

Challenges Of Successful Women In Higher Educational Sectors In Tamilnadu

C.Nirmala

Ph.D. Research Scholar (Part-time)
Department of Women's Studies
Alagappa University
Karaikudi
Email:nimspandian@gmail.com

&

Dr.K.Manimekalai

Prof & Head
Department of Women's Studies
Alagappa University
Karaikudi
Email:gomathimanimekalai@gmail.com

Abstract

In this research the researcher emphasis the level of challenges of successful women. Women have always been looked as a caregiver and home keeper. Women being an image of family, they have consistently been home and have not been out in different fields of life. Ladies have assumed various parts of the family relying upon their age and spot in the family. The investigation pointed toward revealing explanations for ladies pioneers' prosperity, especially their methods of dealing with tough spots experienced in their expert and individual life, so important ideas and guidance can be gained from their prosperity to help other current or trying pioneers. To measure the perception of women leaders in the administration of institutions of higher education towards leadership capability, success & challenges on the administration of academia, and various barriers. Table 1 displays the details of the age distribution of the women from selected institutions of higher education in Tamilnadu, It is observed that 24.00% of the women academicians are having 50-55 years of age, 16.00% of the women academicians are in the age group of above 55 years, and 60.00% of the women academicians from selected institutions of higher education are in the age group of 45-50 years. There is a lack of research-based information barriers faced by women educational leaders at Indian universities in terms of existence, causes, and remedies. This has to be sufficiently integrated into the structures of institutions of higher education.

Keywords: Challenges, Successful Women, Higher Educational Sectors, Tamilnadu, etc.,

Introduction

Women have always been looked as a caregiver and home keeper. Women being an image of family, they have consistently been home and have not been out in different fields of life. Ladies have assumed various parts of the family relying upon their age and spot in the family. Ladies have consistently risen to help when there was an unexpected change in the public arena, and these minutes have been recorded ever. There were significant advancements in training, after Second World War, in

raising the long periods of the base school instruction and the section of expanding the number of young ladies and ladies into auxiliary and advanced education. They needed to look out for getting hitched and having kids when ladies began to be free and they at that point had a mobilizing point that they need to confront the issues of sexual orientation inconsistencies when ladies entered the work power. World ladies assume a significant part in the present business. They can lead global organizations and execute the best pivot techniques and demonstrating that they are not substandard compared to their partners, but rather ladies are, still underrepresented in administrative roles and tend to bunch in the lower positions and they experience parcel of sexual orientation inconsistencies. Study shows that, while numerous ladies were chosen as agents to different bodies however they were under-addressed in positions of authority. Thusly, we speculations that ladies would not be similarly addressed as there are under-portrayal in administrative roles.

Changing Role of Women

Women were treated, till recently, on a different pedestal depriving them of their rights but reminding them of their duties. In any case, with the evolving times, the part of ladies has changed from youngster bearing and raising to bread worker. The situation of ladies in any general public is a genuine file of its social and profound level. Men, who are liable for a large number of the perspectives about ladies, have woven awesome tales about the last's charm and unsteadiness, and their inadequacy to men just as their secret and sacredness (Chakrapani, 1994). Ladies had been mistreated to a point before, where they were treated as various animal categories (Pogrebin, 1986). Ladies were in a country that appeared to be a dull passage with no expectation, dreams, or feeling of satisfaction. By and by, ladies had been given, presently their regular inheritances, and they are currently ready to do all that guys can do. Ladies in India are starting to follow the heading that the ladies of the Western world required over eighty years prior; requesting treatment of humans as equivalents. It anyway has gotten increasingly more clear as the transformation ages that Indian ladies may need to adjust the Western women's activist technique to their exceptionally customary and strict culture (Hamamsy, 2009). India has various entanglements that put the improvement of ladies in a changed setting than their Western partners. Albeit the key targets stay comparable in the progress of medical care, training, and open positions to acquire equity among people in different settings of public culture, working environment, schoolyard, and - perhaps the most basic setting of all - the home. Ladies are endeavoring to be autonomous to the equivalent degree of men. The extra intricacies that the ladies of India should likewise challenge are the rank framework, the substantial strict traditions, more seasoned and more conventional parts of the genders, just as the considerably more grounded power that men hold in India (Laila Shukry Hamamsy, 2009).

Women Leadership

While breaking down what makes pioneers best and sorting out who has the Right Stuff, the board masters currently realize how to help the chances of getting an incredible leader: Hire a female (Sharpe, 2000). The possibility that ladies are successful pioneers has hopped from the authors of women's activist exchange books on administration (Helgesen, 1990 and Rosener, 1995) to the prevailing media and is consistently advancing into the mainstream society. Articles in papers and business magazines uncover a social realignment in the United States that declares another period for female pioneers. At the point when Business Week reported in 2000, that ladies have the "Right Stuff" (Sharpe, 2000), numerous scholarly administration analysts have contended that sexual orientation has little connection to authority style and adequacy. Situational speculations of administration battle (Chemers, 1997) that the adequacy of pioneer practices relies upon context-oriented factors, like the idea of the errand and the qualities of the adherents. However, generally, the initiative has been understood as essentially a manly endeavor and numerous speculations of administration have zeroed in on the allure of generalization manly characteristics in pioneers (Miner, 1993). It is plausible that generalization female characteristics of participation, coaching.

