Gender Equality in Higher Education-
A Comparative study of Sweden and India

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Acknowledgement

We, Dhiviya Janoris and Paula Prela with great happiness present our thesis in which we have worked on the topic of gender equality in academia of two countries

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ABSTRACT

Title: Gender Equality in Higher Education- Comparative study in Sweden and India

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Aim: The aim of this study is to understand gender equality in higher education in two different countries, Sweden and India.

Method: The study uses a qualitative study method and a constructivism approach. We conducted 11 semi-structured interviews and document experiences regarding gender equality. We had 6 interviews from the University of Gävle, Sweden and 5 interviews from Patrician College, India.

Result and Conclusions: The results have shown that there is gender equality within the University of Gävle and Patrician college. However, there can be improvements made regarding the vertical and horizontal segregation in both universities. Additionally, when examining Patrician College on a macro level, it is shown that the parental leave policies and the gender wage gap has a large impact on gender equality.

Suggestions for future study: It can be suggested that future study in this topic concentrate on to understand why there is a majority of male professors rather than female professors. Additionally, the reasons as to why there is a wider gender wage gap in India and poor parental leave policies should be examined.

Contribution of the thesis: The theories are used to understand gender equality in different dimensions and its relationship with the different levels of the construct of gender as a social structure with the help of different theories.

Keywords: Gender Equality, Individual level, Interactional level, Macro level, University of Gävle, Patrician College.
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1. Introduction

This chapter introduces an overview of the study. This section starts with a background of gender equality and also presents the current situation at workplaces (higher education) in Sweden and India. Then purpose and study questions are followed, and limitations and outline of the study are present at the end.

1.1 Background

Attaining gender equality in different aspects of life has been an area of focus with Article 157 of the Treaty on the Functioning of the European Union (TFEU) stating equal pay for equal work for men and women (Europea, 2008). This would mean gender equality is to be ensured in both academia and the industry. Academia in Sweden is expected to work without gender discrimination (Määtä & Lyckhage, 2011). Therefore, this study intends to focus on universities and female academics and mainly focusing on professors. Additionally, as we are currently study at University of Gävle, it is highly interesting to study their home university and Indian University (Patrician College), which is interesting to investigate, additionally, it might give us a new interesting point of views about their university culture.

1.2 Gender Equality

The 19th century witnessed the beginning of gender equality in the Nordic countries. From then, it has seen important developments during the whole of the 20th century in different parts of the world with different levels of achievement, results and consequences based on country, industry, age and seniority. (Sweden, 2014)

The different influencing factors of gender equality varies based on the setting like the consequences of achievement or lack thereof. The concept of gender equality is assumed to have fundamental differences between the western philosophies and eastern philosophies. This has obvious influences on the performance of different countries. One of the fundamental and well-known methods to compare different countries is through Hofstede’s cultural dimensions where one of the dimensions of masculinity have a relationship with the concept of gender equality. (Hofstede, Hofstede & Minkov, 2005)
The early works on gender equality focused on fundamental aspects such as education and primary health care. This has led to considerable developments on the quality of life in developed countries although a lot is to be achieved in the world in general. This is evident with Goal 5 of the Sustainable development challenges of the 21st century being Gender equality. It has taken several decades to achieve a situation where equality is achieved in the fundamental aspects. (Le Blanc, 2012)

With work on gender equality focusing on the industry and commercial organizations, the concept of gender equality in the academic setting has taken a back seat. Gender equality has improved to a large extent starting from the basic level of students at the undergraduate level, graduate level to the number of lecturers and teachers at universities in general. The data available for the year 2018 for Sweden still show a strong contrast in regard to gender inequality at the level of Professors at Universities and will be the focus of this study. (Sweden, 2014)

Gender equality in the field of higher education in Sweden and India is not only present in the form of vertical segregation which would mean that the segregation is uniform across all disciplines. It would also mean that the reasons and solutions to improve gender equality in higher education should be the same. But this is not the case. (Silander, Haake & Lindberg, 2013)

Gender inequality in higher education is both vertically and horizontally segregated. The reasons for the segregation differ between male predominated disciplines and female predominated disciplines. In a similar way, the solutions for the problem of gender segregation are also different between male predominated disciplines and female predominated disciplines. The male predominated disciplines points to reasons such as high homogeneity in Ph.D. applicants leading to gender segregation at a later stage. The female predominated disciplines point to reasons such as historical and cultural factors of society. Therefore, the reasons for the horizontal segregation hence has to be studied in detail rather than summing them all together with one point of view irrespective of discipline. (Silander et al., 2013)
1.3 Gender equality in Sweden

In Sweden, it is imperative that men and women have equal rights in order to shape society and their own lives. In more recent years, Sweden’s focus has shifted to gender equality and is now considered a role model for other countries. Although Sweden has achieved the role model title, there are still improvements to make. (Sweden, 2019)

Based on the Global Gender Gap report, done in 2018, Iceland was the most gender-equal country, with 85 percent of its overall gender gap. After Iceland, Norway ranked 83,5 percent and then Sweden and Finland with the same score, 82,2 percent. Therefore, it can be concluded that Nordic countries are leaders when it comes to gender equalities. (Global Gender Gap Report, 2018)

1.3.1 Equality in the workplace in Sweden

In Sweden, gender discrimination has been illegal in the workplace since 1980. Sweden has invested a lot of effort into accomplishing gender equality, making sure that men and women are treated equally in the workplace.

