Career Priority and Motivation for Achievement of Female Academicians: The Work-Family Conflict

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ABSTRACT

The relationship between work and family seeks attention within the last 20 years in relation to the significant changes that occur in the workforce resulting in changes in family structure and the nature of the work. Professionally aspiring women, on the other hand, were much less likely to choose a family-accommodated pattern; they were more likely to choose one of the career-centered life styles. Changes to the family and the working environment are caused by both the increasing participation of women in the workforce, as well as the growing number of married couples having dual income. The pattern of dual earning families began to replace the traditional family pattern as the dominant family model, thereby causing a shift in family models. This literature study aims at exploring this in Indian context. This paper attempts to address the challenges for career women in teaching profession and the family dynamics that act as performance constraints.

Keywords: Dual earning, literature, married couples, dominant family, dynamics

Women in India under patriarchy are found to be subjugated and face numerous hurdles in order to pursue their career and be successful. Successful or "high-achieving" women are those women who have reached a relatively high level in their occupation or profession (Gersick and Kram, 2002). Despite growing research on women's career development, one still knows very little about how successful women view their careers and lives (Gersick and Kram, 2002) and we also do not have a clear understanding of how their families contribute to their career and life success through social support (Gordon and Whelan-Berry, 2004). Juggling career and family issues have traditionally been issues with which women struggle (Gutek and Larwood, 1987; Powell and Mainiero, 1993). However, addressing and understanding work-life issues have gained in importance in both practice and academia due to increased stress in the workplace and the desire of employees, both male and female, to strive for harmony in both their professional and private lives. Poelman *at el.,* (2003) states that there is a need for research where

women's presence in the workforce is increasing, especially in countries where the family unit is a powerful force

In the academic context, an individual orientation to work and career progression is common (Cummins, 2005). Grada *et al.* (2015) points the interrelatedness of structure, agency and practice in the constitution of the academic field. Academia can be viewed as a career field comprising sets of rules and resources, both formal and informal, which shape it. While it could be argued that this enabled women to adapt to, rather than to challenge, the norms of a patriarchal system, this occurred within the context of recognition of the need for female progression within the system alongside, and as an important part of, efforts to transform it. Importantly, however, for many participants, the space for reflection on their own careers also involved a greater awareness of the gendered nature of the institutional and socio-cultural context in which they were working.

It is a complex understanding of how and why women get disproportionately lost in academic and

research career paths most notably, the inherent workings of academia and higher education institutions in ways that privilege the traditional values, career cycle, disciplinary status and work practices of male academics and researchers and fail to account for the tensions that continue to exist with the gendered identities and social relations that women live and experience (Bleijenbergh *et al.*, 2012; Devine *et al.*, 2011; Liff and Ward, 2001; Morley, 2013; O' Connor, 2010; Probert, 2005). Moreover, Grada *et al.* (2015) says that by failing to recognize that individuals and social structures are inextricably intertwined in the social world, and that gender is continually constructed in the dynamic processes of that entanglement, all interventions that attempt to address one side of that Web in isolation from the other not only fail to understand the embeddedness of gender but, as a consequence, can only hope to address the negative consequences of gender dynamics in very limited ways. Thus, increased commitment and time requirements to fulfill the academic role combined with a lack of significant change to the gendered division of the domestic sphere (Probert, 2005) could actually result in a trajectory of greater gender inequalities in academic careers in the future. The research gap shows that the women's attitude towards carrier and family with a conflicting role performance has been given less importance in research. The present paper attempts to provide a conceptual understanding of the role conflict of women careerist and their achievement motivation. It provides a theoretical explanation of the challenges for the women carriers' who are basically academicians.

Achievement motivation and Expectancy value

The general idea is that there are expectations as well as values or beliefs that affect subsequent behavior. Atkinson developed the expectancy-value theory in the 1950s and 1960s in an effort to understand the achievement motivation of individuals. In the 1980s, Jacquelynne Eccles expanded this research into the field of education. According to expectancy-value theory, achievement related choices are most proximally determined by two factors, expectancies for success, and subjective task values. Expectancies refer to how confident an individual is in his or her ability to succeed in a task whereas task values refer to how important, useful, or enjoyable the individual perceives the task. Expectancies and values interact to predict important outcomes such as engagement, continuing interest, and academic achievement.

The expectancy-value theorists have regarded success expectancies and task valuation as major determinants of motivation for academic choices, with more distal influences consisting of socialization and perceptions of previous experience. The most recent statements of the expectancy-value model linked academic choices to expectations of success and to the subjective value of the task, drawing on the theoretical and empirical work of decision making, achievement, and attribution theorists. Beliefs about one's ability play a prominent role in different motivation theories.