Review of Literature

According to Suma Chitnis (1989) in India, traditions denied women access to gainful employment and were further reinforced by their exclusion from formal education. It was a known fact that the right to education in Hindu society was traditionally defined by caste. Each caste group was allowed the education appropriate to its status, and relevant to the occupations it was permitted to follow. The exclusion of women from education was more secular and less categorical; nevertheless, it has been firm and long-standing. Early in the Vedic times (2000 B.C. - 1500) the country did produce learned women scholars. Women's access to education subsequently declined so miserably that, by 200 B.C., Manu the lawgiver had given them untouchable castes and declared them to be unfit for learning. Feminist research now reveals that despite this, women from some scholarly Brahmin and powerful Kshatriya families, particularly royal families, were often learned. But, these were rare exceptions, and women's access to formal education remained very poor. By the time the British were established as rulers in India, women were not only excluded from education but subject to oppressive practices like Sati, female infanticide, child marriage, and the denial of remarriage to widows.

Venkatasubramanian (2001) traced that when Gandhi drew women into the movement, at beginning of the twentieth century, for freedom he specifically affirmed that their education was vital, both for the success of the movement and for the development of the country as a strong nation after freedom had been won. The education of women had an important place in the agenda that the Congress party spelled out for the tasks to be accomplished after the country acquired independence. However, surprisingly societal attitudes to their employment remained largely unchanged until the decade of the forties. During the Second World War a shortage of manpower, combined with an unprecedented rise in the cost of living forced middle-class families in cities like Bombay and Calcutta to accept the employment of their educated women.

Purpose of the Study

The motivation behind this examination was four overlaps, for example, to know the impression of ladies' pioneer in the organization, the viability of initiative expertise and characteristics concerning the organization, level of adequacy in their positions of authority, obstructions experienced by senior ladies, and systems utilized by them to conquer the hindrances. The attention was on female pioneers' sees on ladies in administrative roles and the abstract implications connected to these lived encounters. The investigation pointed toward revealing explanations for ladies pioneers' prosperity, especially their methods of dealing with tough spots experienced in their expert and individual life, so important ideas and guidance can be gained from their prosperity to help other current or trying pioneers.

Significance of the Study

This examination was required and significant for the accompanying reasons. To begin with, concentrates on pioneers or administration hypotheses in advanced education have generally been centered around male subjects (Bolman and Deal, 1992; Mark, 1981 and Stokes, 1984). When contrasted and their male partners, ladies pioneers in advanced education have gotten substantially less consideration in the writing. Effective ladies' pioneers' accounts are less recorded, really remarkable, and their voices are less heard. Because of the consistent absence of information about spearheading ladies pioneers in advanced education, researchers.

Objective of the Study

1. To measure the perception of women leaders in the administration of institutions of higher education towards leadership capability, success & challenges on the administration of academia, and various barriers.

2. To identify expected leadership roles and measure the level of effectiveness towards the leadership role in the administration of institutions of higher education.
3. To identify and analyze the effectiveness in facing the problems towards various issues in association with the administration of institutions of higher education.

Research Design

A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy of the procedure. The research design is the conceptual structure within which research is conducted. Based on Patton's (2002) classification of types of research, Leadership has been studied using quantitative, qualitative, and mixed methods of quantitative research methodologies. From a quantitative psychology orientation, statistical modeling has been used in the development of leadership scales and in testing established leader evaluation tools.

Source of Data

Source of data refers to the sources of relevant information to be tapped to fulfill the objectives of the study (Ramachandran, 1993). It may be classified as primary or secondary. Primary data refers to data collected for the first time and that is original (Kothari, 2004). The data for this study were collected from primary sources, which constitute responses from individual women respondents from various institutions of higher education in Tamilnadu, and additionally, secondary sources of data were collected from books, journals, reports, and web resources.

Field of Study

This study was conducted among women senior academic members in various types of higher educational institutions. At the request of the respondents, the names of the educational institutions had been kept confidential. For the study, the whole field of higher educational institutions was classified as Government institutions – government colleges and universities, Private institutions – self-financing private colleges and private universities.

Sampling Design

As the research was positivist in approach, the researcher employed a probability sample and a Simple random sampling technique was adopted to collect samples from the universe thus identified. The data were drawn randomly from the list of both government and private institutions, which comprises both colleges and universities, across Tamil Nadu. The study is on leadership issues, so the samples are restricted to women academicians who hold leadership positions such as Head of the institution - Principal, Head of the departments - HODs and who sought leadership but not obtained - Senior professors, as well as another key player from various private, government institutions of higher education in Tamil Nadu. Sample size It was found from the pilot study that there were nearly 22% of gaps in leadership skills and qualities. Out of the collected 60 questionnaires, the incomplete and partially filled 10 questionnaires were removed and left with a 50-sample size.