Since 2009, the Swedish Discrimination Act, has actively been promoting gender equality and has also taken action against any kind of harassment in the workplace. Later in 2017, the law was revisited, now it includes harassment based on ethnicity, religion, sex, transgender identity or expression, disability, sexual orientation, and age. To continue, being harassed or discriminated based on these factors are against the law and are not acceptable at the workplace by any means. Additionally, the Swedish Discrimination Act, has made it easier for employees who are planning parental leave or are returning back to work after parental leave. (Sweden, 2019)

1.4 Gender equality in India

India, having the second largest population in the world, has a long way to go towards a gender equal society. In the Global gender gap report of 2018, India ranks low 108 although the ranking is stable. With two important criteria of primary & secondary education and tertiary education closing, wage equality and health and survival India has a wide gap to close. Encouragingly in the political empowerment criteria, India has a respectable 40% women politicians with a rank of 19. Health and survival sub-index ranking has lowered compared to the previous years which is an important aspect to be
highlights. India is a country with a lot of challenges due to its large population. Gender equality would provide the means of improving the country’s economy and standard of living considerably. (Global Gender Gap Report, 2018)

1.4.1 Equality in the workplace in India

There have been two important legal changes to improve gender equality at the workplace in India. One of the laws stipulates that every publicly listed company has to appoint a woman director on its Board through the Companies Act, 2013. The other law is aimed to provide protection against sexual harassment and for the prevention and redressal of complaints of sexual harassment through the Sexual harassment of women at workplace (Prevention, Prohibition and Redressal) Act, 2013. When it comes to the gender gap in Employment, the total female formal labor force participation is 29% which results in women not benefitting from India’s economic growth. Regarding the growth to the top echelons of corporate management, only 9% of the boards of publicly traded companies are women. Women continue to face challenges in the work nature, access to facilities, and occupational health & safety. The gender pay gap has reduced from 45% in 2007 to 25% in 2013 which is commendable. In addition, there is a significant division of labor and gender segregation at all levels. (Gender Equality in the Workplace in India, 2015)

1.5 Theoretical gap

The affirmative actions for 1999 of the Massachusetts Institute of Technology report state that mechanisms need to be installed to ensure long term improvement in women faculty in universities. Additionally, the issue of work-life balance is also highlighted as an important area to be improved (Hopkins, 1999). These different aspects of gender inequality are better studied by conceptualizing gender as a social structure with the dimensions being individual, interactional and institutional (Risman, 2004). The gender inequality issue addressed through rigorous legal routes has been shown also to backfire (Monroe, Ozyurt, Wrigley & Alexander, 2008). A solution suggested to this end is the documentation of both men’s and women’s experiences although they are known to vary (Winslow & Davis, 2016). Other influencing factors such as a race are also important in addition to gender. Gender is studied as a practice, process, and structure. Risman’s theory of gender as a social structure enables us to study systematically gender inequality and identify potential barriers in the appropriate context (Holmes, 2015). Specifically, within an academic setting, it is called for to study how effective gender equality policies are
and in addition the effectiveness of mentor-mentee relationship (Trevino, Balkin & Gomez-Mejia, 2017). With universities being centers of learning, it is important to study how universities learn to challenge entrenched power relations to encourage equality (Porter & Kamimura, 2018). It is necessary to investigate how the promotion mechanisms affect the progress of female academics and also how female becoming a professor alone cannot be constituted as a victory (Marini & Meschitti, 2018).

There are few studies relating to academia and professors through the ‘gender as a social structure’ perspective. Specifically, there is a visible gap for qualitative studies through gender as a social structure perspective in academia. To this end, we identify the need to document the experiences of both male and female employees of higher education from the aspects of individual level, interactional level and macro level as part of this study.

1.6 Aim of the study

The aim of this study is to understand gender equality in higher education in two different countries (Sweden and India) at the individual level, interaction level and macro level. The aim is to gather the experiences regarding various gender equality issues qualitatively through a constructivist approach and document possible obstacles employees might face.

1.7 Research Questions

RQ1. What factors influence on gender equality in University of Gävle and Patrician College?

RQ2. How is gender equality seen in macro level, interactional level and individual level in higher education?

1.8 Delimitations

We have chosen to investigate gender equalities at University of Gävle (Sweden) and Patrician College (India), additionally related theories are being discussed concerning gender equality in higher educations. These issues are important to take into consideration in order to find out what factors have an impact on achieving gender equality in these universities.
We conducted six interviews from University of Gävle and five interviews from Patrician College. In this study, the primary data was collected from interviews made face to face and via telephone.

1.9 Outline of the study

The content of this study includes six chapters, excluding the abstract, references and appendix. Chapter 1 is the introduction about the whole study, including gender equality, backgrounds of both Universities and general motivation to this study. In Chapter 2, we discuss theories, which are related to this study, to lead the study into business administration field and aim at a certain subject. Chapter 3 is the methodology part, which indicates the whole process of building this study. This part containing the study approach, data collection, data presentation and data analysis to present how we organize this study. Chapter 4 presents the empirical findings, which are associated with data collected from interviews, additionally, it is considered as the primary data of this study. Then, in Chapter 5 we analyze the data. This chapter incorporates theories with empirical findings relevant to gender equality in higher education. Chapter 6 is the last chapter of this study which is the conclusion part. It includes the results, implication and further suggestions. In addition, in Chapter 6, we provide a few suggestions on how to achieve gender equality in higher education.
2. Theoretical Review

In this following chapter, We analyze the study topic with the help of various previous theories, additionally, the theoretical background is needed in order to investigate the phenomena that are examined in this study. Gender from a sociological perspective is studied as a social structure. This is followed by studying the different gender inequality issues of vertical and horizontal segregation theory and then continue with division of labor, tokenism, stereotype, glass ceiling, masculinity and femininity at the individual, interactional and macro level. These theories will help us to develop the concept to methodology and the analysis part.

