. However for a woman, it is different. Confronted with the conflicting gender role demands and the overt and subtle discrimination at work place, women professionals are forced to manage her career simply to maintain it often not to improve it. The findings of a study disclose that both men and

women prefer working in organizations that support work life balance. However men appeared to benefit more than women. (Burke, 2002). The women faculty will have to take into account the perceptions of self, family, fellow professionals and the society at large as to what defines ideal woman, while managing one's career.

The aim of the present study was to examine the perceptions of women faculty working in Professional colleges in Kerala, regarding their family and professional roles, with an understanding of the issues that they regard as enabling or constraining them in achieving family and work life balance. It attempted to find out the factors that motivate women to join the teaching profession, the struggles they have to undergo, and, the strategies that they adopt in order to arrive at work life balance. In this chapter, the major findings are summarized. The conceptual framework for the study is derived from the Symbolic Interaction Theory and Gender Inequality Theory. These theories are particularly significant because, each of these theories provide a unique perspective and, an answer to why women are not equal participants in the labour market. According to the theories, even though men and women are unequally placed in the occupational scenario, this inequality is not the result of any biological or psychological difference; instead, the theories advocate that, it is the existence of separate spheres of activity for men and women that has led to the inequality between men and women. The study proceeded with the assumption that socialisation into female sex role is negatively related to women's career achievement patterns and aspirations and the findings enable us to accept this assumption. Even though, the respondents of the study represent that segment of society which could be considered as the most unconventional in their outlook towards gender roles and value systems, the traditional role stereotypes that are transmitted through socialization are so strong and binding that no woman can desist internalizing them and enacting accordingly.

Even though an ever-increasing number of women are taking to dual roles, it is said that combining a full time career with a full time family responsibilities is not a smooth sail. Analysis of the type of role underplayed or sacrificed by professional women revealed that 69.7 percent professionals felt that they are not underplaying one role or ignoring the expectations of one of the roles while performing another role. Among the rest, the largest number of professionals considers that they are underplaying both the roles. Still less number of professionals considers that they are underplaying the family roles whereas the least number of professionals consider that they are underplaying the work role. The implication of these finding is that only few professionals need to curtail on either of the roles at a given point of time, due to the dual role demands placed on them. This finding is in sharp contrast to the findings of Arora(2003). The findings of the study enable the researcher to argue that both the nature and predictors of role conflict as experienced by women teachers may differ from those experienced by other sections of working women. The results of this study indicate that while work domain characteristics having the potential to exacerbate incongruencies between personal competence and job demands may effect the level of role conflict experienced by workingwomen in general, these same issues may do little in explaining the level of role conflict experienced by women professionals. The implications of the findings of this study lead to a broad conclusion in relation to the reasons for work family conflict among women faculty. It is seen that the main problems emanate from the combination of family and career. The conflicts originate from the patriarchal ideology of our society, where the demands of the husband, children and family receive priority. Sociologically, the demands work and family systems place are incompatible and consequently women professionals find them in a conflicting situation.

The present study examined the career paths of women professionals who have tried various approaches to balancing career and family. The study discloses that the respondents' attempts to arrive at work-life balance are based on the development of conscious and deliberate strategies of adjustment. Separate strategies are resorted to meet the demands of career on family and those of family on career. Compromise on career growth is the most frequent and the most common strategy adopted, followed by placing limits on work-time and resorting to informal work accommodation. From this, it is argued that the women professionals uphold the patriarchal views about gender roles.

Merely having more women in the professions will not end inequality between men and women. It is important to see that integration of women in the workforce goes beyond tokenism and that women are treated as equal partners in the work force. Factors enhancing and facilitating the career advancement opportunities of women faculty must be encouraged. This means that ensuring an equal opportunity work place may require consciously taking gender into account in job assignments and promotions. Occupational segregation must be done away with. Creative ideas must be sought and policies adopted to promote non-segregation of women teachers, so as to crack the so-called glass ceiling to come out and move forward in the occupational hierarchy.

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