In his attribution theory, Weiner (1985) proposed that individuals viewed ability as a relatively stable characteristic over which they had little control. He argued that attributions made to ability (and lack of ability) have important motivational consequences. Attributing success to ability has positive motivational consequences, whereas attributing failure to lack of ability has negative consequences. In their self-determination theory, Deci, Ryan, and their colleagues (e.g., Deci & Ryan, 1985; Ryan, 1992) included the need for competence as a basic need that individuals have and discussed how this need is a major reason why people seek out optimal stimulation and challenging activities.

Finally, self-concept researchers often focus on beliefs about how good one is at different activities as a crucial aspect of self-concept. The measures these researchers developed include many items assessing individuals' beliefs about their ability in different areas. Self-efficacy researchers also tend to focus on individuals' beliefs about how confident they are they can complete different tasks rather than asking them to compare their efficacy to that of others. Achievement values include attainment value or importance, intrinsic value, utility value or usefulness of the task, and cost. When individuals do tasks that are intrinsically valued, there are important psychological consequences for them, most of which are quite positive. Utility value or usefulness refers to how a task fits into an individual's future plans (Wigfield and Eccless, 2000). Therefore, it is observed that those women academicians have succeeded in their career are

mostly highly motivated and have self concept for being careerist.

Men and Women in Teaching

Women teachers are found to juggle teaching and home making roles. They do not even have the option of moving in and out of the work place because of declining enrolment. Spencer, (1987) have found that women are largely responsible for housework and childcare, yet must also deal with increasingly demanding expectations for their work as teachers. They have a triple day of work of teaching, housework and more school work (Spencer, 1987). Such mental pressure builds up stress in woman and affects their health. This dual role produces differentiates between working and non working women where (Carrier, 1995) found that it is expected that women less involved in family (single and childless, married childless) will have higher earnings, higher job involvement, more hours at work, longer experience in their position and in their organization, be employed in more challenging environments (such as private practice or private companies as compared to public service), and exhibit higher job satisfaction than women more involved in family (partnered with children, single with children). Whatever the cause or causes may be, whether it be mere tradition and convention, greater ability, or pure competition with other types of work, men teachers of ability equal to that of a given level of women teachers command a higher salary than women teachers do. The tendency to make the wages of women more equal to those of men in the last fifty years has to a great extent depleted the school systems of their men teaching force (Tonne, 1928).

Koch (1927) found that there is a general feeling that more men should be at work in the school-rooms of the land. Even the men within the profession are becoming restive; within the past few months, an organization of Ohio men, known as the Ohio Schoolmasters' Club, was organized for the announced purpose of attracting more men to teaching as a vocation. Salary differentials for equal work and training drawn in favor of male teachers indicate that the movement is not a mere gesture. Studies indicate evidence in support of the that men have problems in as great number and of as great variety as do women, the character of the

difficulties experienced by each sex is the same and there are no particular advantages in having like sex deal with like. The qualities desired in a teacher are much more characteristic of an individual than of a sex, although a sociological justification for the attempt to interest more men in teaching may exist, there seems to be little justification in school administration, as such, for such effort. In fact, the sociological argument tends to lose its force, in so far as certain findings have sociological significance.

In the last few years there has been an upsurge of interest among social scientists in the United States in the question of sex roles and particularly in the position of women in "non-traditional" occupational settings outside the family. Much of the research has concentrated on professional women; and the profession that has probably received most attention is university teaching and research. There are probably two reasons for this; it's proximity for researchers and the growing number of militant feminists among academics who have publicized the small numbers and low status of women within the profession. One aspect of the position of women in universities has received relatively little attention in countries. The clearest point to emerge is the virtual absence of women in technology, and their presence in the highest proportions in the humanities, although even here they are very much in a minority. The most important difference between can be seen not only in the different subjects which men and women teach, but notably also in the roles which they play within their own fields, with the preference of women for teaching and men for research. The unspoken pressures on women, and for those matter men, to conform to certain "feminine"- "masculine" roles, are more compelling, where, it can be argued, the cults of aggressive masculinity and conspicuous feministic are more strongly approved.

There is a clear link between the presence of women in a subject, and its status, measured in a variety of other ways. On the whole, fields in which women are to be found in larger proportions tend to contain larger than average numbers of children of manual workers (education, social work), to do more teaching than the average and to publish less (education, social work, humanities), to have lower salary levels and perhaps also a smaller number of senior posts, and to have lower prestige.

