

IDENTIFICATION OF FACTORS INFLUENCING THE GLASS CEILING EFFECT ON WOMEN EMPLOYED IN EDUCATIONAL INSTITUTES

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ABSTRACT

The "glass ceiling effect" remains a formidable challenge for women pursuing leadership roles in educational institutes. This study delves into the intricacies of this phenomenon by identifying and analyzing the multifaceted factors that perpetuate gender-based disparities in leadership representation. Drawing upon a synthesis of historical context, existing literature, and empirical research, we elucidate the challenges faced by women educators in their career trajectories. Key factors explored include societal expectations, work-life balance, organizational culture, mentoring, and institutional policies. Our research employs a mixed-methods approach, incorporating a survey to gain insights from women educators in diverse educational settings. A questionnaire was circulated amongst 155 female employees working in educational institutes. The 120 valid responses were analyzed by employing multiple tests. Results indicated a significant amount of gender-based obstacles and discrimination in the workplace, which include prejudices against female leadership and uneven treatment. As we strive for gender parity and harness the untapped potential of women educators, this research offers a crucial foundation for future interventions and initiatives.

Keywords: Gender equity; Glass ceiling effect; Leadership; Women in education; Work-life balance; Workplace barriers.

INTRODUCTION

The concept of the "glass ceiling effect" has long been recognized as a formidable obstacle to gender equality in the workplace. This term refers to the invisible, yet pervasive, barriers that hinder qualified women from ascending the career ladder to reach positions of leadership and influence. The working women have to work on two fronts. They need to manage the office and household work simultaneously (Chaudhari et. al., 2022).

In today's society, when women are frequently tasked with the dual roles of managing their careers and shouldering domestic responsibilities, this double burden places an additional strain on their ability to break through the glass ceiling. To address this, guidance and psychological support should be provided to working women so that they can plan their careers at the workplace (Imadoğlu et. al., 2020).

While the glass ceiling effect is a pervasive issue across various industries and sectors, this research has shed light on its particularly significant impact within the realm of educational institutes. Researchers have pointed out that the glass ceiling effect has a significant impact on the female employees working in higher educational institutes (Vidhyalakshmi and Chauhan, 2021). This sector, often considered a bastion of enlightenment and progressive values, is not immune to the gender disparities that persist in the broader professional landscape. Educational institutions are expected to uphold principles of equality and equity, yet the glass ceiling remains a formidable challenge for female employees within these establishments. Although much progress on the issue has been made, gender bias is still prevalent and adversely impacts the working condition of women (Alhosseiny, 2023).

LITERATURE REVIEW

Glass ceiling effect has an inevitable impact on working women in many Industries. (Itty et. al., 2019; Islam and Jantan, 2017). It is astounding to know that after revolutionary changes in all industries, the effect is still being observed in today's scenario at the workplace. Kaur and Mittal (2022) have conducted a study in the healthcare industry and emphasized the need to focus on its elimination as a challenge in the future. The Hotel industry has also observed the same trend (Dauti and Dauti, 2020). The Presence of women in managerial positions is comparatively less in the public sector compared to the private sector (Bindu, 2022). Furthermore, it is generally observed that the number of highly educated women is comparatively very high than the number of women in higher positions in the corporate world (Sharma and Birthare, 2018; Nandy et. al., 2014). Babic and Hansez (2021) have shown that job strain and engagement contribute to lower job satisfaction due to glass-ceiling effects leading to leaving the organization. Psychological and behavioral problems are the effects of glass ceiling effect creating a societal imbalance (D'sa, 2023). It also includes governmental and situational barriers.

Remedies to solve the problems can be: to improve the confidence of women and being free to share opinions with higher authorities (Lekshmipriya, 2019). The bias can be unintentional and this discrimination can be removed (Banu and Angamuthu, 2022). Advancement in organizational culture is the need of the market (Mishra et. al., 2018). To avoid gender discrimination, researchers advocate that a blind review of the resumes for selecting appropriate leaders at higher positions should be undertaken (Abbas et. al., 2021).

