Chapter 7

Summary, Conclusions
and Policy Implications
Chapter VII: Summary, Conclusions and Policy Implications

7.1 Introduction

The present study ‘Socio-Economic Implications of Casualisation for Women Empowerment: a Case Study of College Teachers in Haryana” has been taken up in view of the wide ranging changes that are taking place in the field of higher education. An activity which was considered to be for the overall good of society, producing knowledgeable citizens with a specialized skill base, providing much needed human capital for the overall growth of the economy, has changed much in its orientation. Public provisioning of higher education was the accepted norm after independence till the 90s.

With the introduction of economic reforms in 1991, the policy of the Indian government towards higher education underwent a drastic change. From an essential duty of the government to oversee its proper growth and expansion, it was thought better to leave higher education increasingly to the market forces. And thus commercialization of education which resulted in the restructuring of courses, institutions and withdrawal of support of the government to erstwhile government sponsored courses etc. led to the interest in the present study.

Commercialization of education and reduced funding by the government has many implications for students, teachers, courses, institutions and the overall direction which this sector has taken and is going to take in the future. Basically we have three kinds of higher education institutions in the country and in the state of Haryana as well: government colleges, aided colleges, and private colleges/institutes. In the case of government colleges, the ownership and management vests with the government and all the expenditure on setting up of these institutions and their running is the exclusive responsibility of the state government. But aided institutions which are established by some trust or society which spends on the capital costs of the institutions, get the government’s help and support for teachers’ salaries and also get various other grants from the University Grants Commission. And in purely private or self-financing institutions the government does not have any obligation and they have to operate on their own.

With the change in the philosophy of the government regarding higher education since the early 90s, funding for this vital sector has diminished and its effect is manifesting itself in different ways. One of the negative effects has been that government has almost banned grants for giving salary for the appointment of new teachers in private aided colleges. There is a virtual ban on the appointment of new teachers on regular basis. The number of students and courses
has expanded during the period in private aided colleges but the posts of teaching staff are not filled on regular basis. In the absence of sanctions from government for filling up vacancies of teachers on regular basis, aided colleges are employing teachers on casual, ad hoc, temporary and contractual basis.

Private institutes also recruit teachers on non-regular basis or on contractual basis wherein the regularity of job is not guaranteed since they want to save the money on salary bills in the search for maximizing profits. In government owned colleges also there are teachers who are working as guest faculty and are not part of the permanent cadre of teachers.

So in all the three types of colleges and institutions there are teachers working on non-regular basis. These jobs are non-regular, teachers working against these posts don’t get adequate salary and they are denied other benefits enjoyed by the regular teachers. Having no job security, these jobs are less prestigious, uncertain, and non-regular, less paying and have led to the growth of a different class of teachers who are invisible, voiceless and powerless in the institutional setting.

It has been noticed in most of the less prestigious and low paying jobs in the manufacturing sector that the number of women employees is disproportionately higher than men; the phenomenon has been termed as feminization of jobs. Likewise in teaching we wanted to see whether the there is any significant difference in the number of men and women in ad hoc/contractual jobs in colleges and institutes of Haryana and what the economic, social and work related implications of this phenomenon for women teachers are and how casualisation affects the overall empowerment of women teachers.

7.2 Objectives of the Study

The objectives of the study are as follows:

1) To look at feminization in casual jobs in colleges and institutes of higher education.

2) To see the economic implications in terms of equity in payment of salary and its relation, if any, with qualifications and experience of women teachers and other benefits, like various kinds of leave including maternity leave, social security and any mechanism of collective bargaining which takes up the cause of women teachers.

3) To analyse the social implications of casual jobs by looking at the status and prestige of these jobs in society and support such women teachers get from the family for maintaining work-life balance.
4) To understand the workplace implications for women teachers in terms of professional growth, equity and justice at the workplace, support from the head of the organization, colleagues and the supporting staff and the role of such teachers in decision making and their self-esteem

5) To suggest policy implications and measures to make teaching jobs more attractive and less unjust for women teachers.

7.3 Significance of and Need for the Study

Human development, human rights and empowerment are the terms not generally associated with traditional economics. Todaro (2005) has summed up the situation thus “Traditional economics is concerned primarily with the efficient and least cost allocation of scarce productive resources with the optimal growth of these resources over time so as to produce an ever expanding range of goods and services”. However, in the second half of the 20th century, this excessive emphasis on growth came under attack from various stakeholders. Social scientists, environmentalists, women groups and many others started challenging the agenda of economic growth. UNDP in its 1996 report raised the essential question “Is the character of growth advancing people’s human security, freedom and empowerment”?

Empowerment is a multi-dimensional concept having different meanings in different contexts. Women empowerment is a concept which has received much attention nationally as well internationally since women all over the world have remained disempowered for a sufficiently long period of time. The development of society remains in danger if the cause of women’s development and empowerment is not recognized.

Empowerment of any section of the society is possible only when the agency function of that section comes to the fore, that is, they themselves take charge of their lives and destinies. Empowerment cannot be imposed upon them by some external agency. Women can take charge of their lives if they are educated and financially independent. In the absence of any intellectual, financial and material resources women cannot be expected to become empowered.

