

A Study Of Factors Responsible For Existence Of Glass Ceiling In Higher Education Sector In Haryana

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Introduction

Women, all over the world are treated, if we use the words of Aristotle, 'an inferior type of man.' Long before this Manu, the ancient Hindu law- giver used derogatory remarks to define the position of women in Hindu society. It is so because it is the world of man, controlled and dominated by him. However, this has always been the attitude of society whether in the East or West or in the Feudal ages. In India this attitude is still persisting in many forms. In a society deeply prejudiced against women it cannot be expected to give up the idea of male chauvinism so easily. The status of women in a society is determined by the quality of participation by women in nation building activities. In this regard, India represents a unique paradox. While we have the distinction of having woman Prime minister, Chief ministers, Governors, Justices, Police officers, Administrative official and women representatives in a number of international fora, the status of common Indian women is still inferior.

India is a country in which unity is the diversity exist 29 states with different religion, different customs, different language but the status of women in every state is almost similar in each term. Present status of women in India is very complicated. India is a country where men and women are equal in rights, but in some cases women achieve less than men under the same parameters. The objective of the study is to highlight the glass ceiling effect in education sector. The study aims at defining the factors which hinders and stop woman from to achieve heights of success as compared to their male counterparts. At the same time the study will also focus on finding solutions to overcome the obstacles arisen as a resultant of the glass ceiling effect at workplace. Thus, the present study, "Women

Glass Ceiling: Identification of Key barriers in Higher Education” was conducted. So, the goal of the study is to explore the factors which are responsible for existence of Glass Ceiling in education sector,

Glass Ceiling

The term **glass ceiling** is a metaphor used to represent invisible but real barriers through which the next stage or level of advancement can be seen, but cannot be reached by section of qualified and deserving employees. In terms of gender biasness, glass ceiling refers to a subtle barrier built upon biases that block women from reaching the highest positions of leadership. The ‘glass ceiling’ is term that signals a number of barriers that impede qualified individuals from advancing higher in their organizations especially affecting women and minorities. The prefix glass is used because it is not usually a visible barrier and a one may not be aware of its existence until he ‘hits’ the barrier.

The barriers that lead to the glass ceiling phenomenon are:

(1) Psychological/Individual Barriers: certain specific personality characteristics like emotional, social, soft-heartedness, warmth found in women do not fit well for managerial level positions. Women are disinclined or reluctant to risks. In this dynamic state of Globalisation and faced with stiff competition, business houses demand on aggressiveness, competitiveness, rapid decision making and risk taking mentalities to develop and sustain. Feminine traits of women as gentleness, empathy, tolerance, sensitivity and tender-heartedness make them secluded for severe challenging roles in business.

(2) Cultural Barriers:

Stereotyped and cultural mind-set of men having traditional perception that family, child rearing and household tasks are the prime responsibilities of women. Women are often expected to sacrifice their professional career for the sake of household chores.

(3) Societal related barriers:

Women prefer flexible work hours for convenience. Late hours working by women is not approved by society. System of society is patriarchal in nature. Male inherits the property of father. Women are generally not given access to land, capital, and financial resources. Men hold the possession or control of the property. Limited access to resources lag her behind in the race.

(4) Organisational barriers:

Because of multi-tasking roles, women remain in state of stress throughout the day and indirectly it devastates their performances. And organisations in which they work, generally exclude them from strategic planning process. Because of threadbare and conventional perception towards women

employees, male dominated business organisations are not ready to accept that women are as productive when it comes to performance. Demand for equal opportunities for promotions and equal pay is never deemed as a fair demand by the employers. Organisations hesitate investing in training and skill development programmes for women employees due to a feeling that it is not worth investing in training for women as it is assumed that after marriage they will leave the organisation.

(5) Governmental/Legal factors:

Legal barriers compound gender inequalities, which manifest in fewer girls attending schools relative to boys, fewer women working or running business, discriminatory hiring policy and a wide gender wage gap. Problems of getting license, clearances, loans etc are additional legal barriers. Banks generally avoid financing women as compared to man. Only 67 countries have laws against gender discrimination in hiring practices. In 18 countries husbands can legally prevent their wives from working. Only 114 countries have legislation against sexual harassment at work place.

OBJECTIVE OF THE STUDY:

The main objective of the study is to explore the factor for Glass Ceiling in education sector of Haryana, so that suggestive measures can be taken in order to break the glass ceiling.

HYPOTHESIS OF THE STUDY

1. There is no significant relationship between the Influential Factors (Societal Factors, Organizational Factors, Family Barriers, Personal Factors) and Strategies to overcome the Glass Ceiling in education Sector of Haryana.

