CHAPTER 5
FINDINGS AND SUGGESTIONS AND
CONCLUSION

5.1 FINDINGS

The contemporary women of Kerala have the opportunity to participate in a world of unlimited job opportunities that was sparingly available to the women of previous generation. They have proved their competence in performing every kind of jobs, tasks, roles and performance. Organizations and firms select women from their rigorous selection process. Women today are very much capable of managing any profession regardless of all the hassles they face in life. They are equally talented as men and are astute professionals does not discriminate between men and women. The genesis of the present study revolves upon the understanding that although more women take up the teaching profession out of profound interest in the profession the existence of dual role conflicts permits only a few to excel as a exemplary teacher. The vocations of being a successful mother and a professional do not allow a smooth sail. Studies dis-close that employed women are struggling to balance these two most important forces in their lives. They carry the pangs of guilt about not being able to adhere to the norms of motherhood set by a traditional society, even while living in an industrialized modern society. The winds of change have touched them in their dreams of becoming and yet they remain untouched in their social roles. This research has been conducted with the objective of putting into perspective is-sues related to work responsibilities of women faculty in professional colleges and determine the impact of work on their personal, familial and social life. The focus of this study is women in the professions. Women faculty in professional colleges can be considered as a distinct category because of their higher education status and the unique space they occupy in the occupational hierar-chy. Teaching profession demand an immense commitment of time, energy and emotions, and, teachers are bound to develop an action plan of their own, with a unique set of strategies and tactics to effectively nullify the adverse effects of
Women faculty working in professional colleges in Kerala constituted the sample for the study. The sampling technique adopted was systematic random sampling. The sample size was 350 and it consisted of teachers from Engineering, Architecture, MBA, MCA, Pharmacy and Hotel Management discipline, and includes self financing, aided and government colleges. Structured Inter-view Schedule was the tool used in the present study. The schedule consisted of 46 close – ended questions and few open ended questions. Data collection was done during the months of March, April, May and June, 2016. The college de-partment heads were contacted over telephone; appointments were fixed and the respondents were met either at the work place or at home as per the pre-decided agenda. After an introduction of the topic of study and the purpose, the interview was conducted. The filled in schedule forms were edited and were subsequently coded, analyzed and interpreted using the SPSS statistical package for social science research.

The main objective of the study was to examine the perceptions of women faculty in professional colleges in Kerala, regarding their family and professional roles and determine the factors that they regard as enabling or inhibiting in achieving family and work life balance. The study attempts to iden-tify the reason behind women teachers opting for teaching profession 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 provide a unique perspective and throws light on why women are not equal participants in the labor market. According to the theories, men and women are unequally placed in various professions. The result of such dis-crimination is not the result of any biological or psychological difference. The theory details the prevalence of conformities set by the societal norms on the choice of profession for men and women that has led to the discrimination ex-perienced by women at the occupational front. The study preceded with the assumption that acceptance of female sex role by women teachers is negatively
related to teacher’s career achievement and aspirations. The findings pave way to accept this assumption.

5.1.1 Dual Role Perceptions

The perceptions of women faculty of their dual role was examined, with an assessment through personal, family and work domain variables. It is quite clear that family orientation of women teachers is strong. This is in contradiction to the widespread belief that women who are educated and owns a professional job will be attaching more priority to career. It can be inferred that gender role expectation and responsibilities continue to be dominant for women teachers in Kerala. The findings is in line with the postulates of gender Inequality Theory. Gender inequality begin with gender based division of labour and the allocation of social activity for men and women, the primary activity of men as economic and primary activity of women as domestic.

It is interesting to note that the first major finding of the study is that for the women faculty of professional colleges of Kerala, 'Interest in teaching' is the major reason behind choosing the particular profession. The data interpretation facilitates the conclusion that though the choke of a particular profession is determined by several factors the most important among them is an individual’s interest in career and an aspiration to excel in the chosen field. This finding is contradictory to some of the findings of earlier studies on the factors that motivate women to work, which states that women becoming willing to work because of the financial lacunae to meet the family’s needs. The possible reason for the difference in this study can be attributed to the dignified status attached to the teaching profession, due to the realization of its unfathomable value in molding a society with a strong ethical base. Thus the Abraham Maslow’s Theory of Needs is seen validated by the sample in the present study. 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. 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.

The findings show that most of the respondents consider family and profession as equally important. However a major percentage of respondents who consider family as more important than career belong to the age group 25 - 35. This can be attributed to the fact usually women in Kerala become married before the age of 25 and would have young kids below age 5 during the age interval of 25 – 35. Hence family demands are highest during the period of 25 - 35 years of age, leading to greater role conflicts for women teachers. 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.

The respondents affirmative answer to the question whether they would decline their career advancement options due to their family considerations provide concrete evidence that women teachers consider family first before important decisions are made.

A major percentage of women teachers opined that they would decline career advancement option taking into consideration family demands. In most such cases, the respondents had small children or aged parents at home. The respondents were of the opinion that career advancement options came along with additional responsibilities, demanding their physical presence in the college apart from the normal working hours. In certain cases the spouse were holding major positions in their office due to which they weren’t able to provide much support to domestic affairs.

