

An Investigation on the Workplace Equality among academicians towards Education Sector at Chennai

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ABSTRACT

This study aims to assess the workplace equality among academicians towards Education sector at Chennai. In this survey, we used a quantitative survey method using a Google Forms survey from the target individuals and through Questionnaire directly from employees working at education sector with a sample size of 500 academicians. It throws light on the important variables of study that is a multi- dimension-based index comprised by five dimensions—Empowerment, Education, Health, Violence, and Time. This study's primary goal is to explain how academicians' perspectives of gender equality relate to one another. This study's goal is to propose a paradigm for evaluating gender disparity in the education sector that shows how the gender balance in this academic setting is changing. The proposed study will advance gender equality among academicians by using statistical tests such as the Chi Square Test, Correlation Test, Regression Test, One Way ANOVA, Mann Whitney U test, etc. These tests provide a user-friendly way to assess the presence of gender inequality, summarised into a single number but capable of being detailed in several levels and to provide insight into progression over time. In contrast to global indices, this research offers a new methodological paradigm for measuring gender disparity based on readily available data that is simple to use and comprehend. The study's findings are supported by its findings, which show that academicians who participated in the study perceive gender equality to be "strongly agree" in the sub-dimensions of empowerment, education, health, violence, and time, as well as "strongly agree" in workplace equality. Additionally, it was discovered that academicians' perceptions varied statistically significantly in accordance with demographic characteristics.

KEY WORDS: Gender Equality, Academicians, Workplace, Empowerment, Education, Health, Violence, Time, Job Satisfaction.

1.INTRODUCTION

Academicians stand out as the most crucial component, despite the fact that there are numerous other factors that can effect academic achievement. The majority of the functions that academicians play in boosting achievement are played in higher education. The culture, values, and beliefs of the institution have a considerable impact on the academicians who permeate this milieu, which in turn has an impact on how well academicians perform in this setting. Academicians' performance is impacted by things like the environment they work in, how they view people, and how they view gender. While the idea of sex clarifies why people are physiologically male or female (Bee & Boyd, 2009), the idea of gender imposes societal roles on both men and women and expects them to carry them out.

Societies demand both genders to perform and uphold the responsibilities that have been allocated to them within their own traditions. This situation puts gender on the table for discussion. In other words, gender can be defined as the way a person is defined in relation to the society they live in (Altnova & Duyan, 2013; Woolfolk-Hoy, 2015). According to Reeves and Baden (2000), gender equality is the process by which women and men receive equal chances in every sector of society and the expectations are fairly assessed.

The idea of gender equality is founded on the observation that not all initiatives and activities involve the same percentage of men and women, but rather that both sexes make equal use of the chances available, increasing the welfare levels of both sexes in society (Momsen, 2009). The term "gender inequality" refers to inequalities between the sexes in terms of securing or maintaining opportunities. Although gender equality and inequality vary depending on the social structure of a country, in patriarchal societies, women are typically the ones who experience gender disparity and are underrepresented in opportunities (Demirgöz Bal, 2014). It is evident that one of the most crucial weapons in eradicating this undesirable scenario is education.

Because it is undeniably important for education to break down prejudices that are based on gender inequality in order to promote gender equality. Academicians are significant role models for students, thus their attitudes and actions are taken very seriously in this context. So much so that academicians' attitudes and actions may help promote gender equality; conversely, they may result in ostracism, which worsens the situation. The growth of society's concept of gender equality depends on how academicians, who are the primary actors in higher education, view it. Because academicians have the ability to influence their surroundings and act as change agents in society. However, it is evident that there are a number of barriers to the advancement of gender equality perceptions, both within the organisation and in society. For example, the teaching profession is perceived as a female profession, there is a false belief that women should spend more time doing housework, and women are relegated to the background in career development.

II. REVIEW OF LITERATURE

EMPOWERMENT AND WORKPLACE EQUALITY

Mądra-Sawicka M, Nord JH, Paliszkiewicz J, Lee T-R(2020) have investigated in their study on “Digital Media: Empowerment and Equality. Information” that social networking technologies, specifically, are being used in Taiwanese workplaces. A web survey was used to gather the data for this investigation. Participants provided answers to questions about whether social media could empower people and promote equality. Employees that responded included both men and women. The results show that social technology platforms are used by people of both sexes for business support, that they enjoy their advantages, and that they think they might empower them to succeed. When used for business support and empowerment, there were substantial variations between how men and women used Facebook and YouTube. This essay compares how men and women use social technologies, and it looks into how the economic empowerment component is actually realized.

Raynolds, L.T(2021) has analyzed on Gender equity, labor rights, and women’s empowerment However, little is known about their gender norms and implications for female employees, who are frequently the most disadvantaged, as certification programmes aim to promote decent work in global agriculture. The report discusses the gender standard domains of addressing gender equality in the workplace and other gender rights that are more inclusive. Addressing family responsibilities is crucial

because they influence women's capacity to accept paid employment, their employment needs, and their general wellbeing. This demonstrates how it seeks to support the wellbeing of female workers by addressing their workplace needs through equal employment, treatment, and compensation standards and their reproductive needs through maternity leave and childcare services for female workers. It

demonstrated how advancing women's individual emancipation is a prerequisite for communal emancipation, how focusing on labour rights is insufficient for empowering women.

Irshad Ahmad Reshi, & Dr T. Sudha. (2022) have stated that Women empowerment is a critical issue in today's world, as it seeks to expand the influence of women in society, the economy, and politics. The notion of women's empowerment, its historical development, and its significance in accomplishing sustainable development goals are all summarised in this literature review. The review outlines the effective ways for empowering women, such as education, resource access, and political participation, as well as the numerous barriers to their empowerment. The analysis ends with suggestions for researchers, civil society groups, and governments on how to further the cause of women's emancipation.

EDUCATION AND WORKPLACE EQUALITY:

Hora, M. T., Smolarek, B. B., Martin, K. N., & Scrivener, L. (2019) have investigated in their study "Exploring the Situated and Cultural Aspects of Communication in the Professions: Implications for Teaching, Student Employability, and Equity in Higher Education" The idea that skills are isolated pieces of knowledge and character is among the "skills discourse"'s negative aspects. It examines how 96 students, instructors, and employers in nursing and engineering define and describe communication abilities using theory from communication studies, critical discourse analysis, and cognitive anthropology. Multiple "genres" of communication, their associations with certain contexts, variations in the structure of situational concepts of communication by role group, and cultural models behind their use were all uncovered using thematic and social network studies. The findings point to fresh directions for study and application of teaching and cultural diversity in higher education.

Geisler, E., & Kreyenfeld, M. (2019) have stated their research on "Policy reform and fathers' use of parental leave in Germany: The role of education and workplace characteristics The introduction of the parental leave benefit scheme" as a significant reform that changed the welfare state in Germany to one that better supports the harmony of work and family life. On the basis of data from the German microcensus conducted between 1999 and 2012, we examine in this article whether and how this reform has impacted men's usage of parental leave. All educational levels have shown a rise in parental leave usage, but men with a university education have seen the biggest change. Men who work in the public sector are more likely to take leave, whereas self-employed and temporary workers are less likely to do so. These linkages have not been greatly impacted by the parental leave change..

Carol Campbell (2021) has analyzed in his study on "Educational equity in Canada: the case of Ontario's strategies and actions to advance excellence and equity for students, University Leadership & Management" that Canada takes pride in its multiculturalism, appreciation of diversity, and great and equitable educational outcomes, with performance above average and a lower than average socioeconomic impact. In addition to the Canadian Charter of Rights and Freedoms, policies pertaining to child care, language rights, immigration, and Indigenous people have influenced equity for educational excellence, improving student performance and reducing performance gaps for sub-groups.