In light of these observations, this research paper endeavors to explore and analyze the factors that contribute to the glass ceiling effect specifically within the context of women employed in educational institutes. By delving into the unique challenges faced by female educators in this sector, it aims to shed light on the intricate web of factors that affect their career advancement. Understanding these factors is not only vital for achieving gender parity within educational institutions but also for fostering a more equitable society at large.

OBJECTIVES

The main purpose of this survey is to assess and identify the factors influencing the glass ceiling effect in educational institutions. The objectives are as under:

1. To analyze whether the glass ceiling effect exists for women employees in educational institutes
2. To analyze the factors contributing to the glass ceiling effect at the Institutes
3. To give appropriate suggestions to overcome the problems and challenges of the glass ceiling at the workplace

HYPOTHESIS

Ho: The glass ceiling effect that exists for women employees is insignificant. (Median = 3)

H1: The glass ceiling effect that exists for women employees is significant. (Median \neq 3)

METHODOLOGY

A descriptive research design is used for the current study. The sample size selected for the study is 120 working women in professional educational institutes. The sampling technique used for this research is non-probability purposive sampling. Both primary and secondary data collection sources have been used. One-sample Wilcoxon Signed Rank Test has been used using the SPSS software.

Table No: 1: One-Sample Wilcoxon Signed Rank Test

Glass ceiling at workplace	Null hypothesis	Observed Median	P - value	Results
Unequal treatment	The median of Unequal treatment equals 3	5	0.000	Rejected (High impact)
Unfair rewards	The median of Unfair rewards equals 3	5	0.000	Rejected (High impact)
Non-acceptance of junior for a female boss	The median of Non-acceptance of junior for a female boss equals 3	5	0.000	Rejected (High impact)
Not considered at par with males due to inability to work longer time	The median of Not considered at par with males due to inability to work longer time equals 3	5	0.000	Rejected (High impact)
Women are denied promotion due to inability to relocate	The median of women are denied promotion due to the inability to relocate equals 3	5	0.000	Rejected (High impact)
Perform better than men to promoted	The median of Perform better than man to promoted equals 3	4	0.000	Rejected (High impact)
Standards are higher for women than men	The median of Standard is higher for women than men equals 3	4	0.000	Rejected (High impact)
Women's viewpoint are not heard unless it is seconded by men	The median of Real-time payments equals 3	4	0.000	Rejected (High impact)
Positions below capacity offered to women	The median of Women's viewpoint not heard unless it is second by men equals 3	4	0.000	Rejected (High impact)
Women are likely to face the barriers of a ceiling at the workplace	The median of Women are likely to face the barriers of a ceiling at the workplace equals 3	4	0.000	Rejected (High impact)

In the table No. 1, according to the data collected from the women on ten factors have been shown. Non-parametric one-sample Wilcoxon signed Rank Test was applied to evaluate the Glass ceiling at the workplace. Factors such as - unequal treatment, unfair rewards, non-acceptance of junior for a female boss, not being considered at par with males due to inability to work longer time, women are denied promotion due to inability to relocate, perform better than men to promoted, standard are higher for women than men, women's viewpoint not heard unless it is second by men, positions below capacity offered to women and women are likely to face the barriers of a ceiling at workplace are observed having have high impact.

Table No: 2 Descriptive Statistics

Factors	Me an	Std. Deviation	Analys is N
Considered as a secondary earner in the family	4.65	0.479	120
Women are not accepted as key decision-makers in financial decision	4.22	0.832	120
Expected to give priority to personal life over professional life	4.63	0.536	120
Primary role confined as a homemaker	3.40	1.040	120
Social inequality	3.32	1.021	120
Household chores	3.20	1.074	120
Society's inability to accept a house husband	3.20	1.120	120
Inability to relocate due to husbands job and kids	3.14	1.023	120
Lack of safety and security	3.53	1.020	120
Barriers of glass ceiling in the organization	3.46	1.076	120

Table No. 2, Provides the list of other 10 factors on which the survey was conducted and their standard deviation and Analysis N as per the data collected.