Several women teachers revealed about some instances in their life when they decided to compromise on salary hike and promotion, when it came along with the requirement to frequently travel and longer working hours. A senior teacher from a self-financing engineering college commented that hike in pay and promotion however lucrative it might be, should not come in the way of the basic time she has to spend with her children and others in the family. This throws light on a very important aspect. Even though woman in Kerala attaches importance to professional education and career, they do not approve career advancement foregoing family requirements.

All the above findings are in concurrence with the theory on the career development of women, the ‘development approach’ proposed by Bradwick (1980) is significant because of its focus on the work-family interfaces. The theory delineates the four phases working women passes through in her life. The initial two stages are marked by earnestness towards their family and career. The traditional roles form an integral part of their identity and they
experience self-doubts about their effectiveness in taking good care of the dependents and hence they slow down their career development. The third phase is marked by a professional resurgence and resilience that follows as a result of completion of the job of motherhood and children are grown up to take care of themselves and women are free to concentrate on their career. This phase is rightly called the peak of career accomplishments for women.

The findings suggest that the stress experienced in the job is dependent on the age and religion, and is independent of other personal attributes. Age factor has a bearing on the stress faced, because young working women with dependent children would experience higher level of stress because of the requirement to go that extra mile towards balancing work and professional life. Moreover the norms delineated by families for its members have striking resemblance with the advocacies of the philosophies and doctrines of the religion the family follows. Thus the disparity in responses with regard to respondents of different religious groups can be ascribed to the tremendous influence of religious ideas regarding the appropriate role of women in the community which is imbibed through socialization. The findings of the study also suggest that family domain variables have a predominant role to play in determining the stress level of the respondents, since it is seen that all the family domain variables influence the level of stress experienced. The spillover effect of family on the work life of women professionals is proved beyond doubt and it can be inferred that the level of stress experienced by women faculty of professional colleges is significantly related to scenario at home. Working women who have identified themselves more with familial roles simultaneously with the job and related assignments tend to experience higher levels of stress. The same argument thus would hold true for women teachers. With regards to the work related variables, the hypothesis that there is no true difference between the work related variables with regard to stressors is rejected. The results show that stressors are associated with working hours per day, working days per week, years of service, domain type and the college category. WHO reports (2011) has labeled stress as a worldwide epidemic. Work place stress has been estimated to cost companies more than $300 billion a year in the form of poor performance, absenteeism
and health cost. The findings of the study reflect that even faculty is not free from the clutches of negative stress and its consequences.

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 framework, 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.

5.1.2 Job engagement

The analysis of the level of Job engagement of the women professionals discloses that the involvement level of women teachers in their job ranges from moderate to high. Research studies have examined the construct of Job in two different perspectives (Sekaran 1989). The first perspective that Job engagement has been found to be present in individuals who possess certain needs, values, or personal attributes that makes them more or less involved in their job. The viewpoint is that Job engagement is a response to specific organizational climate. In other words, certain types of jobs or work traits influence the degree to which an individual becomes involved in the job.

The study attempted to examine the relationship between Job engagement and certain individual, family and work domain variables. The analysis clearly depicted 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 determin-
The most relatble 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. 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 working hours per day, working days per week, years of service and professional domain.

5.1.3 Satisfaction at Work Place

The Satisfaction at work place is the way an employee feels about the job and the work atmosphere. A lot of studies have been conducted with respect to the antecedents and consequences of job satisfaction in general; little research has been done with regard to the work life balance of women teachers in Kerala. Women teachers have an important responsibility of molding employable and responsible youth and the perception of success of teachers in their career is highly dependent upon the future career prospects of their students, apart from

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their individual excellence. Therefore the job satisfaction experienced by them, as well as its determining factors, may be totally different from that of other working women.

The analysis indicates more than 59 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 of 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 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, religion 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. The teachers who followed the Hindu religion or the Islam religion were found to be better satisfied with work. Upon detailed analysis it was identified that a majority of the teachers who followed Christianity belonged to a nuclear family pattern. It was proved in the study that women teachers hailing from a nuclear family pattern experienced less satisfaction at work place. It is also 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.

The type of family and the extent to which husband and family support the women teachers are associated with satisfaction. Major percentage of
women teachers in the extended families reported ‘high or moderate satisfaction’, few respondents in the joint families and in the nuclear families reported so. The help extended in domestic chores and nurturing of children in the extended 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. 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. 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. 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 extended families reported ‘high or moderate 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 extended 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.

All the various work related variables include Working hours per day, working days per week, years of service, College Category and Professional do-main of the respondents are associated with the level of satisfaction at work place. Hence the hypothesis that there is no association between job satisfac-tion and work related variables is rejected. With the increase in the years of ser-vice 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 espe-cially in the nascent stage of their career. This is because longer duration of work calls for aggravated preparation time, leading to spill over of work into the family time bring a substantial reduction in the attention to be given to the family and thereby lowering the level of job satisfaction.