Attention to gender with measures did not fully address other demographic factors, systemic inequities, and multiple forms of discrimination, developing strategies and actions to advance an equitable society have also had an impact.

HEALTH AND WORKPLACE EQUALITY:

Sherman BW, Kelly RK, Payne-Foster P(2021) have recommended in their study on "Integrating Workforce Health Into Employer Diversity, Equity and Inclusion Efforts" as awareness of deeply ingrained racial and socioeconomic inequality has grown as a result of collective experience with COVID-19 and Black Lives Matter. The health status of employees and their families is a frequently ignored focus of diversity, equity, and inclusion activities, where equitable access to high-value health benefits should be offered to all. Employers need to make sure that DEI initiatives include equitable benefit designs and

objectively evaluate the effects of benefit designs on healthcare spending and utilisation. Additionally, employers must recognise that the workplace has a substantial role in determining health, particularly for lower-income workers, and must examine their policies and practises in order to grasp more clearly the varying effects that health management options have on various subpopulations. limitations and possibilities for expanding benefits equity.

Ni Luasa S, Ryan N, Lynch R(2022) have investigated in their study on “A Systematic review protocol on workplace equality and inclusion practices in the healthcare sector” that Although workplace equality and inclusion practises in healthcare have evolved from the standpoint of service users, little is known about their application in upper-middle-income and high-income countries. The fact that nationals and non-nationals are increasingly working "side by side" in the developed world's healthcare workforce indicates the importance of strong workplace equity and inclusion policies for healthcare businesses. The best available research on workplace equality and inclusion practises in the healthcare sector of middle-income and high-income economies has been synthesised. Healthcare organisations that welcome and value all of their employees are more creative and productive, which can lead to better quality care.

Ayla Avci(2023) has described in her study on “A Review on Diversity, Equality, and Inclusion Approach in Companies” that initiatives to promote diversity, equality, and inclusion (DEI) in the HSPR workforce and workspaces, as well as the perception of the professional climate in HSPR. Our survey looked at the sociodemographics of the participants, their feelings of inclusion, and their direct and indirect encounters with prejudice at their respective institutions and organisations. Fisher's exact test was used to examine the sample proportions of responses by gender identity, sexual orientation, race/ethnicity, and disability status. Our findings indicate that more needs to be done to accomplish these goals despite a growing commitment to broadening the diversity of the HSPR workforce and enhancing equity and inclusion in the workplace.

1.1. VIOLENCE AND WORKPLACE EQUALITY:

Yeogyong Yoon, Kyunghee Jung-Choi(2022) have explained in their study on “Workplace Violence and Gender Equality: Country Level Data in European Countries and Korea” that Workplace violence is "any action, incident, or behaviour that deviates from reasonable conduct in which a person is assaulted, threatened, harmed, or injured in the course of, or as a direct result of, his or her work," according to the definition given by the World Health Organisation. Violence at work can result in both mental and physical health issues, including cardiovascular disease, sleeplessness, depression, and post-traumatic stress disorder. Additionally, workplace violence can hurt an organisation by making employees more likely to leave and decreasing commitment and job satisfaction. As a result, workplace violence is a significant public health issue that needs to be actively addressed. The fact that this study addressed the issue of underreporting violence makes it important.

Susan G. Ellicott (2022) have examined in their study on “Arriving at a social equity orientation on workplace domestic violence policy in Australia, Labour and Industry” that The Australian Government's policy on workplace domestic violence relates to the process theory of how and why workplace domestic violence policy originated in Australia as a workplace equality and gender equality policy. It is discovered that non-traditional actors (anti-domestic violence activists, union members, and researchers) influenced traditional actors (state agencies, labour unions, and employer parties) to adopt policies and mechanisms after 2010 that are likely to improve the social equity of workers who have experienced domestic violence. Their own knowledge and experience of domestic violence, as well as the support of the labour union, were crucial to non-traditional actors' effectiveness in this.

Lesley Tilley, Jill Mistretta, Coletta Barrett, Luanne Billingsley(2023) have investigated on their study “Workplace Violence in Health Care: Utilization of Protection, Prevention, and Planning Strategies” that By examining gender inequalities, we can examine workplace violence and nursing outcomes. Four

questions taken from the International Hospital Outcome Study were used to gauge workplace violence. To create a sociodemographically balanced dataset of 108 male and 288 female nurses, we employed propensity score matching. Gender differences were examined using comparative statistics and multi-group structural equation modelling. Compared to female nurses, male nurses reported more staff aggression at work and a lower inclination to stay. Workplace violence was directly associated with reduced intention to stay in male nurses, and it was discovered that the mediation of burnout sharing with female nurses was consistent with the emotional events theory. Compared to female nurses, male nurses are more frequently the victims of workplace violence. Male nurses react to workplace violence in a similar way to female nurses, but they also act out.

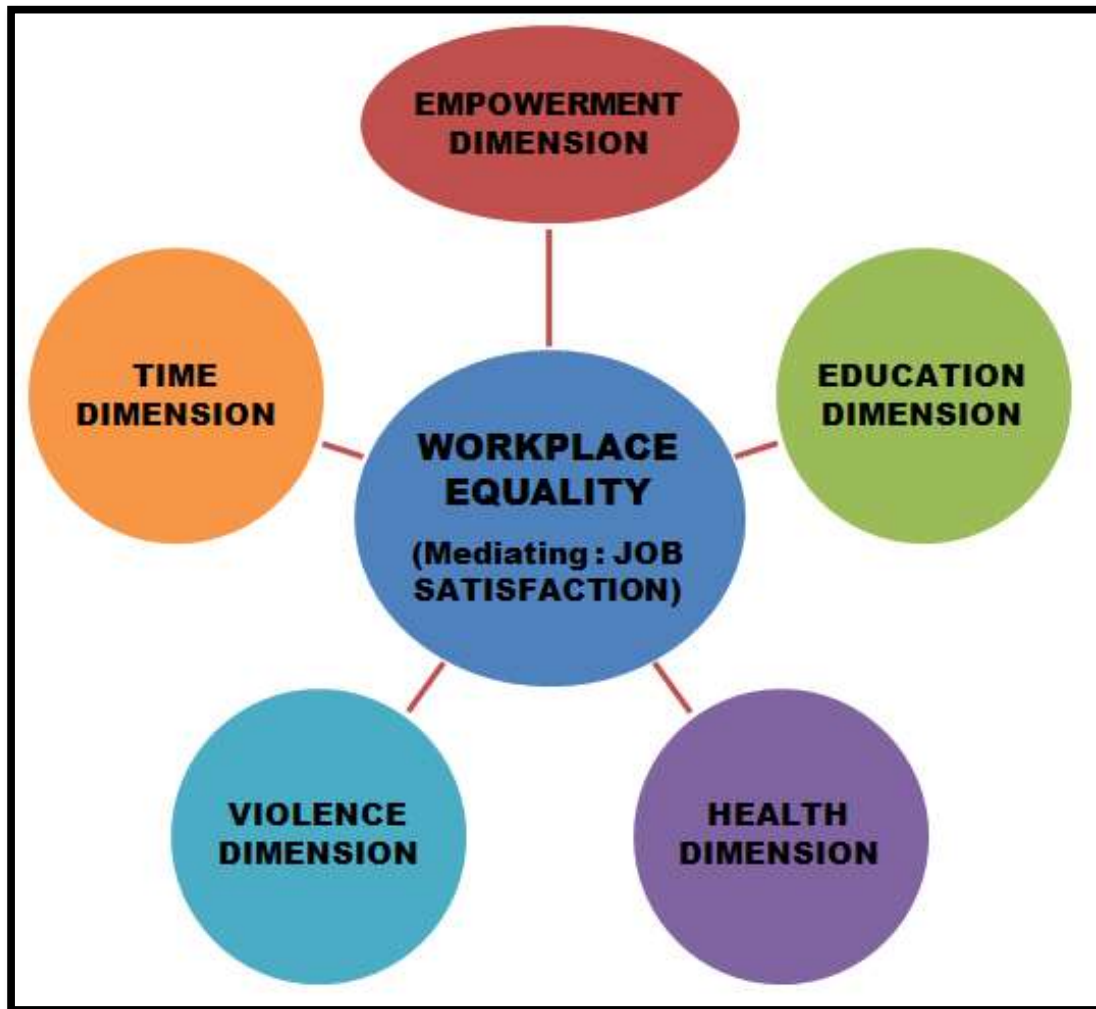
TIME AND WORKPLACE EQUALITY:

Chung, H., van der Lippe, T.(2020) have explained in their study on “Flexible Working, Work–Life Balance, and Gender Equality” that This special examines the impact that flexible working may have on the gender division of labour and employees' work-life balance by combining cutting-edge, multidisciplinary research in the fields of sociology, economics, and social work with data from throughout Europe and the US. Despite the fact that there are many studies on the gendered outcomes of flexible working, they are limited because the majority are qualitative studies based in the US that look at the significance of context, specifically, family, organisational, and country, intersection between gender and class, and finally, the results for various types of flexible working arrangements on the gendered outcomes of flexible working on work life balance and other work and family outcomes. The findings of the studies demonstrate that gender is important in determining how flexible working affects outcomes.

McNamara, T. (2021) have stated in their study on “Equity at the Workplace: A Moment in Time and Place Working in Partnership with the United Way of Massachusetts Bay and Merrimack Valley, Work Equity at the Boston College Center for Social Innovation” that 178 organisations completed the Workplace Equity Survey, yielding a 17% response rate. The Boston Workplace Equity survey asked participants about a variety of significant topics, such as the pressures on their organisations, the perceived equity of their organisational systems, the availability of flexible job structures that employees might be able to use as they adapt to the unstable business environment, and organisational resilience. 87% of the organisations were nonprofit. The respondents' thoughts on equity at work are the main subject of this study.

Andrea Hjálmsdóttir, Valgerður S. Bjarnadóttir(2023) have explored their article on “Families and work–life balance in times of COVID-19 in a gender equality paradise” that the gendered reality of work-life balance in Iceland during the COVID-19 epidemic, with a focus on how these societal shifts reflect and influence the gendered division of unpaid labour, such as child care and housework. The study makes use of real-time, open-ended diary entries that were gathered for two weeks at the height of the pandemic in Iceland. The results show that the moms put in more mental effort than usual during the pandemic. As they worked to maintain everyone's safety and composure, they also spoke of their great emotional labour. Their share of the household chores fell on their shoulders, which stressed and irritated them. Gender Gap Index for a number of years, a rare circumstance like COVID-19 might highlight and accentuate rigid gender norms and expectations towards mothers.

III. CONCEPTUAL FRAMEWORK



A.EMPOWERMENT DIMENSION:

The rate of female labour market participation, gender pay parity, the percentage of women holding management and senior management positions, and female parliamentary representation are all variables used in global indexes to measure the empowerment dimension. According to present trends, it will take 70 years to close the estimated 23% global gender wage gap, and gender disparities in employment and work-related social protection also limit access to these benefits. Because of this, women make up over 65% of adults above retirement age who do not have access to a regular source of income (ILO. International Labour Organisation 2019).

The sectors of activity can help to explain a portion of the gender disparities in the labour market. The underrepresentation of women in fields like ICT suggests that countries are wasting a lot of human capital and losing out on their economic potential (EIGE 2019b). Many women continue to labour in low-paying positions or perform unpaid duties like childcare and housework. The biggest gender gaps, according to the GGGI, are in political representation. Only 25% of seats are held by women in the 153 nations included in the GGGI index for 2020. Women have never held the position of head of state in 56% of the evaluated nations, including developed nations like Japan, the United States, and Spain (WEF—World Economic

Forum 2020).According to the literature (Kahlert 2018; Pereira 2017), gender inequality still exists in HEIs. GEPs are one of the more popular techniques used to solve this issue, highly advocated by international organisations working on gender mainstream, and with promising results. However, there is still a long way to go (Clavero and Galligan 2021; Humbert and Huber 2021), hence it is crucial to present convincing proof of the existence of labour and participation inequalities. The metrics employment rate, remuneration, leadership roles, make-up of the HEI board, and representativeness in research will be used to include the empowerment dimension. Only academics in the education sector are the sole focus of this dimension.

B.EDUCATION DIMENSION:

This dimension displays gender disparities in academic fields of study for academics. Women have inferior career and financial outcomes, despite performing better in elementary university. In all OECD nations, the average wage gap between men and women with higher education is 26%. This is closely tied to the lower-paying regions and professions where women are more prevalent (OECD 2019). Education would therefore affect empowerment because it affects employment and participation prospects (Wahl 2017). In European countries, "the percentage of women entering universities in the fields of technology, engineering, and science is low, and, consequently, their participation in the labourmarket in these areas is also very low," according to (Santos et al. 2019, p. 7232). Only about 32% of women work in high-tech industries and related services in the European Union. Despite a high percentage of women (58%) completing bachelor's degrees between 2015 and 2016, only 36% of STEMbachelor's degrees have been awarded to women, while 64% have been given to men, according to the US National Centre for Education Statistics (NCES. National Centre for Education Statistics 2020).

In this sense, the index proposed here aims to depict the reality of university in terms of students' choices of courses and areas, as well as the occupation of the areas by women and men academics portraying professional performance. The education dimension will be evaluated for academicians, giving us the present situation and future prospects. Among students, the predominance of women and men enrolled in various courses and areas will be determined in the index.

C.HEALTH DIMENSION:

Because it has an impact on everyone involved in the academic community, especially academicians, both mentally and physically, the health factor is crucial in the educational setting. Studies on health that put more of an emphasis on students than on academics were far more common until recently. The World Health Organisation (WHO) advises 150 minutes of physical activity per week for physical health, yet statistics show that 23% of adults and 81% of adolescents do not meet this recommendation (WHO 2020).

Based on data regarding students' participation in physical activities, this measure will be added to workplace equality.Academic pressure, personal issues, troubles choosing a career, and financial issues are the main causes of stress. When connected to subpar academic performance, they cause course abandonment, depression, and suicidal thoughts and actions. More research on the overall mental health of the working population was done during the COVID-19 epidemic.

D.VIOLENCE DIMENSION:

Violence on college campuses is a challenging issue to solve. There are issues with the process of obtaining complaints and information that can support factual facts regarding these incidents, starting with the fact that it is challenging to see academicians as gender neutral in secure contexts in general (Anitha and Lewis 2018). Research in the field contends that the allegations made are a drop in the ocean, despite the fact that there have already been instances of sexual violence against women in a university setting (Sales Oliveira 2021). The Guardian, a British publication, started covering sexual harassment at colleges in March 2017. In the US, online lists were used to transmit complaints of harassing academics, with continuous responses coming from India.