2.1 Gender

Gender is defined as a complex, multilayered social practice that distinguishes between men and women, masculinity and femininity through formal and informal power processes. (Van Den Brink, Holgersson, Linghag & Deé, 2016)

One of the explanations for the complexity is provided by Marx through society’s evolution into a complex system. This evolution leads to more distinct differences in body and mind between women and men, specialized roles and division of labor. The process by which this social process is carried out is called socialization. Socialization is carried out early in an individual’s life through the family. This socialization is followed through by education (school system) and the society thereafter continuously. (Holmes, 2007)

2.1.1 Gender as a Social structure

In sociology, one of the methods of defining gender is in the form of a social structure (Risman, 2004). Several developments have been made to this view of gender as a social structure (Risman, 2018).

As shown in the figure 1, gender is manifested at the individual level, interactional level and at the macro level. At each level, there are the influence of culture and material aspects. Cultural aspects refer to the ideological processes and the material aspects refer to the legal rules that distribute physical rewards and constraints in any given historical moment. It is not sufficient to view gender only at the individual level, interactional level and at the macro level. Rather, the influence of each level on the other is also to be viewed.
2.2 Individual level

The individual level studies how boys and girls are groomed to have a preference to do gender and the measurable reality of sex difference. It is also understood that hormonal changes before birth have an influence on gender and studied in the field of epigenetics. To add to this complexity, the environment, in turn, has been shown to influence the hormones. But the influence of hormones has been less significant compared to the influence of gender socialization in the development of gendered self. (Risman, 2018)

According to Bourdieu’s practice theory, 1977, the body is socially constructed, and sex differences are created in real material ways at the individual level of the gender structure. This aspect is categorized under material aspects. The cultural aspects at the individual level deal with gender socialization. The different ways in which boys and girls are treated by their parents, teachers, peers and society influence the gendering process. The extent to which this gender socialization is internalized in an individual is complex. The internalization is studied using the concepts of masculinity and femininity and is explained in the following subsection. (Risman, 2018)
2.2.1 Masculinity and femininity

The concepts of masculinity and femininity has been studied by sociologists in the relatively recent past from the middle of the 20th century. The relationship between sex hormones (estrogen and testosterone) and gender (masculinity and femininity) has been studied by biologists. The relationship between the brain and the hormones are also significant and is studied using the brain sex theories. The study of sex and gender during this time (2nd half of 20th century) has been aided by the feminist movement. With the feminist movement bringing in more women scientists, the intellectual questions were influenced by feminism. Earlier studies have used masculinity and femininity as the two ends of one scale. This leads to a situation where low femininity would mean high masculinity and vice versa. This has been modified by Bem’s studies showing masculinity and femininity as two different personality dimensions, i.e two different scales). This leads to a situation where the possibility of high femininity and high masculinity (androgynous) is possible. The traits studied by the term masculinity include efficacy, agency and leadership and the traits studied by femininity include nurturance and empathy. Moving beyond the individual traits, gender within the sociological framework was studied as a structure or through the doing gender concept. The gender as a structure’s core concept is that given the same opportunities and constraints the differences between men and women would vanish. (Risman & Davis, 2013)

The relationship between the gender from a sociological perspective at the individual level and Hofstede’s masculinity dimension has been reported in previous studies where masculine countries tend to have distinct roles for men and women while feminine characteristic countries have less distinct roles for men and women (An & Kim, 2007). Hofstede’s cultural dimensions relate a society or nation’s culture with the population’s value and behavior (Hofstede, 1984). The concept of masculinity and femininity are attributed at the national level by its developers and not at the individual level (Hofstede, 2011). India (score: 56) as a country is categorized higher in the masculine scale compared to Sweden (score: 5) (Hofstede, 2019). But this is changing in the Indian metropolitan cities and they are becoming relatively less masculine and more feminine in recent years (Ganesh & Paramasivam Ganesh, 2014).
2.3 Interactional level

In a scenario defined by a homogenous majority, a minority individual faces the challenge and is well documented by Kanter (1977). The challenge faced by the individual is due to the interaction between the homogenous majority and the minority and is studied by the interactional level analysis. From a gender perspective, an example of a homogeneous majority could be an organization where 90% of the employees are men and only 10% of the employees are women (Risman, 2018).

In the material aspects of the interactional level, the conformity or non-conformity to the gender norms influences the access to resources, power, and privilege. This directly correlates to tokens facing more challenges than non-tokens. The cultural aspect at the interactional level is manifested through cultural stereotypes. Every interaction in society is culturally gendered. When an individual does not conform to these thought processes, they face backlash. The manifestation of interactional level gender inequality relevant to this work is tokenism and gender stereotyping. (Risman, 2018)

2.3.1 Tokenism

Well, known researcher Kanter (1977) argues in her book “Men and Women of the Corporation” that the female managers in male dominant organization experience significant performance pressures, increased visibility, role encapsulation and stereotyping as an outcome of their numerical rarity. Along with researchers, various sociologists have indicated that tokens often face isolation and obstacles to advancement in the workplace (Turco, 2010).

This theory is called Tokenism, which is a definition for a person of a small numeric minority (15 percentage or smaller) within an environment where homogeneous dominant group is prevailing. (Kanter, 1977)

Whereas in-group favoritism predicts that women should be more positive toward other members of their gender group, Kanter observed that token women attempted to dissociate from the collective group of female tokens and experienced strained in-group relations. In other words, proportional gender representation within an organization may
have unexpected consequences in terms of same-gender relations, particularly for women. (Rubin, Paolini & Crisp, 2010)

As mentioned above, there are various challenges for Tokens which they face in the dominant environment. The rare presence of tokens creates situations in which tokens are more visible than members of the majority groups. Despite the visibility, tokens might face loneliness and feeling being an outsider. However, few researchers argue that visibility can have positive outcomes in organizational settings, such as opportunities for promotion. On the other hand, this can increase performance pressures and restrain emotional expression. (King, Hebl, George & Matusik, 2010)

Another challenge amongst minorities and majorities can create social isolation. Tokens might face difficulties to connect with dominant members or reaching out for fear of further segregation. Additionally, feeling of isolation creates pressure for tokens. (King et al., 2010)

2.3.2 Gender stereotyping
Gender stereotyping (GS) is defined as common culture-wide beliefs about how men and women differ in personal qualities and characteristics (Haslett, Geis & Carter, 1992). Gender stereotyping is classified into two components, descriptive and prescriptive. The descriptive and prescriptive components of GS consist of beliefs about the characteristics that women and men do possess and should possess respectively. The descriptive component of gender discrimination leads to disparate impact whereas the prescriptive component leads to disparate treatment (Burges & Borgida, 1999). In the seminal work of Kanter, gender stereotypes have been categorized as “mother”, “pet”, “iron maiden” and “seductress” following the Freudian classification of madonnas or whores (Kanter, 1977).

