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Factors associated with professional woman faculties regarding working environment of SAUs, Gujarat

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Abstract

There are several factors which play vital roles in influencing the professional life of woman faculties to advance her roles and functions within agricultural university as a teacher / researcher / an extensionist. The woman faculty identifies those factors which restrict and enhance them personally, professionally and organizationally. The study was conducted among hundred woman faculties working in four state agricultural universities of Gujarat state viz: Navsari Agricultural University, Junagadh Agricultural University, Anand Agricultural University and Sardar Krushinagar Dantiwada Agricultural University. In all 5 categories of factors were identified viz., 8 social, 7 physical, 8 psychological, 6 economical and 7 organizational factors for measuring this variable. Majority of the woman faculties chosen work-life balance (MS 2.93) as the important social factor, teacher-student ratio (MS 2.77) as the relevant physical factor and self confidence (MS 2.81) was considered as the important psychological factor monetary rewards for achievements (MS 2.67) as the relevant economical factor associated with the working environment.

Keywords: Factors, professional woman faculties, working environment, SAUs (State Agricultural Universities), Gujarat

Introduction

Factor is a circumstance, fact or influence that contributes to a result. There are several factors may associated with the working environment of woman faculties pursuing the post of assistant professor, associate professor, professor and its equivalent in the universities. These factors may play vice-versa to the woman faculties to advance her roles and functions within agricultural university as a teacher / researcher / an extensionist. This is important to the academy as female enrollment continues to rise within jurisdiction. Thus, these factors play key roles in influencing the professional life of woman faculties.

In present study, social, physical, psychological, economical and organizational factors associated with the working environment among the woman faculties were identified. In social factors, work life balance, family support, casteism, cultural stigma, social recognition, social participation, social status and position in reference group which are concerned with the effects of people and groups influencing one another in a social domain. Whereas, physical factors consisted of teacher student ratio, adapted teaching methods, infrastructure, institutional achievements, transportation facilities, communication facilities and extrinsic rewards which may have significant impact on job performance of woman faculties.

The psychological factors such as critical thinking, ability to control one's emotions, ability to anticipate the course of

events, sociability, sense of duty, self-confidence, outspokenness and tolerance drive an individual's actions to seek satisfaction. Those factors that can affect and influence an individuals' financial status such as fair payment, monetary independence, regular payment of salary, additional payment for extra work, monetary rewards, allowances and incentives represented economical factors. The work procedures, working hours, stringent rules and regulations, management policies, organizational changes, autonomy in work roles, clear and precise job responsibilities which are associated with an organization regarded as organizational factors. Hence, these factors are relevant in terms of various dimensions of working environment of woman faculties in agricultural universities and might have certain influence on their professional life and their way of manifesting professionalism.

Methodology

The study was conducted among hundred woman faculties working as Professors/ Research Scientists, Associate Professors / Associate Research Scientists / Associate Extension Educationists and Assistant Professors / Assistant Research Scientists / Assistant Extension Educationists in colleges, research stations and extension institutes of four state agricultural universities of Gujarat state viz: Navsari Agricultural University, Junagadh Agricultural University, Anand Agricultural University and Sardar Krushinagar

Dantiwada Agricultural University. In all 5 categories of factors were identified *viz.*, 8 social, 7 physical, 8 psychological, 6 economical and 7 organizational factors for measuring this variable. The responses were collected on

three point continuum *viz.*, very important, important and less important and scores of 3, 2, 1 were given, respectively. Then, the mean score for each factor was calculated for ranking them in terms of its importance.

Table 1: Information about woman faculties in SAUs and size of respondents

Sr.	SAUs of Gujarat	Designation of woman faculties	Respondents' size
1.	NAU, Navsari	Professors/ Research Scientists	4
		Asso. Professors / Asso. Res. Scientists	5
		Asst. Professors/ Asst. Res. Scientists	50
2.	AAU, Anand	Professors/ Research Scientists	1
		Assoc Professors / Assoc. Res. Scientists	3
		Asst. Professors/ Asst. Res. Scientists	23
3.	SDAU, Dantiwada	Asst. Professors/ Asst. Res. Scientists	11
4.	JAU, Junagadh	Asst. Professors/ Asst. Res. Scientists	3
Total			100

Results and Discussion

There are several factors that help the woman faculties to advance her roles within agricultural university as a teacher, researcher or as an extensionist. Further, these factors help in sort out the deficits and credits that exist personally, professionally and organizationally in a woman acting as a faculty in an organization.

