



STATUS OF WOMEN EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS

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Abstract

Gender discrimination is a bitter truth that no one is untouched. Everyone suffers in some form or another. Both men and women face discrimination. Gender discrimination is a prevalent issue in many Indian and international higher education institutes. A large number of higher education institutions have been established in India from time to time to promote higher education. However, academicians and other education stakeholders are seriously questioning how much gender equality is being upheld in Indian higher education institutions. Thus, the purpose of this research study is to investigate gender discrimination in higher education. This study aims to investigate the status of female employees in Hyderabad district higher education institutions in comparison to those of male employees. For the study, a sample of four higher education institutions was selected. Participants in the study were department heads and faculty members from the institutions. The research is of the descriptive survey type. The information from the participants was gathered using an information schedule. For the study, a quantitative method to data analysis was employed. The study exposed the disparities between males and females in higher education institutions' administrative and associated roles.

Keywords: Gender, Equality, Discrimination, Women employability and Higher Educational Institutions.

INTRODUCTION

Discrimination against women is widespread in many global countries. In most societies, gender discrimination targets women and girls. Women and girls typically have a lesser social, economic, and political standing than males and boys in most civilizations. In the workplace, in public spaces, at home, and in educational institutions, women and girls suffer from numerous forms of violence. Discrimination against women begins at birth and persists throughout their lives. Discrimination against women is a well-known phenomenon in a society where men predominate. Gender discrimination is a prevalent issue that manifests itself in several forms, including but not limited to the denigration of women and girls, sexual harassment, domestic abuse, dowries, girl marriages, infanticide, feticide, murder, and the preference for sons.

Gender inequality is well-documented in Indian society. A patriarchal society is one in which the father has primary responsibility for the welfare of the family. India's women have endured centuries of oppression and distorted representations in art, education, religion, history, literature, and culture (Hasan, 2010).

Gender disparities in education are a worldwide issue. In education, women are underrepresented. In higher education, prejudice against women is pervasive. According to Currie and Thiele (2001), sexism is commonly employed in universities, which are patriarchal establishments, to prevent women from achieving higher positions. In all higher education systems, women are disproportionately underrepresented in positions of prestige and authority (Lie & Malik, 1998; Brooks, 1997). According to Brown and Rolf (1996), women haven't made much progress toward equal treatment with males in terms of assuming leadership positions in the administration of education and the formulation of public policy. Universities are thought to as extremely gendered and hierarchical establishments. Universities inside and amongst each other can attest to this. It is projected that a bigger percentage of male academics will work at universities with higher rankings. The representation of women in higher education is still deficient. Despite the complexity of the reasons behind occupational segregation, gender discrimination plays a major role in it (Farmer, 1997). For example, university regulations in the 20th century prohibited women from enrolling in graduate programs in several scientific professions (Wisegram & Bigler, 2007).



In order to reduce poverty, boost a nation's ability for development, and ensure its smooth operation, gender equality is crucial. Therefore, advancing gender equality is seen as a crucial component of a development strategy that aims to give equal power to all individuals, men and women alike, in order to end poverty and enhance their quality of life. (World Bank, 2001). Achieving equality, progress, and peace requires women to be fully empowered and to participate equally in all aspects of society, including decision-making and power access. According to the United Nations Division for the Development of Women (1995), women's rights are human rights. Gender mainstreaming techniques and/or processes are those that assist in incorporating gender responsiveness goals into budgets, plans, policies, and other documents. According to Das and Rani (2011), gender mainstreaming works to guarantee that men and women have equal access to a society's or organization's resources, such as opportunities, rewards, and socially valued commodities.

One of the primary causes of women's unequal opportunity in higher education compared to males is gender discrimination. The educational equity paradigm states that this is a significant issue that requires attention. In higher education institutions in India and the rest of the world, gender discrimination is a prevalent practice. How successfully do institutions of higher Education uphold gender equality? Researchers and other academic stakeholders face a very significant question. Furthermore, gender disparities in higher education institutions can be reduced via research on gender differences in these settings. Based on these research gaps, the current study attempts to identify instances of gender discrimination in Hyderabad district higher education institutions.