As the agency function depends on the kind of financial, intellectual, and material resources one possesses, education is considered an important tool of empowerment and higher education should definitely help in enhancing women’s agency. Teachers’ agency is of utmost importance as they are going to influence the lives of young students with whom they come in contact.
Apart from the resources one possesses, the institutional setting and environmental factors also influence the use of the agency function. Empowerment is defined as a person’s capacity to make effective choices that is the capacity to transform choices into desired actions and outcomes. World Bank (2002) says that empowerment can be influenced by two sets of factors: one, agency and the other opportunity structure. The extent to which a person is empowered depends on the personal agency (the capacity to make purposive choice) and opportunity structure (the institutional context in which choices are made). Asset endowments are used as indicators of agency. These assets may be psychological, informational, financial, organizational, material, or human. Opportunity structure is measured by the presence and operation of formal and informal institutions including the laws and norms governing the regulatory framework and the norms governing behavior.

In higher education institutions women teachers who are working on casual/contractual basis are facing unjust working conditions, less salary for equal work, uncertainty of job, no maternity benefits, no role in decision making and no recognition in the institutional set-up, no mechanism for redressal of their grievances and no collective bargaining. All these factors have implications which in the final analysis erode the empowerment of women teachers. The study is important as the overall dignity and respect of the teaching profession is going to influence the future generations. If teachers feel disempowered in an institutional setting, if they are treated unfairly and in an unjust fashion, how can they empower their students?

Though the study has taken up the case of women teachers working on casual basis in the State of Haryana only, this phenomenon is not restricted to one state only. Most of the states are facing the same situation. In the absence of financial support to aided colleges from the state government, new courses are started in the self financing mode where the cost of the teaching staff has to be borne by the organization. And the introduction of a corporate like model in higher education has led to a change in the objective function of the colleges and institutes. Profit and cost cutting have become the new mantras of success and all efforts are made to increase revenues and reduce costs and what better way to reduce costs than to hire teachers on non-regular basis which provides the flexibility to reduce salary bills by retrenching faculty at will.

7.4 Review of Literature

Much literature has been published on the fate of contractual and non-regular teachers in the higher education system of the US, Canada and Australia where this phenomenon started
way back in the 70s. Many quantitative as well qualitative studies have been undertaken on the issue of work and life pattern of casual teachers (Slaughter and Leslie, 1997; Nelson and Watt, 1999; Education International, 2009). Some significant studies have touched upon the issues of organizational affiliation, self-esteem, and professional development of the non-tenure track faculty in the colleges and universities of the US and Canada.

Rhoades (2006) says Contingent faculty hired off the tenure track may appear to be impermanent and on the margins of the faculty workforce but they conduct an increasing share of the academy’s core work in instruction and research. The temporary appointment is the academic career for thousands of faculty who desire and are qualified to hold tenure track positions. Core contingent faculty members are a permanent part of the economy of higher education.

The Pay Review Committee (2008) of the UGC has also pointed towards the fact of hiring teachers on contractual and casual basis by paying very little salaries without any benefits. In colleges many of the sanctioned posts are lying vacant. Those teachers who retire, their posts are also not filled. And all this has resulted in 40 to 50 percent teachers in colleges working on casual basis. This trend of casualisation has been happening across all institution types and across all disciplines and in almost all states.

Rhoades (2007) says that employers in the just-in-time service economy are reducing employee rights, combating unions, and requiring more work at piece rates. Employees have less job security, lower pay, and less access to other benefits. Horning (1980) has elaborated on the tenuous and untenured nature of women in academic institutions and researched that women are concentrated in few fields like humanities and social sciences in contingent positions and are paid less than men teachers.

Contingent faculty continues to be disfranchised in colleges although colleges are depending increasingly on them (Gappa and Leslie 1993; Rajagopal, 2002). Various researchers have pointed out that the number of women and other vulnerable sections like minorities are found to be in greater numbers as contingent faculty (Horning 1980; Park 1996; Rajagopal, 2002).

For economic empowerment of women, a decent job with a regular income is a must. In case of unskilled labor, ILO (2007) has talked of deficit of decent jobs. Decent jobs are those which along with a regular and permanent source of income provide all social security benefits
like medical leave, pension, maternity benefit etc. Mostly, all these social security provisions are not available in the unorganized sector but the distinction between organized and unorganized sector is no longer relevant as there are unorganized workers in the organized sector who remain bereft of these benefits. Casual and ad hoc teachers in colleges are one such example. They have equal and sometimes more qualification than those working on regular basis and have the same work load and similar kind of responsibilities but their compensation and other working conditions are very unequal and unjust. All over the world women have suffered discriminatory treatment on various fronts and it is well established in literature that education and employment can help in empowering women. But the kind of jobs women are getting in higher education where no job security is there, payments are paltry and discriminatory, they are repressed, are unable to voice their concerns and have no vertical growth or opportunities for professional development, are detrimental for their empowerment. There is a setback to their beliefs of self-efficacy and self-esteem due to non-recognition of their work. All these factors when combined lead to a feeling of disempowerment rather than of empowerment.