Gender stereotyping is also shown to be fluid depending on the situation and contrast with relevant comparison groups which are more salient (Oakes, Haslam & Turner, 1994). It is also seen that both children and adults perform gender categorization and gender stereotyping even though they do not benefit from it (Ellemers, 2018).

Although gender stereotyping is to be avoided irrespective of the setting, non-gender stereotyping or gender neutrality becomes an even more important component of the
self-identification aspect of academia. The self-identification aspect is the aim to be independent and free from the surrounding societal opinions. (Määttä & Lyckhage, 2011)

Raw intellectual talent is associated with men but not women through laboratory, observational and historical evidence which is a clear case of gender stereotyping. This stereotyping can lead to women not favoring academic setting where talent is overvalued. It can also activate the negative gender stereotyping in female students which can scare the female students from the academic setting. A similar group that is associated with this negative stereotyping is the African American community. This shows that to improve gender diversity in an academic setting the qualities for success are to be non-gender stereotypical such as sustained effort and not natural brilliance (Leslie, Cimpian, Meyer & Freeland, 2015). With the mode of communication in a university being communication through lectures, seminars etc., it is important to understand its influence on gender equality. The influence of gender on communication method is well documented in previous study and is categorized as a prescriptive stereotype (Gaur, 2006).

Studies conducted in Turkey have shown that gender stereotyping is one of the main reasons for women's progress in the academic setting specifically within administrative positions (Celikten, 2005). In the same way, irrespective of academic performance and personal circumstances at work, male professors are more likely to be awarded an endowed chair compared to women (Treviño, Gomez-Mejia, Balkin & Mixon, 2018). On the contrary, cognitive performance, personality & social behaviors and psychological wellbeing are not found to have markable gender differences (Ellemers, 2018). Another aspect of gender stereotyping at work is that women are less likely to travel for work. Recent studies have shown that this is not the case. Comparison between men and women with dependent children have similar levels of difficulty (Mäkelä, Bergbom, Saarenpää & Suutari, 2015).

2.4 Macro-level
The macro level includes several aspects like social institutions. The material aspects at the social level involve the legal system which has specific rights and responsibilities based on gender. When these gender norms are defined, the legal system provides fewer
opportunities if any. Cultural aspects are present in the society at large which manifest in the form of working women being affected by parental leaves. Parental leaves alone cannot solve gender equality problems. Rather they must be combined with gendered ideology and national historical cultural values. Economic organizations have gendered the definition of jobs and positions. With job definition and the organizational structure changing continuously, the cultural aspects and the material aspects must be modified and continuously questioned. Examples of gender equality manifestation at the macro level are vertical & horizontal segregation, division of labour and glass ceiling. (Risman, 2018)

Gender plays an important role in an organizational setup and is evident in their practices from recruitment, motivational factors, day to day activities and future planning (Van den Brink & Benschop, 2012). Therefore, conscious decisions are to be made in identifying the privileges that are taken for granted by the majority of an organization (Armato, 2013). During recruitment in academia, efforts have been taken to have equal representation in the selection committees. But the effectiveness of this practice, in reality, has a lot to be improved in terms of transparency and accountability (Brink, Benschop & Jansen, 2010).

2.4.1 Vertical and horizontal segregation

Gender segregation as a concept was first discussed in the labor market in the early 1960s. At the time, division of labor exhibited radical separation of women’s and men's work and that in turn had a large impact on inequality. (Rubery & Rafferty, 2013)

Gender segregation is a visible phenomenon across different occupational structures and groups, such as workplaces, different types of industries and different sectors. It is important to point out, that women’s employment in the 20th century has dramatically increased and gender differences in occupations and wages have followed. Nonetheless, gender segregation maintains to cause concerts as it still is notable in the labor market (Ellingsæter, 2013). In ordered to fully grasp occupational segregation it is necessary to examine both vertical and horizontal dimensions (Jarman, Blackburn & Racko, 2012).

Vertical dimension measures the inequality implied in the occupational segregation. From the perspective of vertical segregation, women are usually placed lower in the hierarchy regarding opportunities of promotion as well as pay. As an example, there are various
jobs that are labeled “women's jobs”, those primarily focus on assistance to men’s jobs, such as secretaries to manager or nurses to doctors. (Bloksgaard, 2011; Kanter, 1977)

Horizontal gender-differences are influenced by traditional gender roles and dominant expectations within labor market in the society. It can be established, that horizontal gender segregation labor market is divided in to “Jobs for men” and “Jobs for women”, which means that certain professionals are particularly dominated by men or by women. A prime example of that would be a profession such as pilots or engineers. These jobs are known as “male jobs” or “men jobs”, and nurses and teachers, as well as customer services, are more “Women oriented jobs”. Male and female-jobs can also be named as “one-gendered”. A distinct feature of the gender division is that usually higher status and more prestige jobs are linked to what men are doing, which is also reflected that “male jobs” are often better paid than “female jobs”. (King et al., 2010)