5.1.4 Dual Role Experience

The changes in work patterns and increasing workloads have pressurized em-ployees to demonstrate their commitment to work in more obvious ways. The joint families have given way for small nuclear families, where both the spouses go for work. Despite more women going out to work, there have been trivial changes in the pattern of household responsibilities. Women continue to un-dertake the major share in domestic chores and child rearing. Quite often work intrudes on the family and social life, while at other times family pressures af-fect the work performance. Teachers are no exception, 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 fact is work life balance for teaching professionals has become one of the greatest challenges. In recent years, several studies have been conducted in the arena of work-family interface, with emphasis on the sources and outcome of work family conflict.

The study analyzes how dual role affect the performance of profes-sional and domestic role of women teachers in professional colleges in Kerala.
The respondents’ perception regarding dual role performance and the extent of difficulty experienced in combining family and work-related variables was assessed. The study has attempted to identify whether any role is being compromised by women faculty in their struggle to make both ends meet. 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 role.

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.

The findings suggest that personal variables age and religion are associated with the relative ease of performing the dual role. Thus the hypothesis that personal variables age and religion are not associated with the relative ease of performing the dual roles is rejected. The hypothesis that personal variables like education and income are not associated with the relative ease of performing the dual roles is accepted. The findings of the study suggest that all the family related variables have an association with the ease of dual role performance. The greater the family responsibilities and family demands greater would be
the extent of dual role performance. All work related variables are associated with
dual role conflict. Therefore the hypothesis that family related variables and work
related variables are not associated with the ease of dual role perfor-mance is rejected.
Therefore the balance between personal and work life of a woman faculty depends on
favorable atmosphere in the family life and work life.

The data reveal that lack of time is the greatest problem for women
professionals in their dual role performance. Having to combine a paid job with
rearing children, keeping up with hobbies and coping with domestic tasks re-sult in
many women professionals feeling frustrated due to a lack of time. This highlights the
intricacy and encompassing nature of family and work related factors for women
professionals. The struggle to meet both family and career demands puts rigorous
pressure on women faculty, aggravating the life stress experienced by them.

5.1.5 Work to family Conflict

Working women may undergo severe stress as they try to balance their domestic life
and professional life. For women faculty continued work under pressure would result
in poor performance in the institution as well as in domestic life. It is interesting to
note at a working women is striving to improve the life of both their family members
as well as their students. In this task, if they are neglecting their health and mind, both
the family as well as the institution will suffer. Although earnest attempts are made to
do justice to both the roles, often a residue of unfulfilled role expectations remains
and that result in work family conflict.

In the study, 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 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 Age, Religion, family support, Spouse support, Family support, family orientation, hours of work, No: of working days, Years of Service, college category, professional domain 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.

In addition to the above findings, another important finding that was noted during the study was that the work related variables like no: of working hours per day, working days per week, years of service, professional domain, college category and professional domain has a long lasting influence on the ease of dual role performance and work to family conflict. More number of working hours and working days aggravated the difficulty of dual role performance and work to family conflict. Dual role conflict and Work to family conflict were found to be comparatively much lower in faculty with greater number of years of service and faculty who worked in Government or Aided colleges compared to self financing colleges. The woman faculty in the Hotel Management, MBA, MCA and Pharmacy domain seem to experience higher Dual role conflict and Work to family conflict compared to Engineering faculty.

5.1.6 Family to Work Conflict

Family to work conflict is the other important factor considered for the study. Family to work conflict is the spillover of familial demands on the work life of women faculty. The impact of personal variables, family variables and work related variables on Family to work conflict was ascertained. The above variables were cross tabulated with the responses pertaining to family to work conflict. The test performed was Chi-square test. Null hypothesis formul-
lated was that there is no association between the various variables and family to work conflict. Based on the results the null hypothesis is rejected and it can be concluded that Age, Religion, Education Family Type, Spouse support, Fam-ily support, family orientation, Number of children, Age of children, hours of work, No: of working days, Years of Service, college category, professional do-main and Priority attached are all associated with the prevalence of Family to work Conflict and all the above factors affect the level of Family to work Con-flict. Thus the sensitivity of the women faculty towards their dual roles leads to Family to work Conflict. Women teachers who are family oriented and com-promise their career to fulfill their domestic demands, suffer severe pangs of guilt about having rejected their career. The absence of spouse support and family support worsens the scenario leading to severe Family to work Conflict. In addition to the above findings, another important finding that was noted during the study was that the work related variables like no: of working hours per day, working days per week, years of service, professional domain, college category and professional domain has a long lasting influence on the ease of dual role performance, work to family conflict and Family to work Conflict. More number of working hours and working days aggravated the difficulty of dual role performance and many a times woman faculty found it a necessity to perform some familial roles during the working hours. Dual role conflict and Family to work Conflict were found to be comparatively much lower in faculty with greater number of years of service and faculty who worked in Government or Aided colleges compared to self financing colleges. The woman faculty in the Hotel Management, MBA, MCA and Pharmacy domain seem to experience higher Family to work Conflict compared to Engineering faculty.