Table No: 3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.749
Bartlett's Test of Sphericity	Approx. Chi-Square 951.708
	df 45
	Sig. 0.000

From the above table no. 3, it can be concluded that the data is sufficient for further analysis as the value of KMO = 0.749 indicates that the present data has adequate samples. Also, the value of Bartlett's test = 0.000 indicates that the correlation matrix is distinct from the identity matrix and adequate correlation between the variables exists.

Table No: 4 Communalities

Factors	Initial	Extraction
Considered as a secondary earner in the family	1.000	0.785
Women not accepted as a key decision makers in financial decision	1.000	0.582
Expected to give priority to personal life over professional life	1.000	0.800
Primary role confined as a homemaker	1.000	0.847
Social inequality	1.000	0.935
Household chores	1.000	0.892
Societies inability to accept a house husband	1.000	0.879
Inability to relocate due to husbands job and kids	1.000	0.741
Lack of safety and security	1.000	.792
Barriers of glass ceiling in the organization	1.000	.830
Extraction Method: Principal Component Analysis		

As shown in the above table no. 4, total 10 items have been retained for Factor Analysis after the elimination of items having communalities below 0.5. All the values of communalities of the item retained are between 0.582 till 0.935 which is above the cut criteria of 0.50. The communalities are the sum of squares of factor loading horizontally.

Table No: 5 Total Variance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.560	45.599	45.599	4.560	45.599	45.599	3.655	36.549	36.549
2	1.968	19.680	65.278	1.968	19.680	65.278	2.379	23.795	60.344
3	1.555	15.550	80.829	1.555	15.550	80.829	2.049	20.485	80.829
4	0.565	5.647	86.475						

5	0.4 42	4.418	90.893
6	0.3 28	3.278	94.171
7	0.2 63	2.635	96.806
8	0.1 83	1.826	98.632
9	0.0 78	0.781	99.413
10	0.0 59	0.587	100.000

Extraction Method: Principal Component Analysis

As per table no. 5, the column “Eigenvalue” indicates the sum of squares of factor loading vertically and all the factors having eigenvalue values more than 1 are retained. Thus, it can be seen that the first three factors have eigenvalues as 4.560, 1.968, and 1.555; therefore all three factors are retained. Column “Total” indicates the eigenvalues. Maximum variation is accounted for by the First factor and the next factors will contain the left-over variation, so it can be said that all the successive factors will extract lesser variance as compared to the current factor. Column “Percentage of Variance” indicates the percentage of variation explained by each factor. It is Eigenvalue/total items x 100. Column “Cumulative Percentage” indicates the sum of variations explained by all the preceding and current factors. The result indicates that the percentage of the three factors extracted is 80.829.

Table No: 6 Rotated Component Matrix

Factors	Component		
	Gender Roles and Expectations	Professi onal barrier s	Economic and financial Dependence
Considered as a secondary earner in the family			0.884
Women not accepted as a key decision makers in financial decision			0.666
Expected to give priority to personal life over professional life			0.894
Primary role confined as a homemaker	0.897		
Social inequality	0.947		
Household chores	0.915		
Societies inability to accept a house husband	0.916		
Inability to relocate due to Husbands job and Kids		0.805	
Lack of safety and security		0.880	
Barriers of glass ceiling in the organization		0.880	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 4 iterations

As per table no. 6: rotated component matrix, there are four variables in factor 1, three variables in factor 2, and three variables in factor 3.

Table no.6 gives the correlation between the variables and the dimension. The values of the component matrix are known as factor loading. These are the correlation values and hence possible values range from – 1 to +1. So it is seen that total 10 items have clubbed and formed 3 independent factors and are named as Gender roles and expectations, Professional barriers and Economic and financial dependence.