2.4.2 Division of labour

One of the main reasons for gender inequality is due to the division of labour. Division within labour market is an unequal distribution of the two genders in the occupations and it is a socially constructed phenomenon where men and women work in different sectors of occupation and thus it implies taking gender as robust categories. (Alvesson & Billing, 2009, p.49)

Both horizontal and vertical division of labour prefer male workers and thus it is “...considered to be a key element in the subordination of women in work and society”. (Alvesson & Billing, 2009, p.49)

Gender segregation can be seen in different ways from the perspective of gender equality. The emphasis can be on the unequal proportion, that is when the number of men and women is not equal in a workplace. This can be a result of values of masculinity being favored versus values of femininity. (Alvesson & Billing, 2009, p.55)

According to Alvesson & Billing, gender division of labour can be divided into three levels, in macro, meso and micro levels. In the macro level, the focus is on “general features of the society and highly aggregated patterns indicated by statistical data”, in the meso level, concentration is on “organizations and workplaces” and in the micro level, the focus is on “the individual or personal level”. (Alvesson & Billing, 2009, p.58)
According to the statistics data made by Catalyst, globally, women’s labor force involvement rate was 48.5 percentage in 2018 whereas in 1990 it was 51.4 percentage. And in the European Union, 47.7 percentage of women were employed in 2017 and in India women’s labor force participation amount has fallen from 35.1 percentage in 1990 to 27.2 percentage in 2017. (Catalyst, 2018)

Structural barriers and cultural restrictions are the main factors which influence on gender gaps. Additionally, the number of years women spend in school and lack of employment opportunities, particularly for young women has an impact on gender gaps too. Moreover, women tend to spend more time performing unpaid work than men. According to Catalyst, in the United States, 62.3 percentage of all mothers with children under the age of three were in the labor force in 2017. (Catalyst, 2018)

2.4.3 Glass ceiling

The concept of the Glass ceiling is the invisible barrier faced by a minority group to progress beyond a certain level although they perform quite well in the labor market. This leads to vertical segregation and also the difference in the mean salary of men and women to varying significantly with men’s mean wage being higher. (Albrecht, Björklund & Vroman, 2003)

Within an academic setting, statistics covering 26 countries which includes countries like Australia, Brazil, China, Germany, Japan, Pakistan, Sweden, United States etc. have pointed out to the fact that the glass ceiling does exist with only one female professor for every 10 male professors on a global scale. The causes behind the presence of glass ceiling can be assessed from the viewpoint of societal approach, professional - organizational approach and institutional approach. Different societies show a different tendency to recruiting women although this seems to reduce in the aspect of progression. Although organizational influence seems to be less of a concern, when it comes to professional influence, experience and academic productivity seem to influence the presence of a glass ceiling. Additionally, this aspect might take several decades to achieve equality. (Bain & Cummings, 2000)

Meyersson-Milgrom, Petersen and Snartland (2001) also emphasize the occupational gender division in Sweden. They show that men and women with similar observable characteristics who have the same job with the same employer receive essentially the same wage. That is, the gender gap—and specifically the glass ceiling effect—primarily
reflects the fact that men and women have different jobs. This is an important and useful fact, but we emphasize that we do not view occupational, or more generally job, segregation as an explanation of the glass ceiling effect. Occupation and wage are jointly determined variables. In this sense, occupational segregation is the form in which the glass ceiling is manifested rather than an independent explanation of it.

The metaphor of the glass ceiling has been changed to a concrete ceiling in a study conducted in the US to emphasize the difficulty of the situation. The challenges with breaking the glass ceiling have been shown to be institutional transformation. But institutional transformation pace is too slow and has to be counteracted with local transformations at the individual and interactional level. This calls for women to negotiate necessary resources, mentorship, gathering and organizing women groups, refusing extraneous or gendered requests for service, making international connections, taking part in administrative service duties, taking part in sabbaticals and time management. (Bonawitz & Andel, 2009)

2.5 Intersectionality

Gender is one of the ways in which individuals are discriminated in the society. There are other ways such as sex, racial or ethnic origin, religion or belief, disability, age and sexual orientation which are used to discriminate an individual or a group of people. When an individual is identified by a single identity, it leads to problems of identity politics. To overcome the same, the concept of intersectionality to denote the various ways in which the different ways or discrimination interact and shape the multiple dimensions of a specific discrimination. The concept of intersectionality was originally developed to consider the intersection between race and gender enabling the study of a minority group of a minority group in a society. An example relevant to this study would be foreign born female academics in a country. The intersection of Gender and sexual orientation, class and race/ethnicity could be used to study where gender studies are currently employed to differentiate the challenges faced by individuals identified by multiple minority identities. Intersectionality is differentiated into social intersectionality and political intersectionality. When problems in society are better addressed through social intersectionality, to solve problems at the macro level political intersectionality is more appropriate. (Verloo, 2006)
2.6 Theoretical Framework

The aim of this study is to examine different elements which influence gender equality in University of Gävle and Patrician College. At the beginning of this chapter, gender as a social structure is discussed where gender is defined at three levels which are macro, interactional and individual levels (Risman, 2018). On the other hand, gender inequality is manifested in different ways in society, different theories are covered which are related to gender equality. These manifestations or issues of gender inequality include: Tokenism, Gender stereotyping, Vertical and Horizontal segregation, Division of Labor, Glass Ceiling, and Masculinity and Femininity (Kanter, 1977). To better counteract the issues of gender inequality, a theoretical framework which aims to link the issues with the levels of the ‘gender as a social structure’ theory is warranted (Figure 2). At this stage, the different levels and the manifestations of gender inequality are identified. With the help of the empirical results it would be possible to link the manifestations with the different levels.