Despite the fact that there had already been some study activities on the subject of harassment in colleges, these were sped up in response to these widespread incidents (Chatterjee 2018). According to research, the majority of occurrences of this type of violence involve male faculty members (aggressors) and female students (victims) and are motivated by feelings of superiority and authority. These feelings often arise from the academic atmosphere itself. The conditions for authority to be utilised to harass academicians are created by the interaction of age, degree of employment, and gender. These kinds of harassment are more likely to target women. Few colleges gather information on these incidents involving both students and employees. We suggest measuring this dimension of the index based on the number of sexual, physical, and psychological violence complaints made by both men and women.

E.TIME DIMENSION:

The aspect of time is concerned with how people manage their everyday activities to lead more balanced, high-quality lives. Due to their predominance in providing after-hours care for the elderly, the disabled, and children, women frequently work double and even triple shifts. Even when doing a paid job at the same time, women perform the majority of housework around the world. In the European Union in 2019, women spent 13 hours more per week providing unpaid care and doing housework than men did (EIGE 2019a). In addition, 79% of women perform housework, such as cooking and cleaning the house. The extreme burden of caring for others and doing household chores restricts not just the social and professional advancement of women, but also their ability to work outside the home, even part-time. In comparison to 0.5% of men, 10% of women either do not work outside the home or work part-time. Additionally, they are less committed to sports and have less free time (EIGE 2019b). How

does the academic community balance work, family, and personal life? According to research, time management is particularly difficult for academic women and frequently affects their productivity (Arajo et al., 2021). Women also frequently create microstrategies to deal with having to forgo leisure time and extra work activities (Naz et al., 2017). This data typically has a stronger connection to both paid and unpaid absences from work. It would be crucial to create consistent indicators about all academics' daily schedules in the context of the personnel's working environment.

IV. PROBLEM STATEMENT

In many places, gender inequality continues to be a significant problem. The major purpose of the study is to identify workplace gender equality problems, such as differences in salary between men and women, and to determine whether or not both sexes have equal chances and benefits. The primary goal of the study is to demonstrate that decisions are made without regard to gender.

There is a problem of breaking through the glass ceiling and achieving not only gender parity, but also a work-life balance from which all gender are not equally benefited, are: improve girls' position early on at university, give women sponsors and mentors to help them develop the skills to be confident, offer parental leave to encourage women to come back after giving birth, implement new work forms, give employees the possibility for care work, and put legal and political measures in place.

A thorough research process on the requested and feasible measures, as well as an outside consultant or tool, are required to adopt new measures into the organisational structure of the education sector. Enhancing employee satisfaction, reducing swings, and putting additional financial expenditures into perspective are the objectives. In the modern world, there is still gender inequality. The UN's Sustainable Development Goal 5 seeks "to achieve gender equality and empower all women and girls" in order to achieve equality in all spheres. This objective can serve as a helpful starting point for businesses as they describe the steps they will take to close the gender pay gap in their workforce.

Workplace Equality is a dependent variable in the current study. The independent variables are chosen to be various dimensions such as Empowerment, Education, Health, Violence and Time. The mediating variable is a measurement of job satisfaction.

V. MATERIALS AND METHODS

A. OBJECTIVES OF THE RESEARCH

1. To study the Socio-demographic factors of academicians working at education sector at Chennai.
2. To assess the level of Workplace Equality among academicians towards education sector at Chennai.
3. To find out the difference in the Workplace Equality dimensions of academicians towards education sector.
4. To identify whether Empowerment, Education, Health, Violence and Time influence the job performance in order to get workplace equality.
5. To know the association between workplace equality and its dimensions such as Empowerment, Education, Health, Violence and Time relating job satisfaction among academicians.
6. To give suggestion for the improvement in the workplace equality of the organization.

B. RESEARCH DESIGN

A descriptive research methodology was employed for the data collection, analysis, and testing of the research model used in this study. One of the quantitative strategies employed in the study was the relational screening method. The relational screening approach, according to Gürbüz and ahin (2017), is one of the quantitative strategies used in research that seek to uncover outcomes that contain certainty and can be generalised with quantitative data. In general, the steps of identifying the problem, specifying the variables to be used in the study, selecting the participant, gathering the data, analysing and interpreting the obtained data are followed in relational screening model research.

C. SAMPLING DESIGN

The academicians working in the Chennai education industry were selected as the study's target population. The individuals in the frame worked in the education sector. The convenient sampling method was applied. Then, a random sample was taken inside each stratum. The sample, which was compiled both individually and using a Google Form, consisted of 500 academicians.

D. DATA COLLECTION DESIGN

Surveys were the primary data collecting strategy, and structured questionnaires were the key data collection devices. Websites and online journals are used as a secondary data collection strategy. Published reports and literature reviews based on published articles.

E. STATISTICAL TOOLS

The main tools used for statistical analysis is hypothesis testing analytical tools such as One Way ANOVA, Correlation Test, Multiple Regression Test, Cronbach's Alpha Test, Mann Whitney Test and Chi Square Test and percentage analysis used for Socio demographic variables. Mean and Standard deviation is also done for the proposed variables of the study.

F. QUESTIONNAIRE DESIGN

The researcher created a scale measuring gender equality that has 25 items and 5 categories. Prior to doing the data analysis, the Cronbach's Alpha value and workplace equality aspects were used to assess the validity of the gender equality scale created in the current study.

- $\alpha=0.92$ - Empowerment Dimension, which identifies favourable variables including employment, income range, leadership positions, rectorships, researchers, and comparisons of male- and female- led research groups.
- $\alpha= 0.93$ - Education Dimension, which indicates favourable indications like the involvement of both men and women in teaching undergraduate, graduate, and stem courses as well as extracurricular activities

and directing cultural programmes.

- Health Dimension, which indicates good signs like physical activities and other facilities designated for both genders, is equal to or greater than $\alpha=0.89$. Negative signs include psychological consultations from both sexes, absences of men and women, complaints submitted by both sexes, and institutional attention devoted to medical concerns.
- $\alpha=0.91$ - assault Dimension, which indicates that unfavourable signs such as sexual harassment, physical assault, psychological violence, and moral siege reported by both men and women are taken into account.
- $\alpha=0.86$ - Time Dimension, which highlights unfavourable indications such gender differences in the amount of time spent on household duties and childcare between men and women.
- Reliability level of the Overall Workplace Equality Dimensions was attained ($\alpha=0.95$).

The scale has a good level of reliability in all dimensions and across the scale, according to the results (Büyükoztürk, 2017; Kalayc, 2016; Lorcü, 2015; Encan, 2005). The scale, which ranges from "strongly disagree" to "strongly agree," was developed as a 5-point Likert scale. Job satisfaction and workplace equality are the proposed study's outcome variables, whereas empowerment, education, health, violence, and time are its independent variables. In addition to inquiries about personnel information, the questionnaire has a total of 25 questions.

SPSS was used to analyse the data that had been gathered. Content validity was examined, and the factor loadings for each factor were taken into consideration. Common methods variance is a priority for this study, and the five variables—Empowerment, Education, Health, Violence, and Time—made up of 25 items rated by nurses were put into an unrotated factor solution to determine that no single factor was accounting for the majority of the variance. The sample survey only received responses from 500 people. Only academics working in the field of education are meant for the study. Chennai is the sole location. Pre-set, structured questions are used in the study.