7.5 Data Base and Research Methodology

The study used the stratified sampling technique in which a primary sample of 388 teachers was collected from different regions of Haryana. Women teachers were selected from all three types of institutions, namely government, private aided and private colleges and institutes. Stratified sampling technique with equal allocation was used because there was almost uniform distribution of such teachers in all the zones. Forty six women teachers from government colleges, one hundred and ninety two women teachers from private aided colleges and one hundred and fifty teachers from private colleges comprised the sample. A semi-structured questionnaire was developed after going through the various issues raised in the review of literature. The Questionnaire was divided into four sections. The first one was related to basic or demographic information about the teachers. The second section was devoted to the economic implications of casualisation, in the third section social and personal life implications were seen and in the fourth and the last section questions regarding workplace implications were asked. Questionnaires were got filled by personal visits to some colleges and by sending these through post and mail to various teachers in other colleges.
Secondary data were also used from the various reports of the UGC, the Ministry of Human Resource Development and the Office of The of Director General of Higher Education, Haryana.

After collecting data various statistical tools were used to see the implications of casualisation for women teachers. Tools like descriptive statistics, cross tabulation, one way and two way analysis of variance, Chi Square and Factor Analysis were used by making extensive use of SPSS.

(i) Chi-Square Test

In order to test the significance of association, Chi-Square is calculated with the help of the following formula:

$$\chi^2 = \sum_{i}^{r} \sum_{j}^{c} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where $O_{ij}$ stands for observed frequency of the cell in $i$th row and $j$th column and $E_{ij}$ stands for expected frequency of the cell in the $i$th row and $j$th column.

Degree of freedom (Df) is having an important part in applying the Chi-Square distribution. Df is calculated in the contingency table as follows:

$$Df = (c-1) (r-1)$$

Here $c$ refers to the number of columns and $r$ means number of rows.

(ii) t-test and Analysis of Variance Technique

These techniques have been used frequently while analyzing the data. Significance in the differences of means of different set of variables for teachers from different types of colleges was analysed using t-test. This tool essentially makes use of F ratio. If the number of groups exceeds two and they are to be tested on any one parameter, ANOVA test has been used.

(iii) Factor Analysis Model

The factor model may be represented as:

$$F_i = W_{i1} X_1 + W_{i2} X_2 + W_{i3} X_3 + \ldots + W_{iK} X_K$$

Where $F_i$ = estimate of $i^{th}$ factor.

$$W_i = \text{weight or factor score coefficient.}$$

$k$ = number of variables.

Terminologies of Factor Analysis

a) Factor Loadings $\{L_i (j)\}$. 

It is a matrix representing the correlation between different combinations of variables and factors. \( L_i (j) \) is the factor loading of the variable \( J \) on the factor \( i \), where \( i = 1, 2, 3, \ldots, n \) and 
\[
    j = 1, 2, 3, \ldots, n.
\]

Large value of loading indicates that factors and the variable are closely related. It helps in the interpretation of factors. The factor loadings greater than (or equal to) 0.45 should be treated as significant, hence are retained (ignoring signs) because loadings below it are poor. A data with a sample size from 150 to 200 should take 0.45 acceptance level.

b) Communality (\( h_i^2 \))

It is the sum of squares of the factors loadings of the variable \( i \) on all factors.
\[
    h_i^2 = \sum_{j=1}^{n} L^2_{ij}
\]

c) Eigen Value

The Eigen value for a given factor measures the variance in all the variables which is accounted for by that factor. Eigen values measures the amount of variation in the total sample accounted for by each factor.

**7.6 Economic Implications**

In this section the main thrust of the study was to see the trends of feminisation in different types of colleges. An attempt was also made to see the salary range in which women teachers are working in casual jobs and the difference between regular and casual job salaries.

**7.6.1 Feminisation**

Feminisation in simpler terms means the ratio of women to men in low paying, insecure and vulnerable jobs. It has been found that in casual, contractual, temporary or ad hoc jobs the number of women is far more than that of men. In western countries there have been research findings which show that contingent and casual jobs have gender and racial dimension to them in academia.

In higher educational colleges and institutes in Haryana also it was found in the study that the number of women is quite large. There is no data available with the Higher Education Department for the number of teachers working on contingent and contractual basis for private aided and private colleges. So information was gathered from sample colleges and the findings showed that in almost all the sample colleges women were working in large numbers as casual
and contractual faculty in traditional courses where the government has virtually banned new appointments and in self-financing courses where the courses are run by the managements without any aid from the government. Simple percentage method was used to calculate the number of men and women teachers working on casual basis.

For government colleges of Haryana the number of teachers working as guest faculty was procured from the Directorate General of Higher Education by someone filing an application under the Right to information Act (RTI) and the information confirmed that women comprised 52.28 percent of the guest faculty.

The findings revealed that in 2011-12 in a sample of 23 private aided colleges of Haryana the number of women was larger than that of men in casual jobs. In a sample of 23 aided colleges the number of women teachers working on permanent basis was 34.03 percent and those working on contingent and contractual basis was 73.47 percent. In comparison to that, in regular jobs in those very colleges the percentage of men was 65.97 percent and in contingent and casual jobs only 26.53 percent men were working. The situation is almost opposite for both the genders as far as regular and non-regular kind of jobs are concerned. In government colleges also the same finding was confirmed. In guest faculty the percentage of women was 52.8 and in regular faculty only 45 percent in the year 2011-12.