The views in this regard were collected and ranked based on the mean score. The classified data are presented in table 1 and fig.1.

The data in table 32 showed that, among social factors, majority of the woman faculties chosen work-life balance (MS 2.93) as the important social factor, followed by family support (MS 2.88), social participation (MS 2.30), social recognition (MS 2.26), social status (MS 2.12), position in reference group (MS 2.07), cultural stigma (MS 1.81) and casteism (MS 1.39).

Difficulties faced in balancing the conflicts in personal as well as their professional life might have influenced the woman faculties in selecting work-life balance as the important social factor.

Among physical factors, majority of the woman faculties were found teacher-student ratio (MS 2.77) as the relevant physical factor associated with the working environment, followed by communication facilities (MS 2.71), adapted teaching methods (MS 2.66), infrastructure (MS 2.65), institutional achievements (MS 2.62), transportation facilities (MS 2.43) and extrinsic rewards (MS 2.39).

An optimum teacher-student ratio might be a necessary factor found by the woman faculties in executing an effective teaching learning process.

In case of psychological factors, self confidence (MS 2.81) was considered as the important factor among the majority of woman faculties, followed by sense of duty (MS 2.72),

critical thinking (MS 2.58), ability to control one's emotions (MS 2.54), tolerance (MS 2.46), ability to anticipate the course of events (MS 2.44), outspokenness (MS 2.43) and sociability (MS 2.35).

In order to well handle the unanticipated as well as challenging situations in the professional life and for taking appropriate decisions, woman faculties might be considering self confidence as an important psychological factor to be more equipped in them.

While considering economical factors, majority of the woman faculties were felt monetary rewards for achievements (MS 2.67) as the relevant factor, followed by fair payment of work done (MS 2.59), monetary independence (MS 2.58), allowances and incentives (MS 2.20) and regular payment of salary (MS 2.19), additional payment for extra work (MS 2.06).

Monetary rewards might be a source of extrinsic motivation for the woman faculties to become more advanced in their profession which might be the main reason for selecting 'monetary rewards for achievement' as the most important economical factor.

Pertaining to organizational factors, autonomy in work roles (MS 2.76) found to be the very important factor by majority of the woman faculties, followed by working hours (MS 2.71), clear and precise job responsibilities (MS 2.66), management policies (MS 2.55) and organizational changes (MS 2.55), work procedures (MS 2.43) and stringent rules and regulations (MS 2.33).

Majority of the woman faculties has chosen autonomy in work roles as the important organizational factor because this factor might be playing a key role in enhancing their efficiency and interest in accomplishing the job assignments.

Table 2: Factors associated with woman faculties regarding working environment (n=100)

Sr.	Factors	Mean score	Rank
I	Social factors		
1.	Work life balance	2.93	I
2.	Family support	2.88	II
3.	Casteism	1.39	VIII
4.	Cultural stigma	1.81	VII
5.	Social recognition	2.26	IV
6.	Social participation	2.30	III
7.	Social status	2.12	V
8.	Position in reference group	2.07	VI
II	Physical factors		
1.	Teacher-Student ratio	2.77	I
2.	Adapted teaching methods	2.66	III
3.	Infrastructure	2.65	IV
4.	Institutional achievements	2.62	V
5.	Transportation facilities	2.43	VI
6.	Communication facilities	2.71	II
7.	Extrinsic rewards	2.39	VII
III	Psychological factors		
1.	Critical thinking	2.58	III
2.	Ability to control one's emotions	2.54	IV
3.	Ability to anticipate the course of events	2.44	VI
4.	Sociability	2.35	VIII
5.	Sense of duty	2.72	II
6.	Self confidence	2.81	I
7.	Outspokenness	2.43	VII
8.	Tolerance	2.46	V
IV	Economical factors		
1.	Fair payment for the work done	2.59	II
2.	Monetary independence	2.58	III
3.	Regular payment of salary	2.19	V
4.	Additional payment for extra work	2.06	VI
5.	Monetary rewards for achievements	2.67	I
6.	Allowances and Incentives	2.20	IV
V	Organizational factors		
1.	Work procedures	2.43	VI
2.	Working hours	2.71	II
3.	Stringent rules and regulations	2.33	VII
4.	Management policies	2.55	IV
5.	Organizational changes	2.44	V
6.	Autonomy in work roles	2.76	I
7.	Clear and precise job responsibilities	2.66	III