Tool of Data Collection

The tool of data collection depends on the epistemological stance adopted for the research. The epistemological approach refers to the assumptions whether implicit or explicit concerning the nature of the knowledge regarded as valid to resolve the research question. The epistemological stance adopted for this study is positivist epistemology- one that treats knowledge as objective, verifiable and replicable (Oliver, 2005).

Limitations of the Study

The study is confined to higher education institutions located in Tamil Nadu. The study is concerned with a particular professional group that is women academicians. The study is on leadership issues, so the samples are restricted to women academicians who hold leadership positions such as Head of the institution – Principal, Head of the departments – HODs and who sought leadership but not obtain – Senior professors, and the samples size is restricted to 50.

Data Analysis

1. Age Distribution of Women Academicians

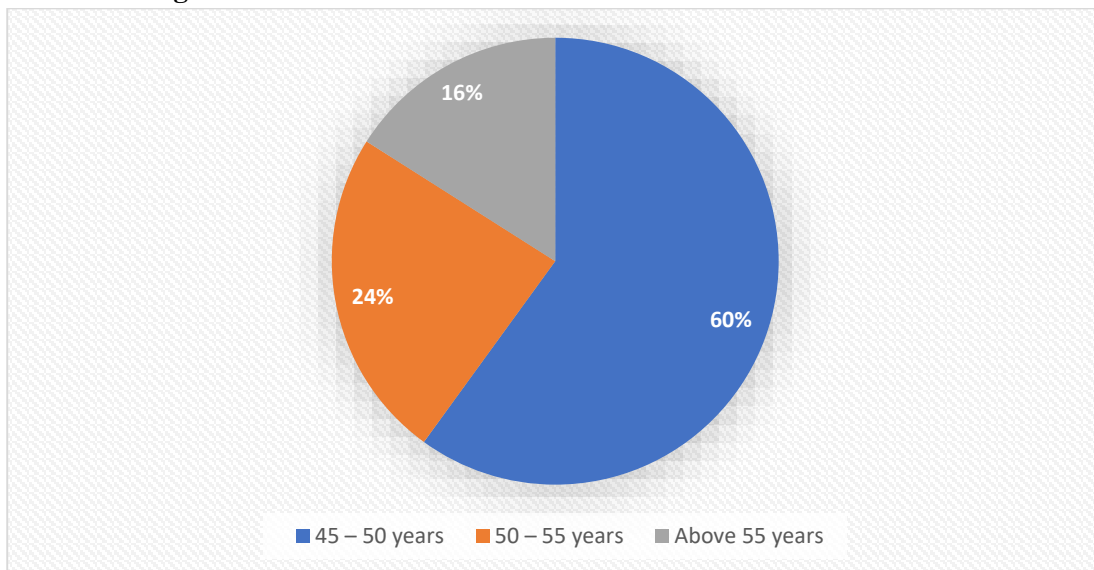
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. Academicians of three age groups below 45-50 years, 50-55 years, and above 55 years were selected.

Table 1
AGE-WISE DISTRIBUTION OF THE WOMEN ACADEMICIANS

S.No	Age	Number of women	Percentage Academicians
1.	45 – 50 years	30	60
2.	50 – 55 years	12	24
3.	Above 55 years	8	16
	Total	50	100

Table 1 displays the details of the age distribution of the women from selected institutions of higher education in Tamilnadu, It is observed that 24.00% of the women academicians are having 50-55 years of age, 16.00% of the women academicians are in the age group of above 55 years, and 60.00% of the women academicians from selected institutions of higher education are in the age group of 45-50 years. It is noted that most of the women academicians (60.00%) from the selected institutions of higher education in Tamilnadu are having age between 45 to 50 years.

Fig.1 AGE-WISE DISTRIBUTION OF THE WOMEN ACADEMICIANS



2. Marital Status of Academicians

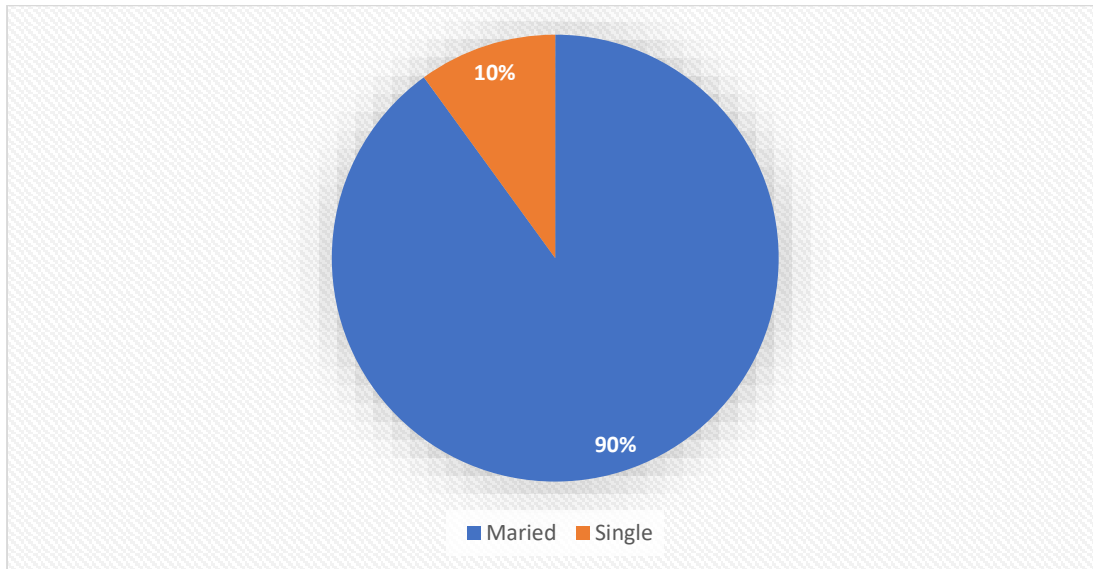
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. Women academicians are classified according to their marital status as single and married. Table 2 gives the marital status of the women academicians.