VI. DATA ANALYSIS AND INTERPRETATION

TABLE.1. TABLE INDICATING CRONBACH ALPHA RELIABILITY TEST

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.970	.973	6

Item-Total Statistics									
Proposed Factors (Dimensions)	Mean	Cronbach's Alpha	S.D	1	2	3	4	5	6
1.EMPOWERMENT	17.89	0.803	1.689						
2.EDUCATION	16.95	0.815	1.819	0.732					
3.HEALTH	26.21	0.919	2.642	0.951	0.858				
4.VIOLENCE	32.26	0.894	2.852	0.858	0.872	0.880			
5.TIME	33.67	0.967	3.556	0.972	0.968	0.984	0.992		
6.WORKPLACE EQUALITY	37.96	0.970	3.987	0.953	0.966	0.985	0.991	0.998	1

2. INFERENCE:

It displays the proposed factors' Mean, Standard Deviation, Cronbach's alpha, and correlation matrix. The alpha coefficient ranges from 0.803 to 0.970, with 0.700 (Natasya, N. S. ., & Awaluddin, R.,2021) being the least acceptable number. All the variables have a correlation, which varies from 0.991 to 0.985.

Additionally, the Workplace Equality and its five dimensions are strongly correlated with all of the suggested characteristics. The Cronbach's alpha for our scale for this particular sample is 0.970, which denotes a good level of internal consistency. In order to verify the dependability of the variables, statistics are used.

H1 – Empowerment Dimensions will be positively related to Workplace Equality. H2 – Education Dimensions will be positively related to Workplace Equality.

H3 – Health Dimensions will be positively related to Workplace Equality.

H4 – Violence Dimensions will be positively related to Workplace Equality. H5- Time Dimensions will be positively related to Workplace Equality.

H6- Overall Dimensions will mediate the Workplace Equality and Job Satisfaction.

The dimensions such as Empowerment, Education, Health, Violence and Time are taken as explanatory variables for explaining the Workplace Equality. In order to analyze how these different dimensions are related to Workplace Equality, a multiple regression analysis is done. The normalized index of Workplace Equality of academicians, taken together, is regressed with the independent variables- Empowerment, Education, Health, Violence and Time, which is shown in Table 2,3,4.

All the components were simultaneously regressed to examine the link between the proposed dimensions and job satisfaction, and the findings are tabulated in regression table 2. The multiple correlation coefficient ($R = 0.832$) in Table 2 illustrates how closely the actual and anticipated job satisfaction numbers are related. The coefficient value of 0.832 showed that the association between the dependent variable and the five independent variables is quite strong and positive since predicted values are obtained as a linear combination of independent variables. Workplace Equality significantly varies as a result of the hypothesized factor ($R^2 = 0.628$, $p = 0.000$). The five components collectively significantly predict Workplace Equality, supporting the five hypotheses (H1, H2, H3, H4, H5). Education Dimension is the best predictor ($\beta = 0.630$), and Time Dimension is the worst ($\beta = 0.294$).

TABLE.2.MULTILINEAR REGRESSION ANALYSIS OF WORKPLACE EQUALITY ON PROPOSED FACTORS [N = 500]

Proposed Factor	P	Standardized Beta	R	Adjusted R square	t	F
Empowerment	0.000**	0.543	0.832	0.628	8.864	263.421**
Education	0.000**	0.630			11.963	
Health	0.000**	0.429			8.543	
Violence	0.000**	0.328			8.973	
Time	0.000**	0.294			8.841	

The regression analysis in Table 3 demonstrates that Overall Dimensions had a substantial variance and was significantly correlated Job Satisfaction and Workplace Equality ($R^2 = 0.635$, $p = 0.000$), supporting Hypothesis H6. All of the components were simultaneously regressed to examine the link between the proposed dimensions and Workplace Equality, and the findings are shown in Table 4. The proposed factors significantly vary the Workplace Equality, as demonstrated in Table 4 ($R^2 = 0.950$; $p = 0.000$). Empowerment ($p = 0.000$), Education ($p = 0.000$), Health ($p = 0.000$) and Violence ($p = 0.000$) are the four criteria that significantly predict Workplace Equality out of the five. Time ($p = 0.053$) is the sole non-significant indicator of Workplace Equality.

2.1. TABLE 3. ANALYSIS OF JOB SATISFACTION ON WORKPLACE EQUALITY [N = 500]

Proposed Factor	P	Standardized Beta	R	Adjusted R square	t	F
Job Satisfaction	0.000**	0.975	0.975	0.635	18.743	350.421**

The normalized Workplace Equality Index is subjected to multiple regression analysis, with the explanatory variables being Empowerment, Education, Health, Violence and Time. According to the model, actions connected to Empowerment, Education, Health and Violence are all positively correlated with the Workplace Equality. Time is statistically significant among the five explanatory variables used in the regression. It suggests that greater levels of job satisfaction are correlated with time dimensions. Male and Female have different responsibilities in work and family life .It makes sense that Time variation that support a good Workplace Equality would contribute to higher job satisfaction levels between Male and Female.

2.1. TABLE 4. SUMMARY OF HIERARCHICAL MULTIPLE REGRESSION ANALYSIS OF QUALITY OF WORK LIFE ON PROPOSED FACTORS [N = 500]

Model No	Proposed Factors	P	Standardized Beta	R	Adjusted R Square	t	F
A	Empowerment	0.000**	0.323	0.975	0.950	7.178	218.970**
	Education	0.000**	0.417			13.883	
	Health	0.000**	0.342			8.521	
	Violence	0.000**	0.134			4.654	
	Time	0.053	0.087			6.625	
B	Empowerment	0.009**	0.139	0.980	0.960	6.879	207.856**
	Education	0.000**	0.374			12.903	
	Health	0.000**	0.302			3.751	
	Violence	0.000**	0.239			3.231	
	Time	0.590	0.035			4.734	
	Employee Satisfaction	0.000**	0.432			8.906	

Hierarchical regression analysis was conducted and the results are shown in Table 4 to evaluate the mediating role that job satisfaction plays in the link between the proposed dimensions and the Workplace Equality. According to Baron and Kenny (1986), the following prerequisites must be met in order to establish mediation:

1. The mediator (Job Satisfaction) must be related to the independent variables (proposed dimensions).
2. The dependent variable (Workplace Equality) and mediator (Job satisfaction) must be connected.
3. The dependent variable (Workplace Equality) must be associated with both the independent variables (proposed dimensions) and mediator (Job Satisfaction).

Full mediation is when the mediator (Job Satisfaction) is introduced and the substantial link between the independent variables (proposed variables) and dependent variable is decreased to non-significant. However, it is deemed to be a partial mediator if the independent variable's effect size decreases when the mediator is included. Following the inclusion of the mediator variable Job Satisfaction (model B), Table 4 shows that the significant relationship derived for the four factors, Empowerment, Education, Health and Violence (model A) is not changed to non-significant, but the effect size is reduced (Empowerment = $p = 0.009$, $\beta = 0.139$, Education = $p = 0.000$, $\beta = 0.374$, Health = $p = 0.000$, $\beta = 0.302$). Violence = $p = 0.000$, $\beta = 0.239$).

Furthermore, Sobel (1982) studies were conducted to look at the mediating role of Job Satisfaction in the relationship between the five components of Empowerment, Education, Health, Violence and Workplace Equality. The results (Empowerment, $Z=8.523$, Education, $Z = 8.972$, $p < 0.01$; Health, $Z = 8.021$, $p < 0.01$, Violence, $Z = 8.431$) are in favour of the mediation.

Aroian test (Aroian 1944/47) is also conducted to support the mediation (Empowerment, $Z=8.512$, Education, $Z = 8.981$, $p < 0.01$ Health, $Z = 8.002$, $p < 0.01$, Violence, $Z = 7.983$, $p < 0.01$). This strengthens the evidence of the mediating influence of Job Satisfaction. Since Job Satisfaction was found to partially mediate the relationship between Empowerment, Education, Health, Violence with Workplace Equality, all statistical tests were in favour of this conclusion. The hypothesis H6 is partially supported by an additional substantial influence of Overall Dimensions on Job Satisfaction and Workplace Equality (beta = 0.432, $p = 0.000$). As a result, multiple regression analysis reveals a connection between the Workplace Equality and its dimensions.