OBJECTIVE OF THE STUDY

The following objective was to be achieved through this study.

48. To study the status of female employees as compared to male employees in higher education institutions of Hyderabad district.

Operational Definitions

The following Key terms used in the study and their operational definitions are given below.

Gender Discrimination: Discrimination based on gender encompasses all forms of unfair treatment. The present study examines gender discrimination in relation to women's educational attainment and standing in comparison to men.

Higher Education Institutions: Higher education institutions are those offer education beyond school. Undergraduate and postgraduate courses are includes in Postsecondary education. Higher education institutions include colleges, universities, and many other similar institutions. Universities that provide undergraduate and/or postgraduate programs are the only ones included in the current study.

Delimitations of the study

The study is limited to the following types of institutions:

- Institutions are administered by the Central Government (Government of India) and the State Government of Telangana.
- Institutions providing postgraduate (PG) courses or both undergraduate (UG) and postgraduate courses.
- Institutions providing both professional courses (institutions offering mainly job-oriented courses/programmes) and non-professional courses (institutions offering mainly non-technical or liberal courses/programmes).

Population and sample

Finding out about gender discrimination in Hyderabad district higher education institutions was the aim of the study. The study's population consisted of all the higher education institutions in the Hyderabad district; however, only four universities were included in the sample: Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad Central University, Maulana Azad National Urdu University, and Osmania University. Out of the four sample universities, 2 universities are funded and managed by the central government of India, and the other two universities are funded and managed by state government of Telangana. Five departments were randomly chosen from each university, and all university schools were included in the sample.

Table 1: Details of Participation/Sample

Sl No	Universities	Representatives/ head of the institutions	
		Schools/University Colleges	Departments
Central Universities			
1.	Maulana Azad National Urdu Universities	07	05
2.	Central University of Hyderabad	12	05

State Universities			
3.	Osmania University	08	05
4.	Jawaharlal Nehru Architecture and fine arts University	01	05
Total		28	20

Design of the Study

The study was classified as descriptive survey research because data were collected from participants using the descriptive survey method to learn about gender discrimination in higher education institutions in the Hyderabad district. A quantitative method was applied to the collect and analysis of data.

Tool Used

Detailed descriptions of the tools utilized in the study are provided below.

Information schedule for studying the position/Status of female employees in higher education institutions as compared to male employees: This information schedule was utilized to collect data for the study's primary purpose. This information schedule was attended by public relations officers (PRO) or representatives from the institutions' Heads. The information schedule gathered data on the status of women employees in higher education institutions in comparison to men employees in 2 broad categories:

a) Administrative and its related positions, and

b) Academic and its related positions.

Procedure for Data Collection

The study's data were obtained personally from participants at the sample universities using the data collection method. The data were obtained in a very natural and welcoming setting. The information schedule was distributed to representatives or heads of institutions from four sample universities in order to investigate the status of female employees in comparison to male employees in higher education institutions.

Procedure for Data Analysis

The data was analyzed and interpreted using the quantitative approach of data analysis. The study employed the quantitative method, such as percentage %, to analyze the data and explain the findings.

Data Analysis and Result Interpretation

Below are the outcomes of the data analysis and study interpretation. The following headings provide the status of female employees at higher education institutions comparison to male employees.

Table 2. This table shows the status of female employees in administrative and related positions in higher education institutions comparison to male employees.