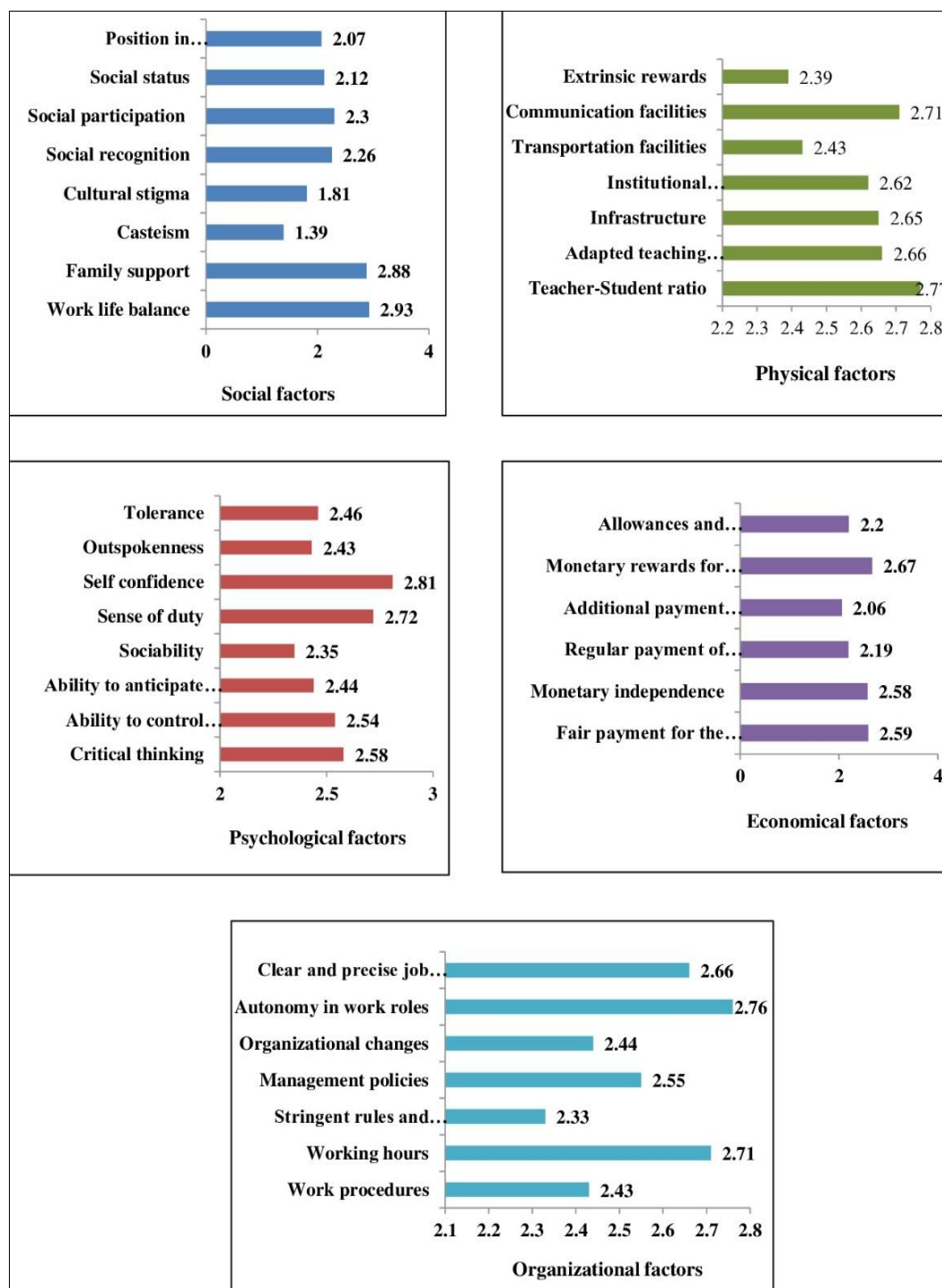


Fig 1: Factors associated with professional woman faculties regarding working environment

Conclusion

Majority of the woman faculties chosen work-life balance as the important social factor, teacher-student ratio as the relevant physical factor and self confidence was considered as the important psychological factor and monetary rewards for achievements as the relevant economical factor associated with the working environment. Assessment of important factors associated with the working environment of woman faculties may be helpful for the authority to be aware and to focus more on the key determinants that motivates and demotivates them while framing the programmes and policies for their professionalism enhancement.

Research Category

Agricultural Extension and Communication

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