RESULTS AND DISCUSSION

- The ten factors as mentioned in table no. 1 indicate that Women are likely to face the barriers of a ceiling at workplace have high impact.
- Gender roles and expectations explain 45.599 of variance with $\lambda = 4.560$ it has four items: Primary role confined as a homemaker with factor loading 0.897, social inequality with factor loading 0.947, Household chores with factor loading 0.915 and society's inability to accept a house husband with factor loading, 0.916.
- Professional barriers explain 19.680 of variance with $\lambda = 1.968$ it has three items: Inability to relocate due to husband's job and kids with factor loading 0.805, Lack of safety and security with factor loading 0.880 and Barriers of glass ceiling in the organization with factor loading 0.880.
- Economic and financial dependence explains 15.550 of variance with $\lambda = 1.555$ it has three items: Considered as a secondary earner in the family with factor loading 0.884, women are not accepted as key decision makers in financial decisions with factor loading 0.666 and Expected to give priority to personal life over professional life with factor loading 0.894.

CONCLUSION

The study's findings point to a worrying degree of perceived gender-based hurdles and discrimination in the workplace. These include prejudices against female leadership, uneven treatment, unjust incentives, and barriers to job advancement. The idea that women confront structural hurdles to progress supports the idea that there is a glass ceiling effect. Through factor analysis, three major concern areas out of ten has been derived as follows:

Gender roles and expectations: This element draws attention to the continuation of cultural expectations and conventional gender roles that predominantly limit women to the position of homemaker. The strong gender norms and prejudices that still exist are highlighted by the high factor loadings for items like "Primary role confined as a homemaker" and "Society's inability to accept a house husband." The differences in how people perceive gender inequities are greatly influenced by these assumptions.

Professional barriers: The difficulties women encounter in advancing their professions are indicated by professional obstacles, which include problems such as being unable to relocate because of a spouse's employment or childcare obligations, a lack of safety and security, and the existence of a glass ceiling in organizations. Although they make up a smaller portion of the overall variation than gender roles, these obstacles still need to be removed in order to advance gender equality in the workplace.

Economic and financial dependence: The economic and financial inequities that women face are highlighted by the fact that males are often the household breadwinners and that women are expected to put their personal lives before their careers. The factor loading for "women not accepted as key decision-makers in financial decisions" shows that attitudes and practices in financial decision-making need to be changed.

SUGGESTIONS

1. **Challenge Gender Stereotypes:** An initiative to challenge gender stereotypes can be launch within educational institutes, promoting an equitable division of household duties and emphasizing freedom of choice in roles based on preferences and skills.
2. **Support Work-Life Balance:** Flexible work arrangements and affordable day-care options may assist women in balancing professional responsibilities with family care in educational settings. Implement flexible work options to accommodate family obligations for all employees in educational institutes
3. **Promote Financial Empowerment:** Encourage women's active involvement in financial decisions through financial literacy programs and open financial discussions can break the cycle of economic dependence.
4. **Embrace Diversity and Inclusion:** Implement diversity and inclusion initiatives, including mentoring programs, leadership development, and equal pay policies would eliminate the glass ceiling effect within academic institutions.
5. **Advocate for Gender Equality:** Maternity and paternity leave policies, equal pay regulations, and anti-discrimination legislation at national and municipal levels helps to advance gender equality in educational institutes.
6. **Monitor Gender Discrepancies:** Track gender disparities across academic departments and leadership roles within educational institutes.
7. **Cultivate Inclusive Culture:** Gender sensitivity training for all employees to combat biases and foster an inclusive workplace culture.
8. **Ensure Equal Pay:** Implement and consistently enforce equal pay rules to prevent gender-based pay discrepancies among faculty and staff.
9. **Revise Promotion Criteria:** Modify promotion criteria to ensure fairness and eliminate gender biases, promoting merit-based advancement.
10. **Support Women in Leadership:** Promote diversity in leadership positions and offer support programs for women aspiring to leadership roles.
11. **Establish Diversity Committees:** Establish diversity and inclusion committees to identify and address gender prejudice and discrimination issues within the institute.
12. **Reduce Biases in Recruitment:** Mminimize subjective biases in recruitment and promotion procedures, ensuring transparency and merit-based selection.

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