*Figure 2. Gender Equality theoretical model*
3. Methodology

In this chapter, we demonstrate the collecting process and approaches that are used to complete the study. Then, we illustrate the ways of data presentation and data analysis. At the end of this chapter, trustworthiness is presented, including reliability, validity and ethics.

3.1 Research philosophies

The belief about the way in which data about a phenomenon should be gathered, analyzed and used is termed research philosophy. Research philosophy is better understood by the identifying the epistemological and ontological stand point. Ontology is defined as “a concept concerned with the existence of, and relationship between different aspects of society such as social actors, cultural norms and social structures” (Jupp, 2006, p. 202). Epistemology deals with the nature of knowledge, its scope and legitimacy. From an ontological perspective, this study falls within the constructivism approach and from an epistemological perspective, this study falls within the interpretivism approach. (Jupp, 2006)

3.2 Research design and methodology

Research design deals with the framework for the generation of evidence suited to a certain set of criteria and to the research question. The different types of research design are experimental, cross-sectional, longitudinal, case study and comparative. This study falls within the cross-sectional design because the interviews are conducted at one point in time to obtain the responses for the research question with the unit of analysis being individual person. (Bryman, 2012)

The two major approaches in the epistemological discussion of qualitative study are realism (positivism) and constructivism. Positivism states that there is an external reality whereas the constructivism approach examines the reality through the constructive process used in approaching reality. This study would be better studied using the constructivist approach as the realities are the social products of individuals, interactions and institutions. (Flick, 2018)

Within gender studies in an international setting as in this study, we need to understand the social constructs which have led to the present situation of gender inequality or equality. Therefore, the constructivist viewpoint is more relevant for this study. Here we
do not accept the social norms as such. Rather, we question the means and study of the origins of social norms. Constructivist approach for gender equality is required to assessing, defining and renegotiating competing for gender norms and identities in different institutional contexts and at an international context. It is also required to analyze, define and redefine global gender norms in local contexts and through local activism. (Kardam, 2004)

### 3.3 Qualitative methods

Study in the behavior of people in industrial/organizational situations is studied using both quantitative and qualitative study. While quantitative study uses numbers and statistics, qualitative study uses linguistic symbols and stories. Qualitative study uses these symbols and stories to produce descriptions and interpretations of actual behavior in specific settings. (Cortina & Landis, 2013)

The aim of qualitative study in sociology is to understand the unknown information from what is said and not said for further self-recognition (Flick, Kardorff & Steinke, 2004, p.4). One important need for qualitative study is the failure of big narratives and theories, i.e. a universal truth. On the other hand, most of the theories are assessed based on location, time and situations which call for the need of qualitative study to capture the nuances of the real world (Flick, 2018, p.5).

Unlike testing already formulated theories as in natural sciences using quantitative methods, qualitative methodologies aim to discover and develop the new and empirically grounded theories (Flick, 2018, p.67). In the field of sociology, it is impossible to isolate a single variable from its environment and study it. Rather, it is of paramount importance to study the influencing factors in their entirety in their everyday context.

Qualitative study describes in detail and analyses the quality of human experience. On the other hand, quantitative study categorizes human experience numerically. Both methods are based on observable reality. Both study methods should systematically adhere to defined rules and procedure. (Marvasti, 2004)

Feminism and gender studies prefer qualitative study more than quantitative study as it is observed that quantitative study ignores the voice of women, studied in a value-neutral way and researched specifically as women. (Flick, 2018)
In qualitative study, the starting point is the research question and is followed by a selection of relevant sites and subjects (Figure 3).

**Figure 3. Process of qualitative research in sociology**

1. General research question(s)

2. Selection of relevant site(S) and subjects

3. Collection of relevant data

4. Interpretation of data

5. Conceptual and theoretical work

6. Writing up findings/conclusions

5a. Tighter specification of the research question

5b. Collection of further data

*Source: Adapted from Bryman, 2012, p. 384*

This is followed by the collection of relevant data where different methods can be utilized. After the collection phase, the results are interpreted simultaneously with the identification of conceptual and theoretical work which leads to the tighter specification of the research question and collection of further data. Once a satisfactory level of clarity is obtained, the findings are summed up with a conclusion. (Bryman, 2012)

### 3.3.1 Selection of samples

Sampling procedure in qualitative study is called purposive. This means that the selection process is based on the theoretical purpose of the project and not on strict methodological rules (Marvasti, 2004). To study the issue of gender equality in academia, two different countries were selected, Sweden and India. Sweden was chosen because it is one of the countries which has excelled in the path to gender equality in varied scenarios (Sweden, 2019). In Sweden, the University of Gävle was chosen as the place of study. Within the University of Gävle, academics at different levels were chosen for the interview.
India was chosen as it is one of the most populous countries in the world with a very significant population under the age of 35. In India, Patrician College was chosen to conduct the interview.

Table 1 below provides the profile of interviewees from University of Gävle. The information includes Gender, age, the faculty, the position of the interviewees at the University, their work experience, interview duration and the location of the interview.

**Table 1. Interviewee’s profile at University of Gävle, Gävle, Sweden**

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Age</th>
<th>Faculty</th>
<th>Position</th>
<th>Experience</th>
<th>Interview Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>49</td>
<td>Department of social work and criminology</td>
<td>Associate Professor</td>
<td>9 years</td>
<td>38 mins</td>
<td>University of Gävle</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>42</td>
<td>Department of Business and Economic studies</td>
<td>Ph.D. Student</td>
<td>9 years</td>
<td>50 mins</td>
<td>University of Gävle</td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td>46</td>
<td>Department of social work and criminology</td>
<td>Lecturer</td>
<td>11 months</td>
<td>32 mins</td>
<td>Interviewees Home</td>
</tr>
<tr>
<td>4</td>
<td>Female</td>
<td>55</td>
<td>Department of Business and Economic studies</td>
<td>Head of the department</td>
<td>4 years</td>
<td>25 mins</td>
<td>University of Gävle</td>
</tr>
<tr>
<td>5</td>
<td>Male</td>
<td>44</td>
<td>Department of Business and Economic studies</td>
<td>Associate Professor</td>
<td>5 years</td>
<td>49 mins</td>
<td>University of Gävle</td>
</tr>
<tr>
<td>6</td>
<td>Female</td>
<td>29</td>
<td>Department of Humanities</td>
<td>Adjunct Lecturer</td>
<td>8 years</td>
<td>30 mins</td>
<td>University of Gävle</td>
</tr>
</tbody>
</table>
Table 2 below provides the profile of interviewees from Patrician College. The information includes Gender, age, the faculty, the position of the interviewees at the University, their work experience, interview duration and the location of the interview.