The connection is not fortuitous. The presence of women depresses the status of a field, and that women find it easier to obtain posts in fields that are already of low status and members of high-status fields consider it to their advantage to protect their standing by creating barriers against women, and side-tracking women into lower-status roles (such as teaching) and lower positions when they are appointed. Some might argue that the concentration of women in certain subject fields need not be a subject for concern, but is simply an inevitable consequence of the different interests of men and women.

Challenges of Teaching as a Career for Women

Teaching has always been one of the prior profession open to women. As women tend to shoulder a greater proportion of domestic work than men and they typically balance multiple conflicting role as academicians and home maker, all kinds of profession do not provide the flexibility of timing which is possible only in few professions like in teaching and moreover, studies on women academicians have focused on factors contributing to the shortage of women professors (Mishra and Mallick, 2016). The choice of career in teaching shows that individual interests and aptitudes will play a significant part in one's decision.

Hence, teaching as a career for women enjoys lot of benefit. Teachers get incredible joy in seeing the difference they make as students gain new insights, become more interested in a subject and learn about themselves. Women teachers foster creativity, develop character, give students lenses with which to view the world and provide students with the skills they need to reach their potential and lead productive lives. Many individuals are attracted to teaching by a sense of service, because they want to make a clear, tangible difference in the lives of others. Another benefit lies in having a vocation, not a job. For many people, their work is a means to an end. They work for a pay check in order to live their lives. But those called to teach have a true vocation. Teachers also enjoy the benefit of interpersonal interaction. Teachers have a high level of autonomy as they teach their curriculum in very different ways depending on their knowledge, personality and beliefs. Teachers enjoy the benefit of spending more time with family. One of the great perks of a teacher's schedule is that it matches up with a child's school schedule. Teachers enjoy lots of vacation. Being a teacher, one can bring some changes in classroom and whole education process which is wished when one was a student. Summer vacations are not only an attraction for students but for teachers as well. Teachers enjoy vacations of almost two months. Some teachers use this time to travel while some others start doing additional courses to earn more money.

The Challenges of women careerist show that there are many factors which create barriers to women's advancement with research productivity. These include the long-standing gendered division of academic labour that sees women more concentrated in teaching activities while men focus on research and publishing. It is well known that research is an activity more valued for promotion purposes than teaching. Another factor that is often considered a limit to women's research development is that they have less access to academic networks which are vital for a successful research career. Both men and women as academician professionals and parents struggle with the task of achieving a balance between work and family life, however the challenge for women is greater than for men, given the simple logistics of the biological clock, the physical demands of pregnancy and childbirth, the gendered expectations of family obligations, and the ongoing disparity with which women take on the "second shift" through maintenance of children and home.

For academic mothers, one of the most time consuming aspects of their lives and a source of significant professional, personal and marital stress is the fact that many feel as though they work a 'second shift' at home. This aspect is seen to have a negative impact on women's research capabilities. In such a situation research is the only thing that can be put off in a schedule filled with teaching, research and children. Further, cultural expectations which persist about women's responsibilities and capabilities have a negative impact on the careers of women. It can lead to interruptions in their academic career and serve as major barriers to their research and publishing activity. This social expectation about the roles women and men are supposed to perform are extremely difficult to alter (Amer, 2013)

The jobs taken by women create more conflicting situation due to dual role played by women. This gives birth to anxiety, worry and inability to tolerate the whole burden. Cinamon & Rich (2005) reported that teachers attributed high importance to both roles. Working women's problems at work are manifold. A similar situation exists in the present study where a majority of the respondents are of the opinion that teaching is considered as a moral profession and that they prefer teaching to any other profession. Majority say that they select teaching, not because they are stirred desire to render a professional service for which they are aptitude and inclination, but because they are led by the force external influences and fortuitous circumstances.

Other studies conducted reveals Women face more psycho-social problems now as a result of her changing roles and bearing dual responsibilities, one in family and other at job. Various psycho-social problems like anxiety, frustration, mental illness, distress, depression, stress, anger, phobias and other various social and emotional distresses are likely to beset her. A careful and sensitive peep into mind and psyche of women reveals beyond doubt how her fears, anxieties, stress and strains warp and dampen her morale, courage and retard her march to excellence, progress and glory. Similarly, the same situation exists in the other professions, if one can place any credence in the testimony of the professional practitioners. Women have to trudge a weary and difficult terrain all her life because of her dual responsibilities at home and at the job. Despite all her resilience, patience, fortitude and tolerance, sometime her spirits give way under the dreary and cumbersome obligation of their home and official duties. All the psycho-social problems prey upon her mental, moral, social, official and familial sphere. We can have a glance at the withering and decaying impact of the psycho-social problems on her outer and inner potential. With the passage of time, the wounds may heal but the scars remain and these scars with her aging process become more marked and more pronounced and manifest themselves in her attitude and self-conduct.