In a sample of 19 engineering and management institutes, the number of women in non-regular jobs was found to be 54 percent and that of men 46 percent. In private colleges which are offering management and engineering courses simultaneously, it was found that the number of women was higher in management and humanities stream in comparison to the engineering stream. In colleges of education again, the number of women working on ad hoc basis was much more than that of men teachers, validating the hypotheses that casualisation has led to the feminization of jobs. Private colleges and institutes had very few teachers on regular basis as they have the majority of the faculty either on contractual basis or as visiting and guest faculty.

The comparative study of the three types of colleges confirmed that the phenomenon of feminization was there in all the three categories of colleges in casual and contractual jobs but the extent of the problem was the maximum in private aided colleges.

**7.6.2 Low Salary**

Pay scales of regular teachers are decided by the UGC and AICTE and other professional bodies and are revised from time to time. But the increasing use of contingent and casual faculty
in colleges and institutes has much to do with the unwillingness of the state governments and managing committees to pay full grades. The government itself is making use of guest faculty in government colleges and is not paying full grades to these teachers.

The use of contingent/casual/ad hoc faculty in aided and private colleges and institutes of higher education has much to do with the corporate type of structure and the following of the profit maximization model. Because of the reduced funding by government for hiring teachers on regular basis, and because of the non-filling of various posts which are lying vacant in colleges and institutes, teachers are being recruited on non-regular basis. These teachers are paid very small salaries and all other benefits which are taken for guaranteed in a regular job are missing. This creates a very unjust kind of situation when teachers who have the required qualification and are working for the same time and duration are paid very less. This unjust system based on exploitation and squeezing surplus value from teachers is very harmful for the teaching community as well as the teaching learning process.

The Dual Labour Market Theory (Reich and Gordon, 1973) can help in explaining the situation. Workers are divided on the basis of race, sex, educational credentials and industry groupings. These groups seem to operate in different labour markets with different working conditions, different promotional opportunities, different wages and different market institutions. Labour market is segmented into primary and secondary market. Primary jobs require stable working habits, wages are relatively high and job ladders exist. Secondary job markets discourage stable working conditions, wages are low, turnover is high and job ladders are few. The researchers claim that secondary jobs are mainly filled by minority workers and women.

The women teachers’ number is quite high in such vulnerable jobs in our sample colleges as well. Casual jobs are uncertain, flow of income is irregular and there are no promotions to the next levels. These teachers don’t consider themselves a part of the professional group.

This has its impact on the dignity, self-efficacy, self-esteem and self-confidence of the women teachers. In the present study 27.5 percent of the women respondents were getting salary less than Rs, 10,000/ per month and only 11.8 percent of the respondents were getting salary in the range of Rs. 20,000 to Rs. 30,000/. Salaries of such teachers are not only low but are fixed arbitrarily. An interesting phenomenon is that all those getting salary less than Rs. 10,000 are from private aided colleges and those in the higher salary range are from private colleges. Private institutions have been reported as better pay masters. But arbitrariness in fixing salaries is there
in private aided and private institutions. The statistical tools of t-test and Chi Square revealed that there was no significant relationship between qualification and experience of the women teachers and their salaries.

7.6.3 Lack of Benefits

Most of our respondents were in the age group of 25 to 35 years and this is the time when maternity benefits are needed the most. The government on the one hand has provided the benefit of leave of up to two years for permanent faculty to bring up their children but this facility is not available to ad hoc or casual teachers who have been working in colleges or institutes for a number of years. The organized or formal economy supposedly enjoys the protection of labour laws with some modicum of social security but even this apparent protection is elusive to the unorganized labour (Mehta and Eapen, 2012). ILO has pointed out in a study how statutory defined maternity benefits are denied to eligible women workers (Lingam, 2011).

Many stories came to the light as to how only leave for one month and that too without pay was given to mothers and after that there was no relaxation from the college side. It was also mentioned that if the college authorities come to know somehow that some women teacher is in family way, the management and administration people start thinking of ways to get rid of that faculty. The women teachers of private aided and private colleges and institutes are sailing in the same boat so far as lack of maternity benefits is concerned. But the guest faculty of government colleges has started getting three months’ leave with pay as maternity benefit. The reason for that can be ascribed to the collective bargaining system they have resorted to. In our sample of 388 teachers, 11.85 percent were getting three months with pay maternity leave and 82.15 percent were getting one month leave and that too without pay.

In the absence of any such mechanism, it is very discouraging and disheartening for women teachers in aided and private colleges to negotiate individually with employers and managements regarding maternity benefits. ILO (2007) has also said in its publication that mere possession of a job is not sufficient; there are various other requirements for a job to be decent. Along with a regular flow of income, other benefits like casual leave, medical leave, maternity benefits and social security benefits should be available to employees. But when we look at the definition of decent jobs which has been given by ILO, jobs of women teachers in colleges and institutes are by no standards decent jobs.
7.6.4. Insecurity of Job

Security of jobs ensures regular flow of income to the employees and guarantees economic security. But ad-hoc and casual teachers work like daily wagers since they are not sure of the continuity of jobs. In some cases casual teachers’ jobs are terminated without any sound reason or logic. Even in contractual jobs teachers are not sure whether the government or managements will provide the job till the maturity of the contract. This insecurity of jobs is the biggest demotivating factor which lowers the morale of the women teachers and impacts negatively on their empowerment. In our sample, 43.8 percent of the respondents shared that no time is needed by their employer to terminate their services and 56.2 percent shared that only one month notice is required to terminate their services. But respondents have shared that notices are issued at the slightest pretext and teachers are not in a position to know the reasons for their ouster. In ad hoc jobs interviews are held year after year for the same job and teachers are not certain whether they would be given chance or not even after working on that very job for a number of years. Women teachers working on contingent basis feel a Damocles’ sword hanging over their heads all the time. Break is given to teachers working on casual basis and fresh interviews are held for the same teachers and they do not know whether they would get the job again or not.