SI No	Positions	Central Universities		State Universities		Higher Education	
		Male	Female	Male	Female	Male	Female
1.	VC	02	-	02	-	04	-
2.	PVC/OSD	02	01	02	-	04	01
3.	Registrar	02	-	02	-	04	-
4.	COE	02	-	02	-	04	-
5.	Director of Admission	-	01	02	-	02	01
6.	Finance Officer	02	-	02	-	04	-
7.	Medical officer	02	-	02	-	04	-
	Total					26	02

The status of female employees in administrative and associated positions in higher education institutions is explained in Table 2 in comparison to that of male employees. Below are the details of the data analysis. In higher education institutions (both central and state universities), out of 4 positions of vice chancellor, men occupied all the 4 (100%) positions, out of 5 positions of PVS/OSD men occupied the 4 (80%) positions whereas women in 1 (20%) position, , out of 3 positions of Director of Education DOA men occupied the 2 (70%) positions whereas women in 1 (30%) position, out of 4 positions of Registrar, COE, Finance officer and medical officer men occupied all the 4 (100%) positions whereas women in no positions. In the total position administrative and its related positions of higher education institutions out of 28 men were found 93% women in 7%. As such, women were considered less valuable than men in administrative and similar roles.

Table 3 shows the status of female employees at academic and related positions in higher education institutions comparative to male employees.

Sl No	Positions	Central Universities			State Universities			Higher Education		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Dean	06	03	09	01	-	01	07	03	10
2.	Head of the Dept	06	02	08	06	04	10	12	08	18
3.	Professor	25	07	32	18	06	24	43	13	56
4.	Associate Professor	17	03	20	03	02	04	20	05	25
5.	Assistant Professor	41	28	18	37	38	75	78	66	144
	Total							160	95	253

The status of female employees in academic and associated positions at higher education institutions is compared to that of male employees in Table 3. Below are the specifics of the data analysis.

There is no school dean post in state Universities. In central universities, out of 09 positions of dean of the schools, men occupied the 6 (77%) positions, whereas women were found in 03 (23%) positions. As such, women held low status in comparison to men in the position of dean of the school in higher education institutions. In higher education (4 Universities), out of 18 positions of the head of the department, men held 12 (67%) positions, and women held 8 (33%) positions, out of 56 positions of the professors, men were found in 43 (77%) positions, and women were found in 13 (23%) positions, out of 25 positions of the Associate professors, men occupied 20 (80%) positions, and women held 05 (20%) positions, out of 144 positions of the Assistant professors, men were found in 78 (54%) positions, and women held 66 (46%) positions. As a result, women had a lower standing than men in academic and associated positions at higher education institutions.

DISCUSSION OF THE RESULTS

This study looked into gender discrimination in Hyderabad district's higher education institutions. In this study, the situation/status of female employees in Hyderabad's higher education institutions was carefully examined in comparison to that of male employees. The study found that women were less privileged than men in all academic and related positions in higher education, including dean of schools (Dean), head of department (HoD), professor, associate professor, and assistant professor, as well as all administrative and related positions like vice chancellor (VC)/director, pro-vice chancellor (PVC), registrar, controller of examinations (CoE), director of admission (DoA), finance officer (FO), medical officer, and clerks.

CONCLUSIONS AND IMPLICATIONS OF THE STUDY

This study showed that women were less important than men in all administrative and related roles in higher education institutions. The study results also showed that women were lower on the totem pole than men in all academic and related jobs in higher education than men. In higher education institutions, women never had a higher or equal status than men in administrative and academic roles that went together, or in academic and administrative roles that went together. This kind of discrimination against women must stop in higher education institutions if male and female are to have the same rights. Higher education institutions should do everything they can to get more women into administrative and related positions and academic and related positions.

According to the findings of the study, gender inequality is pervasive in the educational practises of higher education institutions in Hyderabad; therefore, effective planning is required to eliminate gender discrimination from these educational practices. The study provides vital information for eradicating gender discrimination from higher education institutions in Hyderabad, India, and throughout the world.

This study would aid in eliminating gender bias from educational procedures and preserving gender equality in educational practices. In the context of achieving gender equality in education and other social spheres, it would aid in bringing about the necessary changes to existing policies and the formulation of new policies and rules for the empowerment, safety and protection of women, as well as in the creation of numerous visionary activities, programmes, and missions aimed at eliminating gender discrimination in educational settings.

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