Table 2
Marital Status of Women Academicians

S.No	Marital Status	Number of women Academicians	Percentage
1.	Married	45	90
2.	Single	5	10
	Total	50	100

Table 2 explores the details of the marital status of the women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 90.00% of the selected women academicians in higher education are married and 10.00% of the selected women academicians in higher education are living as single. It is observed that most of the women academicians (90.00 %) from selected institutions of higher education in Tamilnadu are married.

Fig.2 Marital Status of Women Academicians



3. Spouse Working in the Same Profession

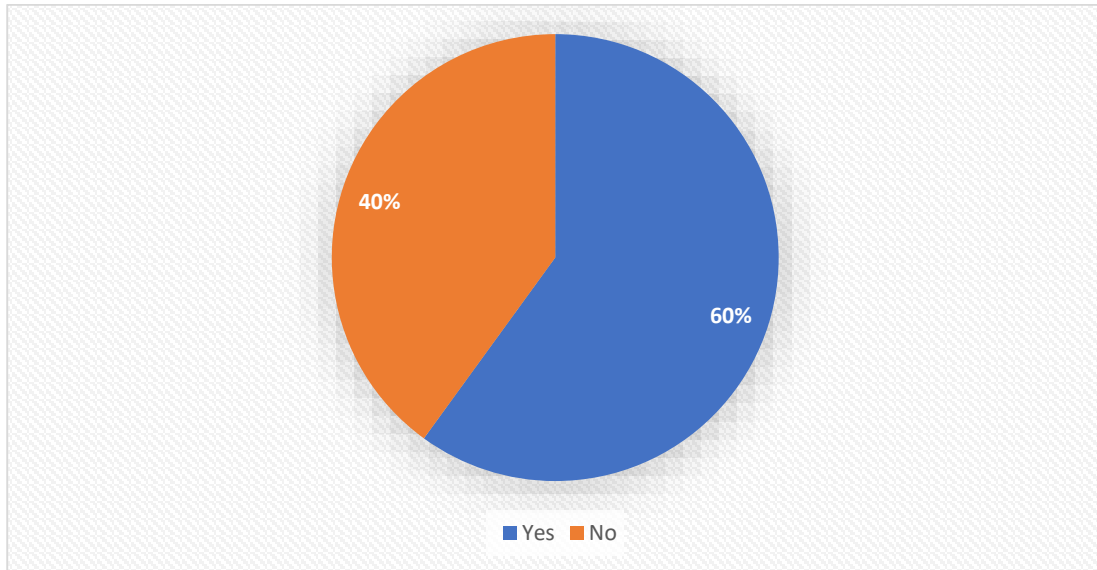
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. Table 3 gives the details of a spouse working in the same profession.

**Table 3
Spouse Working in the Same Profession**

S.No	Same Spouse profession	Number of women Academicians	Percentage
1.	Yes	30	60
2.	No	20	40
	Total	50	100

Table 3 displays the details of a spouse working in the same profession as the women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 68.00% of the spouses are not working in the same profession and 32.00% of the spouses are working in the same profession. It is observed that most of the women academician's spouses (68.00 %) are not working in the same profession.