It can be summarized that work to family conflict and family to work conflict are pervasive in the life of women faculty. One significant finding re-porte-d in this chapter is that family domain is a greater source of conflict than work domain. Hence the hypothesis, “the greater the career orientation, the greater will be the work to family conflict and the hypothesis, ‘the stronger the identity with familial (gender) roles, the greater will be the conflict’ was ac-cepted. Further, comparison between the levels of work to family conflict and
family to work conflict reveal that though conflict is pervasive in both the do-mains, the work domain is a slightly greater source of conflict than the family domain. So the hypotheses, “family domain is a greater source of conflict than work domain”, was rejected and the alternate hypothesis that “work domain is a greater source of conflict than family domain”, was accepted. Thus job-related factors play a more important role in determining the degree of work interfering with family. Thus it can be concluded that the juggle with meet-ing both ends in fulfilling career demands and family demands originates from the patriarchal ideology of our society, that a woman’s primary role is familial role. The study makes it evident that women teachers who have a strong commitment to fulfilling familial responsibilities face greater role conflict.

5.1.7 Discrimination at Work Place

The study has found that quite often work intrudes on the family and social life, while at other times family pressures affect the work performance. Very few women have been able to reach the top notch positions in their respective profession. It was pertinent to analyze and determine whether it is solely due to family pressures intruding on the work and social life, where ultimately the women decides to slow down on the career front to ensure undivided attention to family affairs. It is also important to determine there is some socio-cultural factor or undue discrimination at work place that limits women’s career ad-va-nce ment. Moreover the United Nations (2000) had concluded that there are no societies in which women enjoy the same opportunities as men. The course of discussions with the women teachers revealed that the root cause for dissat-isfaction at work place laid primarily in overt and subtle discrimination expe-rienced by women teachers especially when being considered for senior posi-tions, termed as Glass ceiling. Discrimination is based on prejudice resulting in unfair treatment of people. Studies show that women professionals advance more slowly than men, and that there are comparatively fewer women in lead-ership positions. Women professionals are affected by cultural inertia and gen-der stereotyping. There are structural and situational hurdles that impede a women professional’s progression up the organizational hierarchy. Certain im-portant issues shared by women teachers include pay disparity which is more
manifest in self financing colleges, lack of upward mobility, unfavorable organizational climate and sexual harassment. The discrimination experienced by women teachers can be categorized primarily into three: Social discrimination, Gender Discrimination and Inter personal Discrimination. Although the media has reported extensively about the presence of gender discrimination at work place in India, few researches have been conducted to study the plight of working women professionals in Kerala with respect to discrimination at work places, especially women teachers. This chapter examined the discrimination experienced by women faculty of professional colleges in Kerala. It primarily focused on experiences of discrimination, as manifested in pay, promotion and pay raise, as well as sexual harassment. The relationships between these experiences, and work domain variables are explored. The chapter also extensively dealt with the issue of glass ceiling and the extent of its implication in professional colleges in Kerala.

The results indicated that more than half of the respondents about 55.9% feel that gender discrimination has robbed them of their due recognitions and entitlements including promotions and career advancement. The responses to the other four statements also clearly portray that women teacher face a lot of negative consequences due to gender discrimination. Thus the prevalence of glass ceiling effect in professional colleges is proved beyond doubt. The disheartening fact is that, gender discrimination is pervasive and is the result of societal bias towards working women.

5.1.8 Impact of the college category and domain on Work Attributes and Personal Attributes

The study has included three categories of professional colleges in Kerala namely; Self Financing, Aided and Government colleges in the domain of Engineering & Architecture, MBA, MCA, Pharmacy and Hotel Management. Most of the respondents are from self-financing colleges, followed by respondents from government colleges. According to the All India Survey on Higher Educa-tion (AISHE) 2011 the self-financing colleges are highest in number followed by Government and Aided colleges. Therefore, 222 faculty working in self-
financing colleges, 72 faculty working in government colleges and 56 faculty working in Aided colleges is representative of the population. The study has attempted to analyze and determine how the factors; the extent of spillover effect of family demands into work, spillover effect of work demands into family, organizational climate, priority attached by women faculty, Gender equality, Family Orientation, Job engagement, Dual role performance and satisfaction at work place, varies with the college category. One way ANOVA test was conducted and the findings of the analysis indicates that the attributes; Work to family conflict, Organizational climate, gender equality, ease of dual role performance and satisfaction at work place is significantly different across college category. Therefore Post Hoc test was conducted and multiple comparisons were made. The findings as a result of Post hoc test proves that the attributes; Work to family conflict, Organizational climate, gender equality, ease of dual role performance and satisfaction at work place is significantly different across college category and most favorable in government colleges, moderately favorable in aided colleges and least favorable in self financing colleges.

The organizational climate is significantly different across colleges. It is least favorable in self financing colleges, followed by Aided colleges and it is most favorable in government colleges. Similarly gender equality is most favorable in government colleges, followed by self financing and aided colleges. Dual role performance is easier and satisfaction at work place is at its peak for women faculty of government colleges, followed by aided colleges and it is least favorable in self financing colleges. The results depict the pathetic state of teachers in self financing colleges. It is found that they are subjected to discrimination, the organizational climate is not suitable for work and performing the dual roles is tough due to unfavorable work environment. Thus the satisfaction level of women faculty in self financing colleges is dramatically reduced. At this juncture, it was identified that it is pertinent to know the difference in the work and personal attributes with respect to the domain. It is important to know whether women teachers of self financing colleges in a particular domain are worst affected.