The fate of the guest faculty of government colleges is also hanging in the balance as their services are being continued for the last 5-6 years and there are no chances of them getting a permanent job.

7.7 Social Implications

Social well-being of people cannot be separated from economic well being. Various forms of gender discriminations and biases have economic logic as the root cause. Less participation of women in the economic activity makes their position weaker in social and cultural context also. In all the discourses on women empowerment, increasing the participation of women in the market economy is assigned the utmost importance. But this general perception needs to be checked on the ground with the help of surveys and research. What has been the experience of women teachers who are working in the institutions of higher learning became clear when nearly 57.5 percent of the women teachers in the study agreed that working women are more empowered and 26 percent felt that working women are not empowered. Earlier researches have also proved that mere possession of a job is not sufficient condition for women
to feel empowered. The nature of job, the kind of earning, status and various other structural factors affect the feeling of empowerment.

Marital status of women teachers also affected their feeling of empowerment in the family and in the society. Chi-Square test was applied to test the association of feeling of empowerment and marital status of women teachers. Null hypothesis was rejected and it seemed that the perceptions of women teachers were significantly associated with their marital status. The number of single women in agreement with the statement was more than that of married women teachers.

To see the prevalence of gender stereotypes prevailing in society as far as women’s work is concerned, the opinion of the teachers was sought whether they agreed that teaching is more suitable for women and 82.7 percent of the respondents agreed that teaching is more suitable for women. This is an indication of internalization of gender stereotypes where certain jobs are considered to be suitable for men and certain others for women. The important finding of the study on social empowerment is that even though a majority of respondents felt that working women are more empowered and teaching is more suitable for women, only 25.2 percent agreed that they feel empowered in family because of their job.

57.5 percent of the women respondents agreed with the view that working women are more empowered but 60 percent of the women teachers said that they did not feel empowered at home and in social interactions. Most of them conceded that in the hierarchy of jobs their jobs are not considered prestigious.

Casual jobs have no certainty and the flow of income is not regular throughout the year. Jobs are ranked on the basis of pay packages, accompanying perks and benefits, and the kind of skill set required to perform jobs. Casual jobs are not regular and salary is less for the same workload and there are no facilities of medical leave, maternity benefits and other privileges enjoyed by regular employees. These jobs are taken up by women because of non-availability of regular jobs and these jobs do not have much status and prestige in society.

In a traditional society like ours, women have to tackle the double burden of being a woman and of working on a casual basis. Women in order to work successfully need cooperation and support from their families. Their feeling of self-empowerment also depends on the cooperation, support and motivation which they get from the family. Marital status of women does make a difference to their perception about women’s life, but more about working women’s
life. 68.5 percent married women teachers agreed that teaching is more suitable to women in comparison to 35.8 percent of single women. Nearly 21 percent of married women agreed that working women are more empowered in comparison to 39 percent of unmarried women. Approximately 25 percent of the women teachers from the sample agreed that they get support from family to maintain work life balance and help and support for doing their jobs. Around 28 percent of women teachers agreed that they get due recognition and respect for the kind of job they are doing. Uncertainty and non-regularity of the jobs combined with inequities in salary and other benefits keep women teachers on the tenterhooks and they keep on looking for alternative opportunities.

In non-regular jobs the turnover rate is obviously high. 176 women teachers out of the sample of 388 had worked earlier in some other organization and when asked about the reasons for leaving the job, 56 percent cited reasons such as poor salary, unsatisfactory working conditions and poor chances of growth. 44 percent of the women teachers mentioned personal reasons and among that marriage was the predominant reason which led to change in job. Cooperation, support and respect from the family are very vital for women teachers to feel empowered. In our sample only 25 percent women agreed that they get support and cooperation from their families for maintaining work family life balance. Here also marital status made a difference in their perceptions. Prestige and status of a particular profession also depends on the monetary compensation, stability of the job, benefits one gets and chances of future promotion. In casual and contractual jobs in colleges and institutes, only 10 percent of the women teachers agreed that their jobs rank high on the prestige hierarchy of the society and 65 percent disagreed. Such jobs cannot be considered to be enhancing empowerment of women teachers in the social milieu.