Fig.3 Spouse Working in the Same Profession



4. Number of Children of Women Academicians

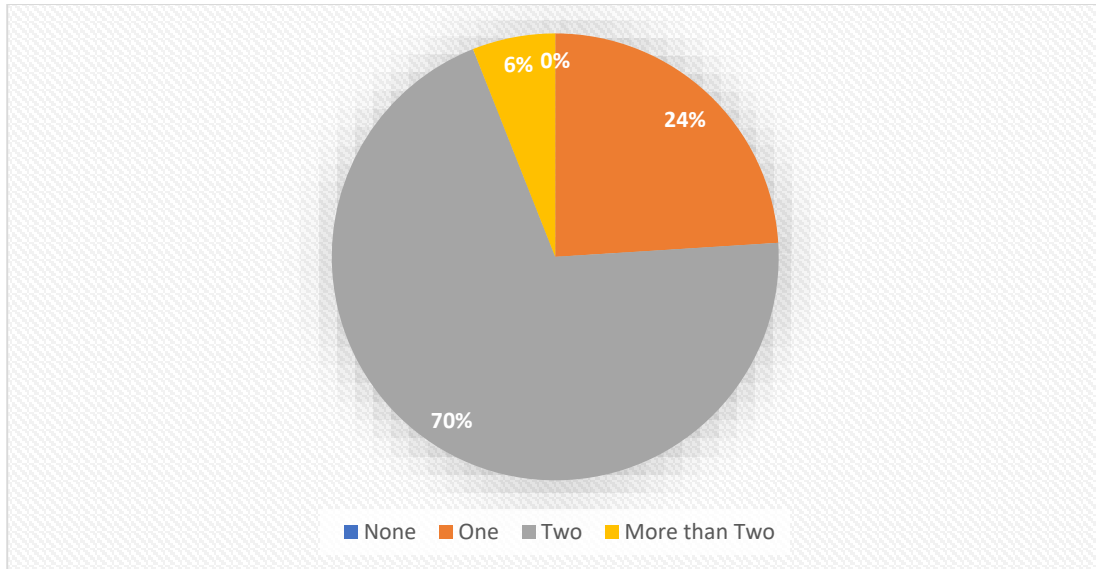
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. The number of children for women academicians is categorized into four groups. None, one, two, and more than two children were selected. Table 4 gives the details of the number of children of women academicians.

Table 4
Number of Children of Women Academicians

S.No	Children	Number of women Academicians	Percentage
1.	None	0	00
2.	One	12	24
3.	Two	35	70
4.	More than two	03	06
	Total	50	100

Table 4 shows the details of the number of children of women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 70.00% of the women academicians are having two children, 24.00% of the women academicians are having one child, 6.00% of the women academicians are having more than two children and 0.00% of the women academicians have no children. It is observed that most of the women academicians (70.00 %) from selected institutions of higher education in Tamilnadu are having two children.

Fig.4 Number of Children of Women Academicians



5. Type of Family of Women Academicians

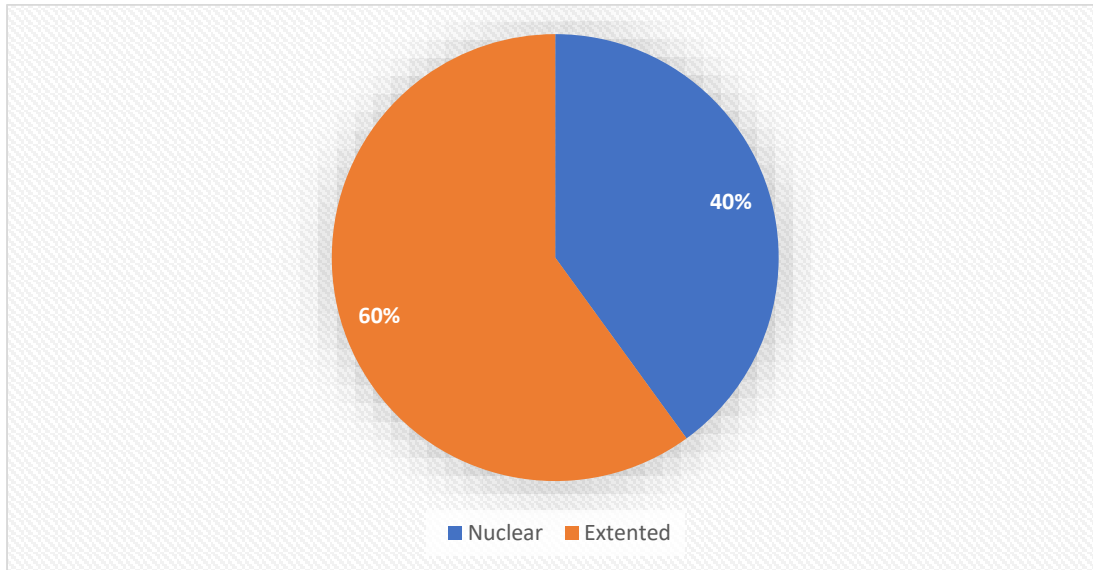
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. Women academicians are classified into two types of family, nuclear family, and extended family. Table 5 gives the details of the type of family of the women academicians.

Table 5
Type of Family of Women Academicians

S.No	Family	Number of women Academicians	Percentage
1.	Nuclear	20	40
2.	Extended	30	60
	Total	50	100

Table 5 reveals the type of family of the women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 40.00% of the women academicians are having a nuclear family, and 60.00% of the women academicians are having extended family. It is observed that most of the women academicians (40.00 %) from selected institutions of higher education are living in a nuclear family setup.