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The results of the study indicates that the attributes; Work to family Conflict, Organizational climate, gender equality, family Orientation, ease of dual role performance, Job engagement and satisfaction at work place is significantly different across the domain. Work to family conflict means spillover of work into family time. It is found to be highest in the case of Hotel Management discipline, moderate in the case of MBA, MCA and Pharmacy discipline and it is least in the case of Engineering discipline. The discussion with women teachers in the Hotel Management discipline revealed that they are required to actively contribute in the conferences and Food Fests organized by the college. They are also supposed to work overtime, even on Sundays for generating more admissions for the college. The scenario is really tough for women teachers in self financing colleges offering Hotel management programme. Even in MBA colleges the faculty is expected to actively contribute in the conferences, consultancy assignments, industry-academia interaction and workshops organized by the college irrespective of the gender. The value addition programs organized are high in Hotel Management and MBA colleges. However it is quite disparaging that the work life policies, benefits and norms remain the same, irrespective of the substantial difference in the multidisciplinary roles to be performed by the faculty. The organizational climate is most favorable for the engineering discipline, followed by MBA and MCA discipline. It is moderately favorable in Pharmacy colleges and least favorable in Hotel Management discipline. However it is important to note that the organizational climate in most of the self financing engineering colleges is worse and the organizational climate in most of the government engineering colleges was perceived as favorable. Self financing MBA colleges with high ranking in B School surveys seem to provide a pleasant organizational climate to the faculty.

The study orients at determining if there exists any contrasting differences between the various college categories and disciplines with respect to emphasis on Value Addition Activities. ANOVA test was conducted for the same and the findings of ANOVA test depicts that government colleges are in the forefront for active involvement in organizing value added programmes, Research, Short Term Programmes and Conferences, followed by Aided colleges.
in the second position and Self financing colleges giving the least priority to such value additions. Similarly Engineering colleges are in the foremost place for active involvement in organizing Short Term Programmes and Research activities, followed by MBA & MCA colleges, Hotel Management and Pharmacy colleges. However for value added programmes and Conferences, Engineer-ing colleges are in the foremost place followed by Hotel Management colleges, MBA & MCA colleges and Pharmacy colleges.

The study had emphasized on the assessment of allocation of time by women faculty in various arenas of work. The domain wise classification of work depicts that maximum allocation of teaching and Mentoring, Adminis-trative tasks and Research assignments is made to engineering college faculty. However in Research assignments allocation, after engineering colleges; MBA and MCA colleges have higher percentage of task allocation followed by Hotel Management and Pharmacy colleges. Engineering college faculty has the high-est percentage of administrative task allocation followed by Hotel Management college faculty. Hotel Management college faculty has the highest participation in departmental tasks, followed by engineering, MCA, MBA and Pharmacy college faculty. The category wise classification of work depicts that maximum allocation of teaching and Mentoring tasks and Research assignments is made to Government college faculty. However the proportion of administrative tasks and departmental tasks allocation is highest in Self financing colleges, followed by Aided colleges. Research assignments task allocation and involvement in research activities are despairingly low in Self financing colleges. The young women teachers have a hard time doing justice to their primary responsibility as a teacher by actively involving in teaching, mentoring and research activi-ties. Being new to the profession and suffering from work life imbalance and life stress due to familial demands, in addition to the pangs of guilt for not making effective contribution as a teacher, mentor and a researcher; makes a young teacher’s life miserable.

The study had also emphasized on the assessment of allocation of time by women faculty in various spheres of life. The allocation of time for the
professional realm is highest in the case of self financing college faculty, followed by aided college faculty and government faculty. However the allocation of time for family realm, social realm, leisure and fitness regime is highest in the case of government college faculty, followed by aided college faculty and least for self financing college faculty. Thus the results depict the gravity of work life imbalance faced by women faculty working in self financing colleges. The allocation of time for the professional realm is highest in the case of Hotel management faculty, followed by MBA & MCA faculty, pharmacy college faculty and engineering faculty. The allocation of time for family realm is highest in the case of engineering faculty, followed by pharmacy college faculty, MBA and MCA faculty and least for Hotel management faculty. The allocation of time for the social realm is highest in the case of engineering faculty, followed by MBA, MCA faculty and pharmacy college faculty, and least in the case of Hotel management faculty. The allocation of time for leisure and fitness regime is highest in the case of engineering faculty, followed by pharmacy college faculty, MBA and MCA faculty, and least in the case of Hotel management faculty.

Another pivotal part of the study was the assessment of impact of various family variables and work related variables on Satisfaction and Job engagement of women faculty of professional colleges. Correlation analysis was performed and with the results, regression analysis was done and the regression equation for the dependent variables, Satisfaction and Job engagement was formulated. Regression analysis results states that Satisfaction at work place is dependent upon the factors Gender equality, Dual role conflict, organizational climate and Job engagement. 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.