In this context researches conducted show that women being a carrier oriented faces a demand to undergo changes in priorities after being married. Researchers have used the terms "career priority" and "family priority" to examine the importance or value of work and family roles. These concepts would apply to both women and men. Career priority has been used as a predictor of satisfaction and well-being outcomes, as well as a moderator of agreement in beliefs about career priority in dual earner couples on the support-exchange well-being relationship. Career priority and family priority patterns both have the potential for role conflict as women and men attempt to integrate both family and careers. Researchers have found that the pressure for working mothers to strike a balance between the competing demands of meaningful career roles and home-life continues to pose a challenge for most women (Grady and McCarthy, 2008; Dex, 1999). This is particularly difficult because, even though today's families are comprised of many dual income earners, women still remain the primary caregivers (Drew *et al.*, 2003; Fine-Davis *et al.*, 2004; Drew and Murtagh, 2005). Flexible work arrangements have become crucially important for women as they continue to balance home-life while making meaningful contributions to the workforce (Davey *et al.*, 2005; Grady and McCarthy, 2008; Dex, 1999).

Career Priorities and Family Dynamics

Women setting career as priority shows that the achievement motivation by showing the Gender differences in achievement motivation and related achievement behavior are viewed from a social learning perspective (Bandura, 1978), incorporating a dynamic view of learning and development. This view does not ignore inborn differences, but it minimizes their potency, focusing instead on socialization experiences in the past and present as strong determinants of achievement motivation and behavior. These shifts suggested a possible tension between family and career if undergraduates choose lifestyles other than the traditional male-as-breadwinner female- as-helpmate pattern. The resulting "dual career" couples are of interest they may be breaking new ground in working out patterns of relationship work and family roles. These patterns allow the wife's pursuit of a career in addition, may be a force for change in the organization of work generally.

Careerist women are looked down upon where they are seen to be ill-treated at the in-laws place for not being doing only the traditional role of

family care rather going beyond the stereotyping role and being a careerist. It has been observed that if in a house there are daughter in laws where some are housewives and others working, and then those working women are taken for the ideology that they neglect the duties of adequate family care and thereby are not encouraged. In such familial setting even the husband learns to disrespect and discriminate the wife for having not been performing the women rights. They face this Acker (2003) has characterized women as the 'other' academics, facing not so much overt discrimination, but the everyday practices of exclusion which are more subtle, more deeply embedded, and more difficult to contest and resist, despite the rhetorical. As a 'muted' group women learn to express their ideas in terms of the dominant group so that they suppress and repress alternatives. The effect is to limit the selves or identities women are free to become where the hegemonic culture defines women as somehow 'naturally' lacking (Acker, 2003). Women's career must be inclusive of the subjective emotional, spiritual, physical and intellectual, their development through relationship as well as outer visible achievement. Women's career are characterized by diverse experience in many social roles that are interdependent and fluid. The social role includes paid work, which along with other experience contribute to a development of personal identity and a sense of self. The living of life is not a smooth, staged progression nor is it unproblematic.

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or nurturing of children. Walkerdine (1990) explains that an academic woman simultaneously confronts the unbearable splitting of identity between the powerful person (the academic) whom she cannot recognize as herself, and the powerless being who lacks confidence (the woman). Women spend about twice the time that men do in activities relating to taking care of the children, the sick and the elderly. The double demands of the career and home lead to a double burden, which has been observed in many national contexts and is variously referred to as the 'dual burden', 'second shift', 'role overload' or 'dual role syndrome' (Rout, Lewis & Kagan, 1999). She has to trudge a weary and difficult terrain all her life because of her dual responsibilities at home and at the job. A career woman, if she is married is condemned for being an unsatisfactory wife and mother. If she is unmarried, it is automatically assumed that she would prefer to be married and that her career is only a compensation for the lack of something she would rather have.

CONCLUSION

The existing researches into academic choices was limited by the lack of an integrative theoretical framework to guide the selection and organization of the variables that influenced the achievement related choices and behaviours, with research preceding in a piece meal fashion as individual researchers investigated subsets of the possible causes. The differences exist in how professionally aspiring women intend to order their family and career priorities. By way of example, men in the professional group were almost equally likely to choose either a family-accommodated lifestyle or a career- directed one. Professionally aspiring women, on the other hand, were much less likely to choose a family-accommodated pattern; they were more likely to choose one of the career-centered life styles.

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