TABLE.5.TABLE INDICATING CORRELATION AMONG WORKPLACE EQUALITY DIMENSIONSSUCH AS EMPOWERMENT, EDUCATION, HEALTH, VIOLENCE AND TIME DIMENSIONS

Correlations			
		AGE	WORKPLACE EQUALITY
AGE	Pearson Correlation	1	.950**
	Sig. (2-tailed)		.000
	N	350	350
WORKPLACE EQUALITY	Pearson Correlation	.950**	1
	Sig. (2-tailed)	.000	
	N	350	350
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations							
		AGE	EMPOWER	EDUCATION	HEALTH	VIOLENCE	TIME
AGE	Pearson Correlation	1	.927**	.762**	.951**	.944**	.950**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	500	500	500	500	500	500
EMPOWERMENT DIMENSION	Pearson Correlation	.927**	1	.861**	.945**	.934**	.913**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	500	500	500	500	500	500
EDUCATION DIMENSION	Pearson Correlation	.762**	.861**	1	.839**	.837**	.776**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	500	500	500	500	500	500
HEALTH DIMENSION	Pearson Correlation	.951**	.945**	.839**	1	.990**	.976**
	Sig. (2-tailed)	.000	.000	.000		.000	.000

	tailed)						
	N	500	500	500	500	500	500
VIOLENCE DIMENSION	Pearson Correlation	.944**	.934**	.837**	.990**	1	.971**
	Sig. (2- tailed)	.000	.000	.000	.000		.000
	N	500	500	500	500	500	500
TIME DIMENSION	Pearson Correlation	.950**	.913**	.776**	.976**	.971**	1
	Sig. (2- tailed)	.000	.000	.000	.000	.000	
	N	500	500	500	500	500	500
**. Correlation is significant at the 0.01 level (2-tailed).							

2.1. INFERENCE:

The value of Correlation coefficient (r) is 0.000 .Hence there is high correlation among the dimensions of Workplace Equality. Hence, Academicians are highly satisfied with the Empowerment, Education, Health , Violence and Time Dimensions.

2.1. TABLE.6. TABLE INDICATING ONE WAY ANOVA TEST

H07 – There is no significant difference between Gender with respect to the Satisfaction level of Workplace Equality Dimensions.

H17 – There is significant difference between Gender with respect to the Satisfaction level of Workplace Equality Dimensions..

DESCRIPTIVES									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimu m	Maximu m
						Lower Bound	Upper Bound		
EMPOWERMEN TDIMENSION	MALE	21 0	2.636 7	.56476	.0564 8	2.524 6	2.748 7	1.83	3.67
	FEMAL E	29 0	4.183 3	.48891	.0773 0	4.027 0	4.339 7	3.67	5.00
	TOTAL	50 0	2.064 8	1.01959	.0545 0	1.957 6	2.172 0	1.00	5.00
EDUCATION DIMENSION	MALE	21 0	2.000 0	.00000	.0000 0	2.000 0	2.000 0	2.00	2.00
	FEMAL E	29 0	3.000 0	.98710	.1560 7	2.684 3	3.315 7	2.00	5.00
	TOTAL	50 0	1.585 7	.76253	.0407 6	1.505 5	1.665 9	1.00	5.00
HEALTH DIMENSION	MALE	21 0	3.221 7	.39001	.0390 0	3.144 3	3.299 1	2.67	4.00
	FEMAL E	29 0	4.425 0	.39755	.0628 6	4.297 9	4.552 1	4.00	5.00
	TOTAL	50 0	2.521 9	1.07332	.0573 7	2.409 1	2.634 7	1.00	5.00
VIOLENCE DIMENSION	MALE	21 0	3.341 7	.44088	.0440 9	3.254 2	3.429 1	2.83	4.00
	FEMAL	29	4.408	.38295	.0605	4.285	4.530	4.00	5.00

	E	0	3		5	9	8		
	TOTAL	50	2.564	1.09742	.0586	2.449	2.680	1.00	5.00
		0	8		6	4	1		
TIME DIMENSION	MALE	21	1.115	.16270	.0176	1.080	1.150	1.00	1.50
		0	7		5	6	8		
	FEMAL E	29	1.574	.08321	.0074	1.559	1.589	1.50	1.67
		0	7		4	9	4		
	TOTAL	50	2.296	.33324	.0298	2.237	2.355	1.50	2.67
		0	0		1	0	0		

ANOVA							
		Sum of Squares	df	Mean Square	F	Sig.	
EMPOWERMEN TDIMENSION	Between Groups	318.829	5	106.276	836.077	.000	
	Within Groups	43.981	495	.127			
	Total	362.810	500				
EDUCATION DIMENSION	Between Groups	144.929	5	48.310	288.191	.000	
	Within Groups	58.000	495	.168			
	Total	202.929	500				
HEALTH DIMENSION	Between Groups	363.645	5	121.215	1091.941	.000	
	Within Groups	38.409	495	.111			
	Total	402.054	500				
VIOLENCE DIMENSION	Between Groups	375.583	5	125.194	968.491	.000	
	Within Groups	44.727	495	.129			
	Total	420.310	500				
TIME DIMENSION	Between Groups	355.243	5	145.152	950.472	.000	
	Within Groups	37.827	495	.136			
	Total	408.230	500				

2.1. INFERENCE:

From the above table, it is inferred that all the null hypothesis are rejected as the p value (0.000) is lesser than 0.001 so we accept the alternate hypothesis. Hence, there is a significant difference between Gender with respect to the Satisfaction level of Workplace Equality dimensions such as Empowerment, Education, Health , Violence and Time Dimensions.

2.1. TABLE.7. TABLE INDICATING PERCEPTION OF ACADEMICIANS TOWARDS WORKPLACE EQUALITY

SCALE	DIMENSIONS	Mean	S.D
WORKPLACE EQUALITY	EMPOWERMENT DIMENSION	3.57	0.89
	EDUCATION DIMENSION	3.73	0.92
	HEALTH DIMENSION	3.50	0.78
	VIOLENCE DIMENSION	3.47	0.98
	TIME DIMENSION	4.25	0.80
	SCALE TOTAL	3.66	0.71

INFERENCE:

With the exception of the Time dimension, which was determined to be at the level of "totally agree," the perception levels of academicians in the gender scale and its sub-dimensions are "highly agree" in all sub-dimensions and the scale. In her research on Turkish pre-service academics, Kulurolu Sevinç (2019) found

that academicians' perceptions of gender equality were at the 'I agree' level, which validated the findings of the study. The 2019 guidelines state that academicians may suffer as a result of this circumstance unless there is an improvement in how they see gender equality.

For this reason, it may be assumed that the students they teach will be aware of this issue if academicians who influence the future of our nation have a high view of gender equality. Despite efforts made to promote gender equality, there are still disparities, particularly against women, in Turkey and around the world. For instance, Osad's (2012) study on academics in Slovakia came to the conclusion that gender equality issues are still relevant today and that academicians continue to act in stereotypically sexist ways. In their study conducted in Scotland, Forde, Kane, Condi, McPhee, and Head (2006) came to the conclusion that the traditional structure still exists and that academicians continue to hold gender preconceptions. In their 2018 research on academics at Turkish universities, Yldrm and colleagues.

This study demonstrates that male participants in the study had a lower awareness of gender inequality than did female participants. The context in which the research was conducted can be used to demonstrate why these results diverge from the research findings.