7.8 Workplace Implications

Zweig observes that any program for political change must begin with a structural understanding of social class in a capitalist economy geared to the accumulation and protection of profits. “Class” he says is “not determined by income or lifestyle but by relative standing in power relations at work and in the larger society”. He further says that higher education is one of the social instruments that keep the class structure under capitalism in place. “While higher education can be a path to upward mobility of the working class, in reality it mostly helps to stabilize classes and reproduce them across generations.” (Zweig, 2000 p 45)
Environment at the workplace is the most important factor influencing empowerment of employees and it is quite different for women teachers working on contingent and casual basis. Fairness, equity, security, support, respect, recognition, social kinship and opportunities for professional development are the crucial factors which can add meaning to the work lives of the employees. All the statements related to this dimension were covered in the fourth and last part of the questionnaire. In order to reduce the variables and reach at some meaningful factors, the technique of factor analysis was used. Factor analysis was applied on 25 statements and the technique was found to be suitable and resulted in arriving at 10 factors. The factors were named as follows on the basis of statements covered therein.

7.8.1 Fairness

Three statements gave the solution to this factor and about 8.923 percent of variance was explained by this factor. The factor covered three statements on whether the women teachers were being treated fairly, firstly by their organization and secondly by their colleagues and whether they get payment for the extra work assigned to them. Teachers on casual basis feel they are treated unfairly because for the same workload they get less salary than regular teachers and some extra work is also given to them for no extra payment and they cannot raise their voice against the unfair treatment as they are always under the threat of losing their jobs for voicing their concerns. All faculty members should receive fair and consistent treatment for making them feel motivated and empowered.

7.8.2 Avenues for Professional Advancement

Four statements got loaded on this factor all of which related to the opportunities of professional development available to the women teachers working on casual and contractual basis. Nearly 8.750 percent of the variation was explained by this factor. One of the biggest drawbacks of casual and contractual jobs in colleges has been the absence of any opportunities for professional growth. Teachers who have been working for more than five six years continue to have the same designation of Lecturer and their salary range also remains more or less the same. Attending orientation and refresher courses is compulsory for regular teachers which help them in skill enhancement but casual and non-regular teachers are not allowed to attend the same. The opportunities for skill enhancement and upgradation are absent in the case of casual teachers. Almost none or very limited facilities are given to such teachers for attending seminars.
and conferences though some difference was noticed in the respective environment of aided college teachers and private college teachers.

7.8.3 Decision Making and Autonomy

Casual and contractual teachers are not involved in the process of decision making in the college. Three variables got loaded on this factor and it explained 7.936 percent of the variation. Freedom to express opinions in staff meetings, weightage given to the opinions of casual teachers in the running of the college, selection of text books and teaching classes of one’s own choice or specialization are the few variables which impact this factor.

7.8.4 Job Related Stress

Stress is the natural outcome of discrimination and unfairness at the workplace. Women teachers on casual basis are not sure whether they would be able to complete even one session at a stretch. Without any rhyme or reason teachers are given marching orders. There are no set procedures and in most of the cases even courts are not sympathetic. Labour laws are not applicable to casual and contractual teachers. Uncertainty and unfairness and non-regularity of job are bound to lead to stress. 7.698 percent of the variation was accounted for by the third factor.

7.8.5 Respect, Recognition and Support

7.303 percent of the variation was explained by this factor. Respect is the basic factor which has been enunciated by Gappa (1997, 2005) in her research on contingent faculty. For employees to feel empowered it is necessary that they feel part of the group of professionals. In the absence of any relationship, their self-esteem and confidence get eroded. Researchers have pointed out that two tier system of employees exists in higher education institutions. Full time teachers with permanent jobs enjoy better positions and casual teachers’ jobs are considered inferior. Regular teachers don’t maintain contact with casual teachers and most of them are not familiar with the problems of casual teachers. Gappa and Trice (2007) say that of all the elements essential for faculty work the most important is the respect and the basic human valuing of who they are and what they uniquely contribute. Researchers have termed this factor as collegiality which means being considered part of the academia and getting due respect and recognition.
7.8.6 Employment Equity

This factor accounted for 6.962 percent of the variation. These are variables pertaining to whether the women teachers found their salary justified, keeping in view their qualifications and experience and the salary structure in other sectors of the economy. Employees should have a feeling that they are able to achieve their career goals by pursuing the profession they are in and they are made monetary payments commensurate with the salary structure in other sectors of the economy using their kind of qualifications and skill set. We know that in casual jobs monetary compensation is the biggest causality. Low and insufficient salaries lower the morale of the employees.

7.8.7 Motivation and Satisfaction

Three variables got loaded on this factor and it explained 6.36 percent of the variation. Many intrinsic and extrinsic factors are important for employees to feel motivated and satisfied with their jobs. Monetary compensation is no doubt a very important part of any job but non-monetary factors can also give lot of satisfaction and motivate employees to put in their best. Many professionals from other fields want to be associated with teaching for the pure love of teaching and for passing on their knowledge to the next generation. But here the contingent employees face non-recognition, invisibility and an indifferent climate in colleges and institutes. Neither the monetary nor the non-monetary part is motivating enough for serious professionals to continue in such jobs.

7.8.8 Parity Issues vis-à-vis Regular Teachers

Women teachers on casual basis have to perform all the duties which regular teachers are supposed to perform in college. Their working hours are the same and the same teaching workload and the same work related to examinations and other duties is given to them sans the same salary and same benefits. This factor accounted for 5.976 percent of the variation.