RESEARCH DESIGN

Design regarding what where, when, how much and by what means concerning an enquiry for research study constitutes Research design. **Exploratory and Analytical** Research Design was used for this study.

SAMPLE

The sample of study was 250 women teachers selected by Cluster Random Sampling. For the achievement of the main objective, data was collected from selected universities of the Haryana. Sampling Unit for the study were women Assistant professors, Professors, and other women working on the different positions of Universities.

TOOLS USED

The investigator has used following tool for collection of data:

- A belief about Women’s Issues in the Workplace (Existence of Glass Ceiling) questionnaire was used to collect the data.

RESULTS AND FINDINGS

Descriptive and inferential statistics were used to analyze the data and find out the results of study. T-test and for further analysis one way and two way ANOVA will be applies for testing the hypothesis. The result and finding as shown below:

Table 1: Association of Glass Ceiling with Influential Factors

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.276 ^a	.076	.057	7.086	.076	4.026	5	244	.002
a. Predictors: (Constant), Strategy, Societal Factors, Organizational Factors, Family Barriers, Personal Factors									
b. Dependent Variable: Glass Ceiling									

Interpretation and Discussion:

From the table 1, R value of .276. (R is a measure of correlation between the observed value and the predicted value of the criterion variable). Here R is the correlation between the Glass ceiling and influential factors i.e. Strategy, Societal Factors, Organizational Factors, Family Barriers, Personal Factors by women teachers in the sample and the levels predicted by them by the predictor variables. The value of R square was found to be .076. R square is the square of this measure of correlation and indicates the proportion of variance in the criterion variable i.e. Glass ceiling which is accounted for by the predictor variable i.e. influential factors (Strategy, Societal Factors, Organizational Factors, Family Barriers, Personal Factors).

Table 2: Anova

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	1010.951	5	202.190	4.026	.002 ^a
	Residual	12252.893	244	50.217		
	Total	13263.844	249			
a. Predictors: (Constant), Strategy, Societal Factors, Organizational Factors, Family Barriers, Personal Factors						
b. Dependent Variable: Glass Ceiling						

Interpretation and Discussion:

The table 2 shows that F ratio in ANOVA table test the overall regression model is a good fit for the data. Results show that the independent variables influential factors (Strategy, Societal Factors, Organizational Factors, Family Barriers, and Personal Factors) statistically significantly predict the dependent variables Glass Ceiling. The calculated values are F (1, 249) =4.026, p (0.002) which indicate a significant relationship between these factors and Existence of Glass Ceiling in Education Sector in Haryana.

Therefore, the hypothesis, **“There is no significant relationship between the Influential factors for Women and Glass Ceiling in Education Sector in Haryana”** was not retained and rejected. The findings showed that a significant relationship was found between the Influential factors of women and Existence of Glass Ceiling in Education Sector in Haryana.

Table 4.3: Coefficient of Glass Ceiling with Influential Factors

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.478	7.541		4.572	.000
	Personal Factors	-.060	.101	-.046	-.595	.552
	Organizational Factors	-.068	.146	-.033	-.463	.644
	Societal Factors	-.070	.322	-.015	-.217	.828
	Family Barriers	.649	.382	.129	1.701	.090
	Strategy	.653	.215	.212	3.036	.003

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	Family Barriers	.649	.382	.129	1.701	.090
	Strategy	.653	.215	.212	3.036	.003
a. Dependent Variable: Glass Ceiling						

- a) Dependent Variable: Glass Ceiling
- b) Predictors: Influential Barriers (Strategy, Societal Factors, Organizational Factors, Family Barriers, Personal Factors)
- c) Glass Ceiling = 34.478 + (.653) (Strategy)
- d) Table 4.3 shows that Strategy have a positive association with existence of Glass Ceiling in Education Sector in Haryana among women and other factors i.e. Societal Factors, Organizational Factors and Family Barriers has not significant association with existence of Glass Ceiling. Thus, Influential Factor significantly associated with the dependent variable

CONCLUSION

Results show that the independent variables influential factors (Strategy, Societal Factors, Organizational Factors, Family Barriers, and Personal Factors) statistically significantly predict the dependent variables Glass Ceiling. The calculated values are F which indicates a significant relationship between the influential factors i.e. Strategy, Societal Factors, Organizational Factors, Family Barriers, and Personal Factors and Existence of Glass Ceiling in Education Sector in Haryana. Therefore, it is concluded that a significant relationship was found between the family Barriers of women and Existence of Glass Ceiling in Education Sector in Haryana.