TABLE.8. TABLE INDICATING MANN WHITNEY TEST

H08: There is no significant difference between Marital Status with respect to the Equality in work life

H18 :There is significant difference between Marital Status with respect to the Equality in work life

Dimensions	Marital Status	N	Mean Rank	Rank sum	U	p
Empowerment	MARRIED	325	219.94	68181	19976.00	0.000
	UNMARRIED	175	292.84	53590		
Education	MARRIED	325	238.80	74029	25382.50	0.093
	UNMARRIED	175	260.88	47741		
Health	MARRIED	325	241.73	74923	26730.00	0.284
	UNMARRIED	175	255.93	46835		
Violence	MARRIED	325	230.89	71575	23370.00	0.001
	UNMARRIED	175	274.30	50196		
Time	MARRIED	325	246.73	76490	28285.00	0.957
	UNMARRIED	175	247.43	45280		
Overall Dimensions	MARRIED	325	229.89	71267	23062.00	0.001
	UNMARRIED	175	275.98	50504		

2.1. INFERENCE:

The above table shows the results of the Mann-Whitney U test conducted to reveal the statistically significant difference between the perceptions of the academicians on the gender equality scale and its sub-dimensions according to the gender variable. According to the table, there is a significant difference between empowerment ($U=19976,000$; $p<,05$), Violence ($U=23370,000$; $p<,05$) dimensions and the scale in overall dimensions ($U=23062,000$; $p<,05$), according to the gender variable of academicians opinions; education ($U=25824,500$; $p>,05$), Health ($U=26730,000$; $p>,05$) and Time ($U=28285,500$; $p>,05$), dimensions did not show a significant difference. On the other hand, we are aware that the meanrank of male academicians is greater across the scale and in all sub-dimensions than that of female academicians, and that the dimensions of family life and work-life change dramatically from one scale to the next. These findings demonstrate that male academics perceive gender equality more favourably than female academicians across the board and in all sub-dimensions. Akbulut Uzun (2020) conducted study on university professors' perceptions of gender equality and found that there was a substantial variation in participant views based on the gender variable.

It was discovered that male students had more favourable attitudes of gender equality than female students, and this finding was consistent with the findings of the study. In the current study, academicians' perspectives revealed a considerable disparity in the overall scale as well as the family life and professional dimensions. It was discovered that male academicians had higher perception levels than female academicians in these discrepancies. This suggests that female academics have more gender equality issues, that these issues have just recently been resolved, and that female academics are uneasy discussing this subject. Numerous studies have backed up this finding.

For instance, a report from Kadir Has University from 2020 claimed that men do not contribute enough to household chores like cleaning and doing the dishes, a sizable portion of men do not make enough time to play with their kids, do not show enough interest in child care, and do not read books. The research also expresses the belief that it is uncomfortable for girls to walk about the streets late at night and lists the responsibility of cooking and caring for younger siblings as behaviours more suited for girls than for guys.

In the research done as part of the project to stop violence against women, equality between men and women in the area of family life has been clearly shown, and a situation has developed where women are being discriminated against. When we examine how household tasks are distributed, for instance, we may observe that mothers and daughters bear the brunt of tasks like ironing, cooking, dishwashing, setting the table and taking it down, as well as childcare, while men and boys remain in the background. These findings demonstrate that women's liberties are limited in some ways from birth, they do not have as much time for themselves as men do, and gender roles are established early on (Social Gender Equality, 2021).

These findings are significant because they lend support to the idea that men and women have different levels of perspective regarding the importance of family life. With regard to the gender variable, there was also a substantial difference in the participants' opinions in the study's work-life dimension, and it was discovered that the opinions of the female participants were at a lower level. Studies conducted as part of the project to end violence against women have highlighted how women earn less money than men in occupations other than management, have fewer women in senior management positions, and experience issues like harassment at work and recruitment.

2.2 H09 – There is no relationship between Experience and Workplace Equality Dimensions.H19 –

There is a relationship between Experience and Workplace Equality Dimensions

2.2. TABLE 9. TABLE INDICATING CHI SQUARE TEST

	WELFARE SERVICES	VALUE	DF	P VALUE	INFERENCE
CHI SQUARE	EMPOWERMENT	45.230 ^A	12	0.204	SIGNIFICANCE 0.05 LEVEL
	EDUCATION	40.430 ^A	12	0.316	SIGNIFICANCE 0.05 LEVEL
	HEALTH	35.853 ^A	12	0.646	SIGNIFICANCE 0.05 LEVEL
	VIOLENCE	44.208 ^A	12	0.305	SIGNIFICANCE 0.05 LEVEL

	TIME	42.548 ^A	12	0.732	SIGNIFICANCE 0.05 LEVEL
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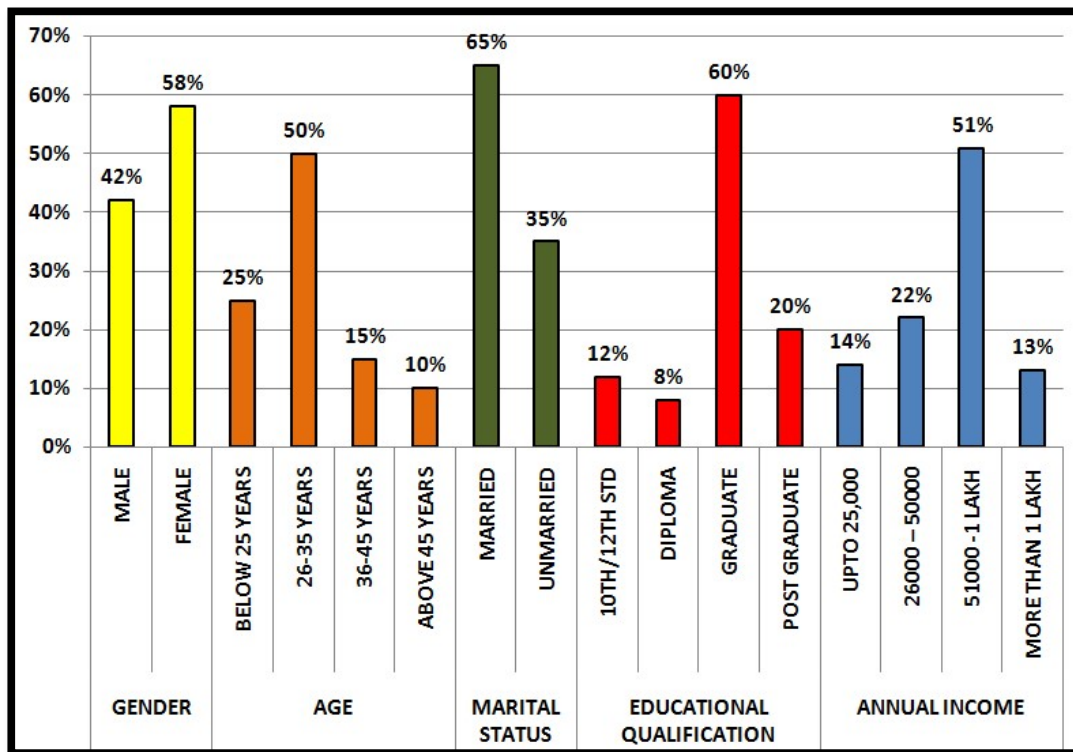
INFERENCE

From the above table, it is inferred that the probability values of all variables of Workplace Equality are greater than 0.05 ($P > 0.05$), the established null hypothesis is accepted and there is no associate relationship between Experience of the respondents and the Workplace Equality influencing Job Satisfaction.