**Table 2. Interviewee's profile at Patrician College, Chennai, India**

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Age</th>
<th>Faculty</th>
<th>Position</th>
<th>Experience</th>
<th>Interview Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Female</td>
<td>32</td>
<td>English</td>
<td>Assistant Professor</td>
<td>2 year 6 months</td>
<td>45 mins</td>
<td>Telephone interview</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>35</td>
<td>Social Work</td>
<td>Assistant Professor</td>
<td>3 years</td>
<td>30 mins</td>
<td>Telephone interview</td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td>30</td>
<td>English</td>
<td>Assistant Professor</td>
<td>2 years</td>
<td>25 mins</td>
<td>Telephone interview</td>
</tr>
<tr>
<td>4</td>
<td>Male</td>
<td>32</td>
<td>English</td>
<td>Assistant Professor</td>
<td>9 years</td>
<td>25 mins</td>
<td>Telephone interview</td>
</tr>
<tr>
<td>5</td>
<td>Female</td>
<td>42</td>
<td>English</td>
<td>Head of the Department</td>
<td>18 years</td>
<td>50 mins</td>
<td>Telephone interview</td>
</tr>
</tbody>
</table>

### 3.4 Data collection

#### 3.4.1 Primary and secondary data collection

In qualitative study, the data collection method is closely related to the data which is collected. This shows semi-structured interviews is an apt data collection method for the question at hand (Marvasti, 2004, p.11). The primary data of this study is collected from interviews via face to face meetings, meaning this study is done using qualitative methods.

Two modes of data collection are used in this study, i.e. Primary data collection and Secondary data collection. In this study, primary data collection method was carried out
using semi-structured interviews. The shortcomings of conducting the interview as a data collection method can, for instance, be the interviewee’s nervousness of the social situation in question, whereas, in quantitative interviews, the interviewees can answer the question in an environment of their own choosing and therefore feel more comfortable and relax.

Secondary data is obtained from literature study, published research reports, study reports and publicly available statistics.

3.4.2 Structure of the questionnaire

In this study, data is collected for the proposed research questions in the form of semi-structured interviews. Semi-structured interviews are expected to obtain the interview subject’s viewpoints in a better way compared to a standardized interview or a questionnaire. With the nature of the subject better fitting the subjective reality or constructivism, semi-structured interviews provide a better approach. The semi-structured interview has been recorded through audio and then it was transcribed to study the responses. Through the semi-structured interviews, the complex stock of knowledge is received from the subjects. (Flick, 2018)

3.4.3 Structure of interview

Most of the conducted interviews took place at the interviewee’s office and in the library, at University of Gävle where interviews were made face-to-face. However, one interview was made at the interviewee’s home in Gävle. The atmosphere was relaxed at interviewee’s home compared to the interviews which took place at University. The interviews at Patrician College, India were conducted through telephone. It was quite hectic when the interview was conducted through telephone because we had to note down all the details side by side to get a clear idea of their answers. The shortest interview lasted approximately for 25 minutes and the longest interview continued for 50 minutes. Before starting the interviews, all interviewees’ were asked for approval of recording the interviews, which they all agreed to. Additionally, by interviewees’ request, all answers were reported anonymously, however, we had permission to mention the age and department of the interviewees. All interviewees were assured that the interviews would only be used for listening, as well as their answers only used for the purpose of our thesis. Furthermore, the recordings would get deleted straight after transcribing them, this procedure is called ‘informed consent’ according to Kvale and Brinkmann, (2014). We
followed the interview guide during the interviews. The order of the questions sometimes changed, and interviewees felt that they want to discuss certain topics more than others therefore the interviews were somewhat quite flexible.

3.5 Data Presentation

After receiving all the interview answers from interviewees, we then organize them in order that the data and information we got from interviews will be classified into certain aspects, which are related to the aim this study. These aspects are, for example, a general situation about both universities, investigate correlated theories with the aim of this study and additionally, examine gender equality within the individual, interactional and macro levels.

Then, in chapter 4 we present collected data from the interviews. Interviewees’ wished to remain anonymous, but with their permissions, departments and age are mentioned in the text.

3.6 Data analysis

As stated by Marshall and Rossman (1999), the idea of data analysis is to carry out the structure and order to the collected data. The purpose of the qualitative data analysis is to look for frequent connections regarding the relationships among the data. Additionally, as reported by Zikmund (1997) the data analysis part is for understanding the subject and its cooperation between empirical findings and past theories.

This data analysis includes the elements which affect and acquires, the gender equality in University of Gävle and Patrician College. In addition, as mentioned above, we sum up the connection between past theories and empirical findings which could benefit us to come up with further suggestions for future studies.

In order to conduct a high-quality analysis, Yin (2003) proposes four different principles which make it possible and we will follow these four principles when analyzing our data.

- The first Yin’s principle is that the analysis should be transparent with the presentation of relevant evidence. Secondly to indicate how all the theories correlate with the gathered data. Hence, we combined all the theories and empirical findings in chapter four, in order to have a discussion about each factor.
related to the topic. Additionally, our opinions are expressed in the discussion part.