Fig.5 Type of Family of Women Academicians



6. Residing in the Same Area of Institution

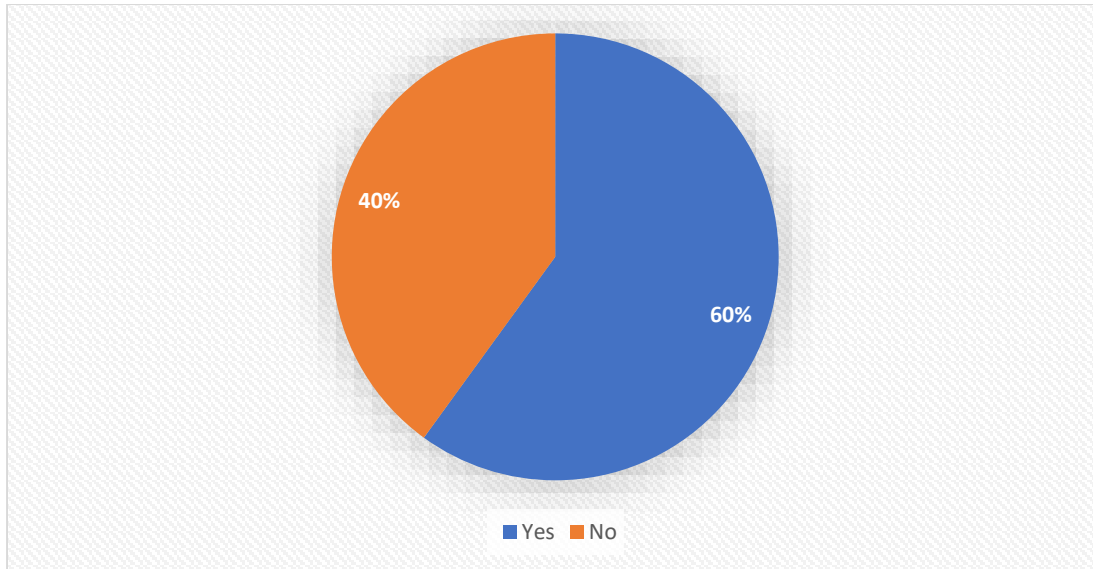
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. Table 4.6 gives the details of women academicians residing in the same area of their institution.

Table 6
Residing in the Same Area of Institution

S.No	Residing area	Number of women Academicians	Percentage
1.	Yes	33	66
2.	No	22	44
	Total	50	100

Table 6 explores the details of women academicians residing in the same area of their institution. Out of 50 women academicians, 66.00% of the women academicians are residing in the same area of their institutions and 44.00% of the women academicians are not residing in the same area of their institutions. It is observed that most of the women academicians (66.00 %) from selected institutions of higher education in Tamilnadu are residing in the same area of their institutions.

Fig.6 Residing in the Same Area of Institution



7. Designation of Academicians

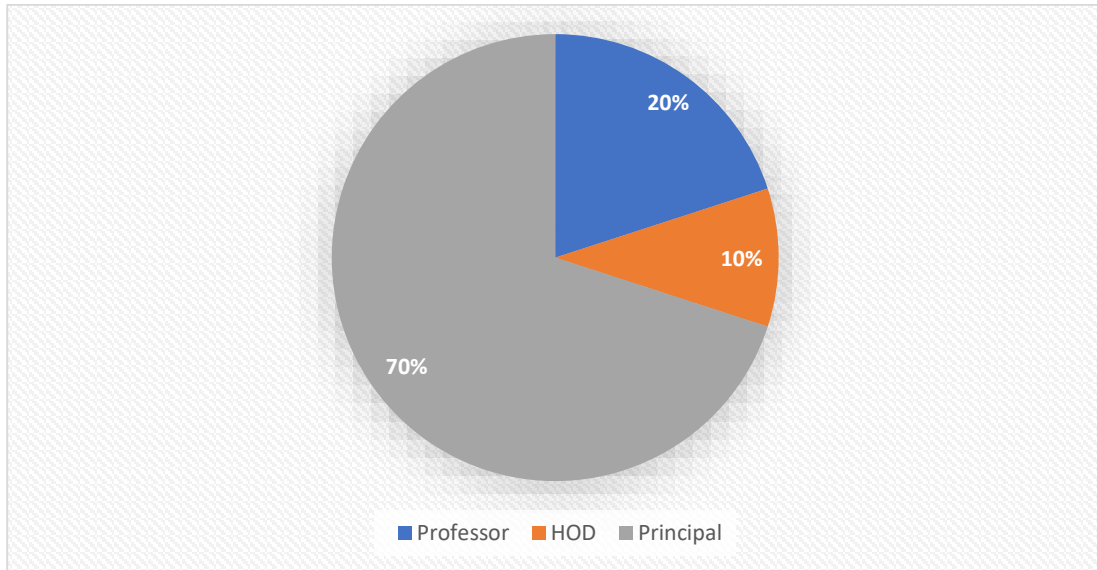
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. Women academicians are classified with their designation, Professor, Head of the Department (HOD), and Principal. Table 7 gives the details of the designations of women academicians.