5.1.9 Work Life Balance

Work Life balance is about employees having measure of control over when, where and how employees work. A balanced life is one where employees are able to spread their energy, time and efforts in the emotional, intellectual, imag-
inative, spiritual & physical facets of life.

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, teaching profession is surely not a cakewalk. The fact is work life balance for teaching professionals has become one of the greatest challenges. Teachers not only need to spend extra hours to update themselves to be productive in their profession and find extra time for value added activities. A teacher’s duty includes coaching, mentoring, counseling and above all selfless service and flair for teaching. Teachers also need to focus on soft skills and life skills apart from mere class room teaching, so that they not only produce good professionals but also good citizens. For a women teacher the challenge gets augmented due to the necessity of undivided attention required at their work place without devastating their family life. A poor unbalanced work life would result in psychological and physiological stress, the nature and intensity of which would vary for a women teacher working in schools and colleges offering various disciplines.

The study emphasized on examining how women faculty of professional colleges in Kerala organize their lives to perform their dual roles effectively and thereby achieve work life balance. The analysis proved that life stress and work burn out is extremely high for women faculty with children below the age of 5. Similarly the satisfaction derived from active social life and a balanced work life is disparagingly less for women teachers with children below 5 years. On the contrary social life and work life balance is much better for women with no children and with children above 5 years. At the same time life stress and work burnout is less rampant in the life of women teachers with no children and with children above 5 years. The study proves beyond doubt that women teachers with children who are infants need to be protected with specific policies to be insured serious physiological and psychological hazards.

The findings suggest that women faculty with dependents face severe pangs of guilt for making compromises on career and family life. They feel
guilty while at work for having left their family and similarly feel guilty while at home for having compromised on certain work related responsibilities. Thus women teachers with dependents end up in a lurch neither satisfied with the way domestic responsibilities are taken care of, nor with the way career responsibilities are taken care of.

5.1.10 Strategies for Better Work life Balance

The chapter also entails the various coping strategies adopted by women faculty to counter imbalances in professional and personal life. From the discussions made with the women teachers it was deduced that the two most common coping strategies adopted by them include problem focused strategies and prevention-focused coping strategies. The former includes efforts to alleviate stressful circumstances while the latter involve efforts to evade the negative consequences of stressful events. The discussions with the women teachers also revolved around identifying the several overlapping influences in the professional and personal realm that brought about the problem of work life imbalance. This chapter also reflects on the strategies adopted by women faculty to strike a balance between career and family demands.

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The study reveals 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 low-
est 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.

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. The findings of this study support the sequential framework 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. It is but natural for women in India to put family first when the societal values they have imbibed directs them to attach priority familial responsibilities like caring for the children, spouse and home. Although the respondents include women teachers of professional colleges who are highly educated and deeply influenced by individualistic, equalitarian and achievement oriented philosophies, the impact of the magic wand of education remains superficial. Their outlook and ideas on the role of women is in perfect harmony with the traditional gender roles of women. Flexi timing is given the second rank among the coping strategies. This is because any lapse in planning and organizing domestic activities according to the fixed time schedule in college is bound to create problems. An informal work accommodation is ranked as the third best coping strategy by women teachers. Women faculty have ranked part time teaching as the fourth best strategy to steer clear of unpleasant situations and to achieve work-life balance. The women faculty have ranked taking career breaks as the last resort to cope up with family demands. This is in concurrence with the previous findings of the study that women faculty opt for teaching profession out of interest in the profession and most of them do not approve taking career breaks. The women faculty seems to have realized that they need to accommodate both familial demands as well as career demands. In order to ensure their primary role is not perturbed majority of them are rest assured that they will have to reject career advancement options which demand sacrificing family time.
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.

The demands of career on family are usually met by revamping personal and professional patterns. Modification of the roles and depending on the support system enables women professionals to find more time to meet career demands. The findings of the study 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.

5.1.11 Support Systems

The study also assessed the various support systems that enable dual role performance and tried to unfold the nature and dynamics of support extended by family and the organization. The study results reveal that the respondents’ review of family support in general is very high. Spouse-support was assessed on three arenas encompassing: general support, work related support and family
related support. The study findings prove most of the women faculty receive good work related support from their spouses, which extends from discussing career related problems, receiving encouragement to take advantage of professional opportunities, and extending the required moral support in solving career related problems. This finding concord with findings of other studies suggests that being an active listener is the most sought after support from spouse. (Hunt and Hunt 1977 and Fleck 1977). The findings of this study indicate that the respondents do not get the required family related support from their husband. Majority of the respondents opined that their spouse is unable to extend support in domestic chores due to their busy schedule at work and did not consider it a grievance. The reason for the low family-related spouse support can be attributed to the availability of paid help and the accessibility of the support of parents or parents-in-law, coupled with the notion that household tasks are basically female tasks.

