Contents

Preface ix
List of Tables xv
List of Figures xix

Chapter 1
Introduction ........................................................................................................01 -27
  1.1 Higher Education in India 02
  1.2 Institutions of Higher Education 05
  1.3 Faculty Strength 07
  1.4 Higher Education in Kerala 08
  1.5 University and Higher Education in Kerala 09
  1.6 Arts and Science Colleges 10
  1.7 Teachers 12
  1.8 Mahatma Gandhi University 12
  1.9 Professionalism of Teachers in Higher Education 16
  1.10 Need and Significance of the Study 23

Chapter 2
Review of Literature ......................................................................................29 - 81
  2.1 Multiple Roles and Professional Women 30
  2.2 Work–Life Balance 32
  2.3 Dual – Career Marriages 34
  2.4 Gender and Division of Labour at Home 36
  2.5 Sociological Studies of Modern Professions 40
  2.6 Concept of Professionalism 43
  2.7 The Context of Teaching 44
  2.8 Perceived Gender Roles and Assumptions about the Teaching Profession 44
  2.9 Work – Life Balance and Teaching Faculty 46
  2.10 Related Case Studies 47
    2.10.1 Studies on work- family interface 47
    2.10.2 Studies on dual career family pattern 51
    2.10.3 Studies on gender division of labour at home 56
    2.10.4 Studies on women teachers 60
    2.10.5 Studies on professionalism of teachers 65
    2.10.6 Studies in India on working women 70
    2.10.7 Studies in Kerala 76
  2.11 Retrospective Reflections 80
Chapter 3  
Theoretical Framework ..................................................................................................................83 - 94
  3.1 Pierre Bourdieu 85
  3.2 Pierre Bourdieu's Theory on Social and Symbolic Capital 85
  3.3 Concept of Habitus 86
  3.4 Fields and Forms of Capital 86
  3.5 Significance of Theory of Symbolic Capital on Professionalism 89
  3.6 Gender – Schema Theories 91
  3.7 Significance of Gender Schema Theories for Women in Teaching Profession 92

Chapter 4  
Methodology ..................................................................................................................................95 - 110
  4.1 Statement of the Problem 95
  4.2 Objectives of the Study 98
  4.3 Hypotheses 99
  4.4 Variables 100
  4.5 Clarification of Concepts 100
    4.5.1 Profession 101
    4.5.2 Professional 101
    4.5.3 Professionalism 102
    4.5.4 Teacher Professionalism 103
    4.5.5 Gender Division of Labour at Home 103
    4.5.6 Dual Career Family 104
  4.6 Research Design 105
  4.7 Pilot Study 106
  4.8 Pre-test 106
  4.9 Universe, Sample, Sample Size and Method of Sampling 107
  4.10 Tool of Data Collection 108
  4.11 Data Collection 109
  4.12 Problems Encountered in Data Collection 109
  4.13 Data Analysis 110

Chapter 5  
Profile of the Respondents ........................................................................................................ 111 - 125
  5.1 Personal Profile 112
  5.2 Family Profile 115
  5.3 Work Profile 120
  5.4 Conclusion 124
Chapter 6

Professionalism of Married Women Teachers..........................127 - 149

6.1 Score Values and Categories of Professionalism  128
6.2 Levels of Professionalism  128
6.3 Nature of College  130
6.4 Years of Experience  132
6.5 Number of Children  135
6.6 Type of Family  137
6.7 Educational Qualification of the Spouse  138
6.8 Profession of Spouse  140
6.9 Working Hours in College per Day  142
6.10 Job Satisfaction  143
6.11 Work Pressure  145
6.12 Conclusion  147

Chapter 7

Gender Division of Labour and Professionalism .................151 - 180

7.1 Gender Division of Labour at Home  152
7.2 Laundry  154
7.3 House Care and Upkeep  156
7.4 Meals and Kitchen Clean Up  157
7.5 Economic Matters  158
7.6 Family Care  159
7.7 Gender Division of Labour in Family  161
7.8 Age  166
7.9 Type of Family  167
7.10 Number of Children  168
7.11 Educational Qualification of Spouse  170
7.12 Profession of Spouse  171
7.13 Working Hours in College  173
7.14 Job Satisfaction  174
7.15 Work Pressure  176
7.16 Professionalism  177
7.17 Conclusion  179

Chapter 8

Dual Career Family Pattern and Professionalism .................181 -253

8.1 Nature of Family Responsibility  182
8.2 Domestic Responsibility  195
8.3 Self Image  208
8.4 Career Salience  218
Chapter 9
Choice Based Credit Semester System (CBCSS) and Professionalism ........................................255 - 276
9.1 CBCSS and Professionalism ........................... 261
9.2 Changes in Educational System and Professionalism ............................... 262
9.3 Age and CBCSS .............................................. 265
9.4 Years of Experience and CBCSS ......................... 266
9.5 Nature of College and CBCSS ............................. 267
9.6 Working Hours in College per Day and CBCSS ..................... 268
9.7 Job Satisfaction and CBCSS .................................. 270
9.8 Work Pressure and CBCSS .................................... 271
9.9 CBCSS and Levels of Professionalism ........................... 272
9.10 Conclusion ...................................................... 273

Chapter 10
Findings, Conclusions and Recommendations .................. 277 - 294
10.1 Profile of the Respondents .................................. 278
10.2 Professionalism of the Respondents ......................... 280
10.3 Gender Division of Labour at Home and Professionalism .................. 282
10.4 Dual Career Family Pattern and Professionalism .................. 284
10.5 CBCSS and Professionalism .............................. 288
10.6 Policy Implications and Recommendations .................. 289
10.7 Future Research Questions ................................. 292
10.8 Conclusion ...................................................... 293

Bibliography .......................................................... 295 - 327

Appendix .................................................................. xxi - xxx

Interview Schedule