Table 7
Designation of Academicians

S.No	Designation	Number of women Academicians	Percentage
1.	Professor	10	20
2.	HOD	05	10
3.	Principal	35	70
	Total	50	100

Table 7 shows the details of the designation of the women academicians. Out of 50 women academicians, 10.00% of the women academicians are working as Head of the department (HOD), 20.00% of the women academicians are working as Professors and 70.00% of the women academicians owing the cadre as Principals. It is observed that most of the women academicians (70.00 %) from selected institutions of higher education in Tamilnadu are presently working as Principals.

Fig.7 Designation of Academicians



8. Work Experience of Academicians

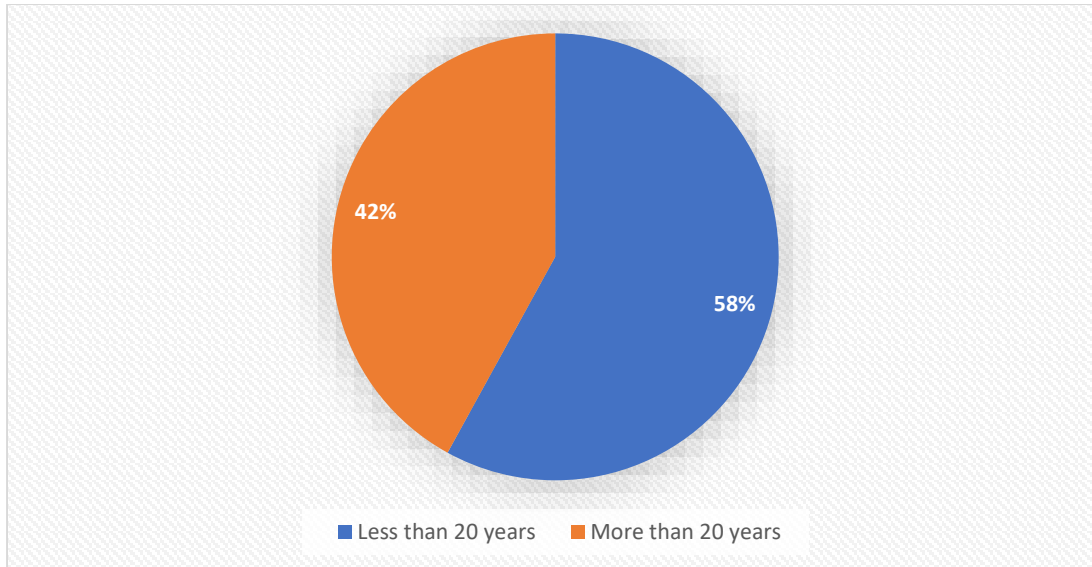
Women academicians from selected institutions of higher education in Tamilnadu were selected for this study. Women academicians with vast experience in higher education were selected and they were classified with work experience as less than 20 years and more than 20 years. Table 8 gives the details of the Work experience of women academicians.

Table 8
Work Experience of Academicians

S.No	Experience	Number of women Academicians	Percentage
1.	Less than 20 years	29	58
2.	More than 20 years	21	42
	Total	50	100

Table 8 reveals the details of the work experience of women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 42.00% of the women academicians are having work experience of more than 20 years and 58.00% of the women academicians are having less than 20 years of work experience. It is observed that most of the selected women academicians (58.00 %) from selected institutions of higher education in Tamilnadu are having less than 20 years of work experience.

Fig.8 Work Experience of Academicians



Results and findings

1. Table 1 displays the details of the age distribution of the women from selected institutions of higher education in Tamilnadu, It is observed that 24.00% of the women academicians are having 50-55 years of age, 16.00% of the women academicians are in the age group of above 55 years, and 60.00% of the women academicians from selected institutions of higher education are in the age group of 45-50 years. It is noted that most of the women academicians (60.00%) from the selected institutions of higher education in Tamilnadu are having age between 45 to 50 years.
2. Table 2 explores the details of the marital status of the women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 90.00% of the selected women academicians in higher education are married and 10.00% of the selected women academicians in higher education are living as single. It is observed that most of the women academicians (90.00 %) from selected institutions of higher education in Tamilnadu are married.
3. Table 3 displays the details of a spouse working in the same profession as the women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 68.00% of the spouses are not working in the same profession and 32.00% of the spouses are working in the same profession. It is observed that most of the women academician's spouses (68.00 %) are not working in the same profession.
4. Table 4 shows the details of the number of children of women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 70.00% of the women academicians are having two children, 24.00% of the women academicians are having one child, 6.00% of the women academicians are having more than two children and 0.00% of the women academicians have no children. It is observed that most of the women academicians (70.00 %) from selected institutions of higher education in Tamilnadu are having two children.
5. Table 5 reveals the type of family of the women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 40.00% of the women academicians are having a nuclear family, and 60.00% of the women academicians are having extended family. It is observed that most of the women academicians (40.00 %) from selected institutions of higher education are living in a nuclear family setup.
6. Table 6 explores the details of women academicians residing in the same area of their institution. Out of 50 women academicians, 66.00% of the women academicians are residing in the same area of their institutions and 44.00% of the women academicians are not residing in the same area of their institutions. It is observed that most of the women academicians (66.00 %) from selected institutions of higher education in Tamilnadu are residing in the same area of their institutions.