7.8.9 Self-Esteem

This factor accounted for 4.569 percent of the variation. All the above factors lower the self-esteem of the employees. Women teachers are already low on self-esteem and self-efficacy parameters on account of being women. Casual and contractual jobs and the accompanying unfairness make them bear the double burden.
7.8.10 Impact

An important component of psychological empowerment is the meaning employees find in their work life. If they are able to make some impact in the organizations they work for and know that they are useful for the organization and they are valued for their services, they feel empowered. Institutes and colleges which are after making profits are concerned only about saving costs. The intrinsic worth of the women teachers is not given due consideration in many cases.

7.9 Difference in the Type of College and Workplace Empowerment Indicators

All the above factors related to workplace environment are relevant for casual and contractual teachers but the environment of government, government aided and private colleges and institutes can be different. That is why another exercise was done to see the differences in the working of the different type of colleges and institutes. One way ANOVA was used for all the 25 statements used in factor analysis by taking the type of college as an independent factor. And the null hypothesis got rejected for most of the statements and it was found that there was a significant difference in the women teachers’ perception about their empowerment and satisfaction levels in different types of colleges. Since there are three types of colleges, multiple comparisons were also made by using Post-Hoc Analysis to see the difference in perception among different groups of colleges. And the results showed that indicators of workplace empowerment were better for private colleges and institutes. Aided college teachers seem to suffer the most in the environment where the government has no control over the salaries and benefits given to casual teachers. The table of Post-Hoc Analysis has been given in the annexure which proves the point that the mean score of women teachers of private colleges is the highest in most statements and that of aided colleges is the lowest. Government college teachers come in between as far as empowerment indicators are concerned.

Though the findings are somewhat mixed, there is sufficient support to build our hypothesis that ad hoc/casual/contractual jobs lead to a somewhat negative impact on the empowerment of women teachers.

7.10 Policy Implications

Although the contingent/casual/ad-hoc faculty is equally and sometimes better qualified than regular teachers, their terms and conditions of employment are inferior to their counterparts
serving on regular positions. The difference in salaries and benefits must not be so extreme that casual and contractual teachers view themselves as subaltern.

Salaries that are modeled on pro rata basis, contracts that suggest more than a temporary relationship and equitable promotion and recognition structures would close the gap that separates regular and non-regular kind of jobs in higher education. According to Gappa and Leslie, 1993 there is a fine line between using a resource wisely and using it up. Exploitative use of casual and ad-hoc teachers is shortsighted and prevents the faculty from having a sense of shared purpose and a high level of professional trust and has a direct adverse bearing on the teaching learning process.

The political, financial and social implications of not treating casual teachers professionally and equitably may prove to be very costly in the long term to the institutions, the academic profession and to the society at large. Institutions should look at the issue of casual/contractual staff from the view point of self-interest. Good faculty is the backbone of an institution and you cannot have a good faculty without treating them equitably and honourably. There is no gainsaying the fact that no institution can survive without a really good faculty in today’s fiercely competitive environment. And without a good faculty there can be no quality education which is very much the need of the hour.

Since the number of casual and contractual staff is on the rise in the colleges and institutes, opportunities for their professional development should be the main concern of the organizations. They need equal opportunities to grow. They should be integrated into the college community and recognized as important players and equally important partners in the teaching and learning process. It is quite clear that since government is withdrawing from the higher education sector gradually by reducing subsidy and grants for the appointment of regular teachers, the above suggestion becomes all the more important and relevant. In the context of the present government policy framework, regular teachers in private aided colleges are a shrinking and dying cadre. If managements have to recruit teachers and run the organizations professionally, certain rules must be evolved or developed to appoint teachers on contractual basis, that are not exploitative and arbitrary.
After going through the whole issue, we would like to make the following recommendations.

7.11 Suggestions Regarding Conditions of Employment

I. Fair and Equitable Working Conditions

- Appointment or offer letters should clearly mention the position and workload distribution.
- Annual performance report should be given to all the faculty members on the basis of the initial workload given to them.
- Timely and appropriate orientation should be there regarding institutional support mechanism and resources available like computer, internet facility, library etc.
- Workload should be according to the guidelines of the UGC, AICTE or any similar body.
- Fixed term faculty or faculty on renewable contracts should be used in place of ad hoc or temporary teachers.
- Faculty members who have served an institution for more than two terms should not be terminated without proper notice and appropriate procedure.

II. Fair Compensation

- As far as possible, regular grades should be paid to all the teachers.
- The salary of the teachers on casual basis should be commensurate with their class room duties and the other duties assigned to them. Per course or per class payment should not be less than that paid to regular teachers with the same qualification and experience.
- They should be paid for the work outside the class.
- Ad-hoc/contractual faculty should get annual increments as given to regular teachers.
- Women teachers working on casual basis should get comparable medical, maternity and other types of leave.
- Teachers working on casual basis should have proper office space and access to computers and telephones, comparable to that available to regular teachers.

III. Involvement in Decision Making

- Teachers on casual basis should be invited to staff meetings and their opinions and suggestion should be given proper hearing and consideration.
• Their duties should be spelt out explicitly.
• The rights and responsibilities of contingent faculty should be chalked out by the college/institution and the concerned department.
• Efforts to maintain reasonable and appropriate communication with casual/contractual faculty should be made to involve them in the functioning of the college/institution.