The research findings with respect to work place support systems suggests that women faculty find the option of conversion from full time to part time without loss of rank or benefits as the best solution to insure themselves from severe burn out and stress. They opined that to be able to work in a college where the management respects their reservations as a home maker and career maker, is a factor that motivates women teachers to put in their best effort for the well being of their students and the institution in the long run. Other options ranked the most include a more flexible work schedule, where the women teachers are given preference over male teachers, when it comes to choice of class timings; especially if they have children below the age of 5 or elderly parents who need special care and attention. Women teachers also found the support from Management and superiors to be helpful in striking a balance between work and family commitments. Few women teachers also felt day care facility arranged by the college and work from home arrangements can be helpful in alleviating the stress emanating from work life imbalance.
5.2 SUGGESTIONS AND RECOMMENDATIONS

In view of the existing scenario of women faculty in professional colleges, a number of germane issues must be considered in formulating and implementing appropriate strategies for making work places better for women faculty and reducing the instances of work burn out and life stress. The study discloses the prevalence of different kinds of social and cultural barriers that prevent women teachers from progressing in their career and making it to the top-notch positions in the educational institutions. The astounding findings on gender discrimination and its aftermath proves beyond doubt that the so called ‘glass-ceiling’ is a reality in professional colleges in Kerala. The root causes for these barriers as well as prejudices and socio-cultural biases against women faculty should be identified and solved.

Alleviating the conflict between work and family domains is a dire necessity and the concerned authorities must be urged to develop work-family programs and policies that aim at enhancing job flexibility and releasing domestic burdens of professional women. The study reports the most preferred work place support is conversion of full time job to part time job without loss of rank or benefits for working women with infants. If this is made a stipulation and implemented, where working women can effectively take care of their career and family, it brings along with it a lot of promises for a bright future where the working mothers become more productive in their profession because they are not haunted by the guilt feeling of making compromises in career and family. Most important of all, it would substantially reduce, if not nullify the social evils prevalent which is the aftermath of children who were left in a day care facility at a tender age and have been subjected severe physio-logical and psychological torture. The new stipulation would make it possible to ensure every child gets the required care and attention from their mother at the tender age, which has a long lasting impact on the psychological and physiological well being of the child and the child grows up into a mature individual with high emotional quotient.
The spillover effect of work on family and family on work must be overcome. This has resulted in potential conflict between the family and work related responsibilities. The destiny of working women depends to a larger extent the support given by the superior and his / her willingness to provide certain leeway to the faculty informally when it is an utmost requirement. How-ever a woman faculty who do not have a supportive superior and a supportive management bears the brunt. A job-related factor that has drawn increasing research attention recently in reducing role conflict is job flexibility. It is suggested that high flexibility at work facilitates job-family compatibility and thus reduces work-family conflict. The professional colleges, irrespective of the college category or discipline should play a key role in reducing work-family conflict of women faculty by introducing direct supportive practices.

The workplace support initiatives for women with infants below 3 years; like flexible schedule, choice of class schedule, day care facility close to the college premises and work from home should be made a norm that has legal implications if not implemented. Such Onsite daycare facility and flexibility and choice of work timings may prove to be an effective means not only to increase women teachers’ job satisfaction and commitment but also improve work climate, as well as reduce attrition. It is high time the management of the colleges and authorities responsible for policy formulations in professional colleges like the Human Rights Commission, AICTE, Directorate of Technical Education, Directorate of Collegiate Education and University Grants Commission; formulate and implement policies that ensure and enable increased participation of women in the teaching profession.

The plight of women faculty in self financing colleges need special attention and the disparaging differences in the remuneration offered to faculty working in self financing colleges needs to be immediately monitored. The biased approach of self financing colleges towards women teachers is quite despairing, where a young faculty is recruited for a meager pay and once she reaches motherhood, she is considered a liability and every effort is made to expel her. It is quite unbecoming of an educational institution. Moreover the
marginal involvement of majority of the self financing colleges and few aided colleges in value added programmes including research, consultancy assignments, academic innovation and industry-academia-public interaction should be taken seriously. There should be stricter norms and regular appraisal on the implementation and effectiveness of such norms, to ensure an educational institution which has to be a temple of knowledge seeking and sharing, does not turn out to be a torture house and a money minting premise.

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 based 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 adoption of CLAIR Conceptual Model in professional colleges developed as a part of the study, which was one of the most important objectives of the study. ISFJ category also expects 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. Thus the CLAIR- Creating Linkages in Academic Innovation and Research framework developed as a result of the study is advocated for adoption in professional colleges.

The CLAIR framework is a conceptual model developed that suggests various arenas for academic innovation namely Pedagogy and curriculum development, Industry Academia Interaction, Social Innovation projects and Employability and Career Growth. The prominent research areas proposed by the framework include Educational Research Areas, Training and Programme Development, Societal Concerns Address and Talent Development Programmes. Educational Research Areas forays into concepts like Edutainment which are still in the nascent stage. Training and Programme Development is an endeavor
where both the faculty and students of professional colleges would be involved in idea generation and new product development which could be the corner-stone behind a sustainable business benefitting the society in manifold ways, for instance using renewable sources of energy. The Skill Acquisition Programme would emphasize on equipping the faculty with the technical skills and learning about the latest trends in technological advancements. The Training programmes would be emphasizing on improving the soft skills of the faculty and interpersonal relationships inside and outside the work place. So-cietal Concerns Address which explores and identifies the root causes behind various societal issues and identifies the role of academia and public at large in eradicating and alleviating the social issues, for instance the rehabilitation of refugees in a catastrophe struck region. Talent Development Programmes includes talent development initiatives taken in professional colleges to curb unemployment and underemployment by improving the additional skills and employability, of the faculty for career advancements and students according to the industry expectations. It also includes providing options of sabbaticals, planned vacations for conducting research and research grants for attending conferences and workshops, as well as publishing and presenting works at the national and international level. The framework is depicted below:

The study findings explicitly bring to light the impact of the traditional gender roles and related norms set by the social system. It places greater responsibility of domestic obligations on women and a working woman who fails to carry out the domestic responsibilities due to work pressure are criticized and cornered by even her family members. It is quite important to identify and alleviate the factors associated with family life that are likely to exert greater pressure on working women that could aggravate stress and even cause a permanent change in the attitude and behavior of women. Some of the professional do-mains in the teaching profession like Hotel Management and Management are extremely demanding, where the work profile is not confined to the boundaries of the college and the college working hours. A new social climate must be cre-at-ed and awareness campaigns should be organized in the form of seminars or expert talks by renowned counselors and psychologists. This would enlighten the society about the aftermath of working woman, who is also a daughter,
sister, wife and mother, being under severe stress due to career and family demands. Such awareness programmes should emphasize on the requisiteness of sharing of household tasks by all members of the family—men, women, boys and girls alike.

The fact that more women are joining the teaching profession will not put an end to the discrimination women faculty faces at work. It is important that women faculty is treated as equal partners in the teaching profession. Factors enhancing and facilitating the career advancement opportunities for women faculty must be detailed and encouraged. This means that ensuring an equal opportunity at work may require consciously taking gender into account in job assignments and promotions. This could take the form of gender conscious recruiting in professional colleges and proactively identifying women faculty from the prospective candidates who are likely candidates for advancement. The prevailing climate in professional colleges in Kerala with regard to
low or nil sexual harassment must be encouraged and perpetuated in order to allow equity-based partnership among male and female faculty in the professional education sector.

For working women teachers, the work-life imbalance trap will continue to be an ongoing challenge. However, careful planning and personal effort will enable one to achieve equilibrium between the dual roles. The maxim for an enhanced work-life balance is none other than, “Planning, prioritizing and scheduling as efficiently as possible.” The willingness to work hard and plan work and life tasks with dexterity will bring fruitful results in finding time for the professional realm, family realm, social realm, leisure and fitness regime. It is worth noting that a compromise on hobbies, leisure and fitness regime to find time for career and family demands will bring greater harm than benefits. It is also important to identify the time consuming activities that do not provide any value addition and synergize all efforts towards being productive at work and home. At the same time it is important to note that a women faculty with infants can perform equally well at meeting career as well as familial demands, only if there are norms and policies to insure them in the form conversion to part time without loss of rank or benefits, option of choosing the class schedule, flexibility of schedule, day care facility near to college premises and option of work from home during dire necessity. No amount of deftness and planning will work when the child falls sick or there is an emergency which demands the presence of the woman at home. The same holds true for women faculty who have other dependents like old aged and bed ridden parents at home.

5.3 CONCLUSION

This study aimed to explore the perceptions of women teachers 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 work-life balance. The changes in work patterns and increasing workloads have pressurized employees to demonstrate their commitment to work in more obvious ways. The joint families have given way for small nuclear families, where both the spouses go for work. Despite more women going out
to work, there have been trivial changes in the pattern of household responsibilities. Women continue to undertake the major share in domestic chores and child rearing. Quite often work intrudes on the family and social life, while at other times family pressures affect the work performance. Teachers are no exception, 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 fact is work life balance for teaching professionals has become one of the greatest challenges. In recent years, several studies have been conducted in the arena of work-family interface, with emphasis on the sources and outcome of work family conflict.

The study analyzes how dual role affect the performance of professional and domestic role of women teachers in professional colleges in Kerala. The respondents’ perception regarding dual role performance and the extent of difficulty experienced in combining family and work related variables was assessed. The findings reveal that women teachers are highly motivated and are profoundly interested in the teaching profession. However women faculty is not free from the clutches of life stress caused by dual role conflict, gender inequality and discrimination at work place. The study also unveils that the pathetic state of teachers in majority of the self financing colleges and few aided colleges. Similarly the study also brings to light the plethora of difficulties and turmoil faced by women faculty in some domain like Hotel Management. The presence of glass ceiling is rampant in self financing colleges and deny women teachers their rightful place in the occupational hierarchy. The coping strategies surrounding dual role was also studied and reported.

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 framework, which is one of the most important ob-
jectives 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 researcher does not claim that the study is comprehensive and holistic, since the study was done with a sample size of 350 and although few male faculty were interviewed they were not made a part of the research for a comparative study. However, it is believed that the findings of this study shall prove useful for the management, authorities and decision makers in bringing down the stress levels for women teachers and ensure the work climate is appropriate for women faculty. It is hoped that the findings of this study will stimulate further research and will also provide at least a beacon of light in policy formulations in future.