7. Table 7 shows the details of the designation of the women academicians. Out of 50 women academicians, 10.00% of the women academicians are working as Head of the department (HOD), 20.00% of the women academicians are working as Professors and 70.00% of the women academicians owing the cadre as Principals. It is observed that most of the women academicians (70.00 %) from selected institutions of higher education in Tamilnadu are presently working as Principals.
8. Table 8 reveals the details of the work experience of women academicians from selected institutions of higher education in Tamilnadu. Out of 50 women academicians, 42.00% of the women academicians are having work experience of more than 20 years and 58.00% of the women academicians are having less than 20 years of work experience. It is observed that most of the selected women academicians (58.00 %) from selected institutions of higher education in Tamilnadu are having less than 20 years of work experience.

Conclusion

To conclude, the immediate problem of confronting women in terms of their leadership is not so much that we lack the attributes demanded by the challenges facing our institutions, nor that our organizations are ill-equipped to respond to these challenges, but rather we can say it is neglected. The lack of women's leadership should be analyzed to determine the persistence factors such as gender gap, glass ceiling, and leadership style in higher education. On reviewing the literature on women's status in holding leadership positions, the United States and other western countries contribute more than Indian universities. There is a lack of research-based information barriers faced by women educational leaders at Indian universities in terms of existence, causes, and remedies. This has to be sufficiently integrated into the structures of institutions of higher education.

References

1. Acker, J. (1992). From sex roles to gendered institutions. *Contemporary Sociology*, 21, 565-569.
2. Acker, J. (2004). Hierarchies, jobs, bodies: A theory of gendered organizations. *The gendered society reader*, 2, 264-277
3. Acker, Joan (1992). "Gendering Organizational Theory." In *Gendering Organizational Analysis*, by Albert J. Mills and Peta Tancred, 248-60. Thousand Oaks, CA: Sage Publications, 1992.
4. Aguirre, A., Jr. (2000). Women and minority faculty in the academic workplace: Recruitment, retention, and academic culture (ERIC Digest). Retrieved 2010 from http://www.ed.gov/databases/ERIC_Digest
5. Albino, J.E. (1992). Strategy: The dirty word that women must learn. *Educational Record*, 73, 47-51.
6. Allen, L.H. (1986). Strategies and attitudes: Women in educational management. *Journal of Management Inquiry* 3,74-82.
7. Altbach, P.G. (1999). Patterns in higher education development-Social, political, and economic challenges. *Social Psychology Quarterly*, 59, 284-293. Alvesson, M., & Billing, Y.D. (1997). *Understanding gender and organizations*. London: Sage Publication.
8. Anderson, R.T., & Ramey, P. (1990). Women in higher education: Development through administrative mentoring. In L. B. Welch (Ed.), *Women in higher education: Changes and challenges* (pp. 183-190). New York: Praeger.
9. Annual Report Ministry of Human Resource Development, Government of India 2006, 2007 & 2012. Retrieved from http://mhrd.gov.in/overview_uni_higher, updated 21 January 2012.
10. Appelbaum, S.H., & Shapiro, B.T. (1993). Why can't men lead like women? *Leadership & Organization Development Journal*, 14(7), 28-34.

11. Census of India 2011. Provisional Tables, Paper 2, Office of the Registrar General and Census Commission, India, New Delhi
12. Desai, A.S. (1999) : Women in higher education and national development, University News, AIU, Vol 39, No 9
13. Dukkupati Uttara (2010) : Higher education in India : sustaining long term growth, South Asia monitor, 141, 01
14. Ghara, T.K. (2016): Classification of the States of India based on higher education development indicators, Journal of Research & Method in Education, Vol-6, No-6, pp. 65-70
15. Ghara, T.K. (2016): Ranking of the States of India based on higher education development indicators, The International Journal of Humanities & Social Studies, Vol-4, No-6, pp. 1-5
16. Gupta, Deepti and Gupta, Navneet (2012) : Higher Education in India: Structure, Statistics and Challenges, Vol 3, No 2, Pp 17-24
17. Gupta, N.L. (2003) : Women's education through ages, Concepts Publications Co., New Delhi
18. Kumar, J. and Sangeeta (2013) : Status of women education in India, Educationia Confab, Vol 2, No 4, Pp 162-176
19. Nath, S. (2014): Higher Education and Women participation in India, Journal of Business Management & Social Sciences Research, Vol 3, No 2, Pp 43-47
20. Raju, S. (2008) : Gender differentials in access to higher education in India – issues related to expansion, inclusiveness, quality and finance, University Grants Commission, New Delhi
21. Rao, R.K. (2001) : Women and Education, Kalpaz Publications, Delhi
22. Rencher, A.C. (2013) : Methods of Multivariate Analysis, 2nd Edition, Wiley
23. Sarkar, D. and Jhingran, D. (2012): Educational Development Index, Working Paper Series
24. UNESCO (2016). Education 2030 - Incheon Declaration towards inclusive and equitable quality education and lifelong learning for all_ ED-2016/WS/2