2.2. TABLE.10. TABLE INDICATING DEMOGRAPHIC DETAILS OF RESPONDENTS

DEMOGRAPHIC FACTORS	PARTICULARS	F	P
GENDER	MALE	210	42%
	FEMALE	290	58%
AGE	BELOW 25 YEARS	125	25%
	26-35 YEARS	250	50%
	36-45 YEARS	75	15%
	ABOVE 45 YEARS	50	10%
MARITALSTATUS	MARRIED	325	65%
	UNMARRIED	175	35%
EDUCATIONAL QUALIFICATION	10TH/12TH STD	60	12%
	DIPLOMA	40	8%
	GRADUATE	300	60%
	POST GRADUATE	100	20%
ANNUALINCOME	UPTO 25,000	70	14%
	26000 – 50000	110	22%
	51000 -1 LAKH	255	51%
	MORE THAN 1 LAKH	65	13%

Fig.1.CHART REPRESENTING DEMOGRAPHIC DETAILS OF RESPONDENTS



2.2. INFERENCE:

It is inferred from table and chart 10 that Majority (58%) of the respondents are Female, Majority (50%) of the respondents are under the age group of 26 to 35 years, Majority of the respondents are married as they constitutes 65% of my sample, Majority (60%) of the respondents are graduates, Majority (51%) of the respondents are earning from Rs.51,000 to Rs.1,00,000 as annual income in this education sector.

VII. DISCUSSION AND RECOMMENDATIONS

❖ In the context of the gender variable, academicians' perceptions of gender equality revealed a statistically significant difference in the four workplace equality dimensions but not in the time dimensions. The administration of universities should foster a democratic environment to reduce organisational barriers, value academicians' opinions, and ensure that the best decisions are made, taking into account that female academicians' perceptions of gender equality are lower than male academicians'. Gender equality courses should be offered to improve gender equality and raise awareness about gender equality in all levels of education, particularly in education faculties. increase solidarity at university.

❖ The majority of respondents do not see gender disparity as a stereotypical approach or as a barrier to women's success. Future generations do not regard the passing down of traditional beliefs as gender inequity or a necessary prerequisite for the subjugation of women.

❖ It was discovered that academics largely support the way gender roles have traditionally been distributed in society.

❖ It is crucial to keep working to increase academicians' understanding of the importance of educating them about gender equality and preparing and executing a training course or seminar on teacher participation.

❖ Encourage academics to engage in practical research on gender issues, facilitate discussions about finding solutions to issues, cultivate and strengthen positive attitudes towards gender equality, and

participate in internal and extracurricular activities. Provide academicians with opportunities for in-university development so they can teach students about the theoretical underpinnings of gender equality and foster gender sensitivity.

- ❖ To enable academicians to become familiar with the findings of gender research or statistical data related to the educational process, it is necessary to prepare courses and textbooks for academicians training or retraining programmes. Special collections with current research data must also be prepared, and their discussion must be organised in the academic community and/or in the educational process.
- ❖ Everyone having access to education reduces inequality at all societal levels.
- ❖ A shift in perspective away from traditional gender norms and towards the development of role models. In this way, women will find male-dominated areas more attractive, and men will start to become more interested in female-dominated fields. Additionally, this may contribute to raising pay in typically feminine professions like nursing.
- ❖ Having networks in the school sector that assist women can help women become more interested in careers that are dominated by men, like asset management, and find mentors.
- ❖ More women in higher positions of authority serve as role models and diversify the educational landscape.
- ❖ Adopting more effective strategies to balance personal and professional obligations. The federal government should put into effect new laws, rules, and policies that hold businesses accountable, such as the Gender Equality Act, and employ resources that facilitate the implementation of work- life balance policies.
- ❖ Incorporating novel work arrangements, such remote work. However, the education industry should have explicit cost regulations.
- ❖ Giving everyone the opportunity to work part-time. Laws and regulations would need to be changed to ensure that part-time employees have access to their retirement and insurance benefits.
- ❖ Closing the mental gap around care work and allocating time off for looking after children and family members.
- ❖ To achieve a better work-life balance, parental leave might replace maternity leave. Parents' leave would help women continue working and pursuing careers, according to interviewees.
- ❖ Getting outside assistance. By collaborating with advising firms or utilising equity tools (like E-Learning Boxes), the education sector must assess the strengths and shortcomings of academics in order to better integrate women into the workforce.
- ❖ Introducing initiatives like "HeForShe" by the UN, which involves males in the discussion of diversity (Bohnet, 2017, p. 239), or initiatives that put women in the spotlight like "Girls Take Finance," which puts women in the spotlight, is crucial.
- ❖ Implementing the suggested strategies could be the first step towards changing people's perspectives on work and personal time.
- ❖ Finding and putting into practise the appropriate measures for the education sector personnel requires the use of the offers (associations and tools) that are available. It is crucial to involve employees in the process so that they feel more linked to the concepts and are more inclined to accept the policies once they are implemented.

VIII. CONCLUSION

The study gives a comprehensive idea of the Workplace Equality among academicians towards Education Sector at Chennai. The study provides a thorough understanding of the conceptual framework with the variables being the dimensions of Workplace Equality. To summarise the study, the association between the Workplace Equality and "Empowerment, Education, Health, Violence, Time and Job Satisfaction" are used to measure it. Gender and gender equality issues have always been, and continue to be, one of the hot button topics affecting the nation's present and future growth. This study outlined the theoretical underpinnings of views on gender equality and the role of women. Academicians must be

knowledgeable about these issues in order to effectively communicate with students. People who have a bearing on how attitudes are formed should be informed about how national, cultural, traditional, and religious viewpoints on gender-sensitive issues are addressed because they in turn have a bearing on how people develop their sense of self.

Gender is significant because it imparts to children the values of respect and cooperation between the sexes. Additionally, certain rules for gender equality are required. The survey's findings showed that a sizable number of participants did not view gender inequality as a stereotypical viewpoint or as a barrier to women's success. Future generations do not regard the passing down of traditional beliefs as gender inequity or a necessary prerequisite for the subjugation of women. It was discovered that academics largely support the traditional distribution of gender roles in society. It is important to work to increase academics' awareness by giving them basic knowledge and information about gender equality. planning and carrying out seminars and training sessions on academicians' participation; encouraging academicians to conduct hands-on research on gender issues by the university administration; internal university and extracurricular activities aimed at addressing and resolving issues already present, establishing and bolstering supportive attitudes towards gender equality; design curricula and texts for programmes that train or retrain teachers; Access gender research findings or data on the educational process for academics; create specialised textbooks with data from contemporary research; facilitate discussions among academics.

It has come to light that both men and women are treated equally at work, and the direct supervisor doesn't make any distinctions between men and women when delegating important tasks. The education sector in the workplace offers equal advantages and chances. The contemporary workplace is a key setting for shaping societal gender disparities. Gender equality is a constantly changing concept. Organisations cannot afford to lose out on the contributions of bright women as the corporate world grows more competitive. By aiming to eliminate decision-making biases that negatively affect women's performance in the workplace, the education sector may fully capitalise on what the entire population has to offer and benefit from enhanced gender diversity.

Literature demonstrates that the key to success is providing the education sector with a framework to better comprehend the subject of gender disparity and to assist them in identifying actions to achieve gender parity. To change women's status in the workplace, we must fight to eliminate the barriers that exist in our culture between men and women and their roles. The interviews revealed that education should give girls the opportunity to pursue a career that is predominately male and, in doing so, challenge society's preconceived notions about those fields. Men and women must work together to change the gender and other disparities glass ceiling, not by enforcing quotas but rather by discussing the issue and bringing attention to it.

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