IV. Respect and Recognition

• Teachers on casual basis also wish to be a part of the academic community and experience the opportunity to develop relationship with their professional colleagues. They should be given enough opportunities geared toward this end.
• Women teachers working on casual basis should be considered as a valued and integral part of the institution.
• A culture of inclusion can be cultivated whereby casual faculty is included in orientation programmes and in departmental meetings, social gatherings and all types of informal communication.
• Names of casual faculty should be included in the online list of staff members.
• Sometimes regular and permanent faculty is not aware of the casual faculty and their departments and therefore it is suggested that senior leadership and administrators in colleges need to be keenly aware of the magnitude of the contingent faculty force and the dependence of the institution on such faculty. Their services should be recognized and rewarded appropriately on different platforms. Regular teachers and their associations should recognize the untapped potential of those working on the margins in the academia.
• Every faculty member regardless of gender and appointment type should feel welcome and be given respect.
• Support for academic work, research work and travel related to that should be provided by the institution as is given to regular faculty.
• If the opportunity to hire faculty on regular basis arises, preference should be given to those who are already working in such positions and if they don’t fulfill the requirements, some time should be given to them to prepare themselves for regular positions.
V. Faculty Development Opportunities

- In order to help faculty to develop their potential as professionals and to improve their competence as teachers and scholars, it is imperative that they be provided appropriate environment and opportunities. Through a well thought out faculty development programme, the faculty can understand themselves and their social and organizational situation better and that helps them in becoming better teachers and researchers.

- Personal, professional, instructional and organizational development is possible through programmes aimed at faculty development.

- A recognition and reward system should be evolved to motivate casual and contractual faculty.

- Career paths should exist for those not working on regular jobs.

- Institutional decisions should be made by committees including casual/contractual/contingent faculty.

- Clear contracts outlining rules and responsibilities, inclusive orientation and mentoring opportunities and ongoing chances for professional development are all important for contingent faculty.

- Organizational support literature suggests that there is a positive relationship between a high level of perceived organizational support and job satisfaction, performance, affective commitment and willingness to support organizational goals which in the final analysis make the employees feel more empowered.

- Colleges cannot expect to achieve the highest quality teaching without the wholehearted cooperation of the entire faculty. Casual/Contingent faculty can make the best of the situation by refusing to remain invisible and advocating for change. This may come through involvement with existing associations or forming new associations or support structures for the contingent faculty where their interests, issues and problems can be addressed. This is precisely what the guest faculty in government colleges of Haryana has attempted to do by forming an association as a bargaining platform which has shown fruitful results.
Professional identity of the faculty must be maintained at all costs. Colleges and institutions that do not take care of the dignity and respect of their teachers and do not pay them adequately are doing great harm to the teaching learning process in higher education.

Faculty members are the assets for the intellectual capital of any educational institution. But they are with different needs, interests and appointments. Organising faculty in for-profit organisations is necessary to defend academic freedom and critical liberal education. It is the most powerful and effective tool for maintaining and raising standards of both education and employment. Employment policies and practices should be developed uniformly at the central level in any institution. These should not vary from department to department or faculty to faculty. Centrally developed and approved practices should be monitored equitably. All teachers should be accepted and valued as members of the academic community regardless of differences in academic appointments and responsibilities. As the financial survival of the institutions depends on the use of casual and contingent faculty, so does the academic quality of the teaching and learning enterprise. It is in the interest of the institutions to take care of and provide support for the development of all teachers.

Though with the partial or complete privatization of education the responsibility of individual institutions in evolving just and equitable service conditions for casual/contingent faculty has very much increased and has already been discussed by the researcher, in a country like ours strong and clear government intervention in the field is also urgently needed to rectify the anomalous situation which is highly detrimental to the teaching learning process in higher education and to the future of the country and also which increases the vulnerability of women teachers in the process. As the governments are shying away from giving regular employment because of the enormous pension burden, they should intervene to ensure through strong regulation and financial intervention, where necessary, that all teachers are given UGC recommended grades and all other recommended benefits including promotions even if their terms of employment remain contractual.

Also the private players in the field, whose number is going to increase in the context of the new economic policies, have to realize that it is going to be the survival of the fittest only in the academia as in other fields. Since a good faculty is the back bone of any institution without which there can be no quality education or survival, they have also to work towards ensuring
decent and just working conditions for their faculty in their own enlightened self-interest or they are going to fall by the wayside.

Women who are already at the receiving end in a highly patriarchal society need to be taken special care of in the academic world as well, with a view to ensuring gender parity and empowerment which in any case is very much on the agenda of world governments and the UN Millennium goals.

In the light of the above, some suggestions for making contingent women teachers’ work just and equitable are as follows:

- Salary commensurate to their qualification and experience.
- No overt or covert gender discrimination in fixing of salaries in keeping with the principle of equal pay for equal work.
- Maternity and child care leave provisions for them comparable to those given to the regular faculty.
- Gender sensitive policies and work environment keeping in view their role as nurturers and caretakers in the family structure.
- A sense of belongingness to the institution, enhancing their self-esteem and sense of fulfillment in the professional world.
- Both initial and ongoing professional development for their vertical growth.
- Equal recognition for quality work.

An enabling environment needs to be created in which all teachers, whether regular or casual/contractual, whether men or women, work like a community and are valued for their services. The constraints women face in the labour market require a range of policy interventions including gender sensitive labour market regulations and enhanced capacity for collective action.