- The second principle is that the analysis should acknowledge the most important rival interpretations thoroughly. To enable this, we enumerated all the factors which have an influence on the chosen topic from both data’s, from the primary and as well as from the secondary data.

- The third principle covers that the analysis should preserve the crucial aspects of the study. We highlight the importance of the subject in the analysis part. Additionally, we examine all the factors which have influence on gender equality in both universities using empirical findings and previous literatures in the analysis part.

- Lastly, Yin’s fourth principle states that the analysis should include both expert and own prior knowledge. In this study, the expert knowledge being data collected from University of Gävle and Patrician College. Additionally, our opinions about gender equality and both universities are presented in the analysis based on the course of this study.

3.7 Trustworthiness

3.7.1 Validity and reliability

As suggested by Brink (2014), reliability and validity are the main dimensions of any study. It is important to take these dimensions into consideration while conducting the study since it can influence on the output of the study. It is evident, that risks are nearly always part of any study, additionally, there are also potential risks for validity and reliability. These risks can be, for example; the chosen topics in the project, the researcher himself, the occasion or the environment, and, moreover, the methods of data collection and data analysis.

Kirk, Miller and Miller (1986, p.20) describe the reliability as “the degree to which the finding is independent of accidental circumstances of the research”. Basically, it means that different people may acquire the same findings by going through the same study process. Additionally, Silverman (1997), address that the “data can be made more inclusive in terms of different layers of the organization of action” (p. 205). Furthermore, according to Robson (2002), there are four risks to reliability which are participant
biases and errors and observer biases and errors. From participant’s perspective, such as time, place and event can all influence on participant’s reaction to the given questions. For example, the participants can feel that they are under the pressure and may answer the observers what their manager expects them to say. In addition, participants answers can vary in different period of time. From an observer’s perspective, while conducting interviews, the way how they ask the questions may be different. Additionally, if there is more than one author observer may interpret the answers in different ways, which can lead to possible biases or even a few errors.

In our study questionnaires were sent to the interviewees’ who requested them via email in advance. Meaning those interviewees had the possibility to peruse them in a timely manner and become familiar with the questions so during the interview the questions were not completely new to the interviewees. Moreover, the interviewees were given approximately one hour to answer the questions.

According to Zikmund (1997), the validity is the instrument to measure main issues and the main concepts that are supposed to be examined. Additionally, Silverman (1997) demonstrated that “a central dimension of validity involves the correspondence between a theoretical paradigm and the observations made by the researcher” (p.213). It is important to note that there are possible risks in the validity, such as the time of the study and uncertainty about causal direction, which can influence the findings of study (Pearson, Lindop, Mockett & Saunders, 2009).

As stated by Yin (2009), if the research questions are carefully planned in advance, validity may increase. Therefore, our research questions in this study have been verified by the academic experts before sending them to interviewees.

3.7.2 Ethics
The qualitative study holds ethical issues which should be acknowledged. As reported by Creswell (2009), it is highly important that rights, beliefs, and values of all interviewees are fully respected. Our study was merely based on voluntarism hence the interviewees were not obliged to answer the questionnaire if they did not want to partake. This is done by explaining the options to the interview participants a priori. Additionally, we explained the context of our study, so interviewees were fully aware of what kind of study they are participating in.
With the study involving human beings as a subject, it is important to understand the ethical aspects of conducting qualitative study in business studies. The ethical theory of Murphy and Dingwall (Flick, 2018) states the ethical aspects using the four issues of Non-maleficence, beneficence, autonomy and justice needs to be adhered in a qualitative research using interviews in order to protect participant’s rights.

As stated by Orb, Eisenhauer and Wynaden (2001), there are three varieties of ethical problems which can have an impact on qualitative studies. Such as; the relationship between researcher and participant, the layout of the research and the researcher's abstract analysis of data. It is important for the researchers to consider all possible issues in advance, to carry out ethnically correct study.

We specified to the participants that they are autonomous people and are sharing the information willing and are not obliged to provide information if they are not willing to. Only when the participants provide consent to the interview, the interview is conducted.

In terms of beneficence which is doing good for others and preventing harm, the interviewees are informed about how the data is to be used to improve the level of gender equality for the future generations. The identity of the participants is not revealed at any stage in any of the documented results.

The aspect of justice, i.e equal share and fairness is provided by conducting the interview with the majority as well as minority group. Similarly the interview questions were explained in case the interviewees found it difficult to understand the meaning of the interview so that they understand the meaning of the questions.

Before and during the interview procedure, a friendly relationship with the participants is maintained. The friendly relationship before and during the interview is to make the participants feel at ease. The nature of the interactions is not formal but it is more informal to make the participants feel at ease. With the topic of study being gender inequality, if the participants feel strong emotions due to their personal experience, it was decided not to probe more the individual (Orb, Eisenhauer & Wynaden 2001). Fortunately, this stage was not experienced during the present interview process as the interviewees did not exhibit strong visual emotions.
4. Empirical findings

This chapter presents the data collected from different interviewees and the chapter is divided into four separate parts. In the first part, the main information about higher education in Sweden and India will be presented, then focusing on University of Gävle and Patrician college itself. In the third part detail information of interview of University of Gävle and Patrician College will be presented.

4.1 General information about Higher Education in Sweden

Based on the research made by UKÄ, higher education (university and university college) recruits’ 28 percent of all government employees, and this makes it the single largest public sector in whole Sweden. There were approximately 75,480 employees at higher education institutions in 2017. (Higher education in Sweden, 2018)

Figure 4 below demonstrates different categories of research and teaching staff in higher education in 2017. As can be seen from the pie chart, research and teaching are mainly conducted by research and teaching staff which is about 60 percent. This 60 percent includes professors, senior lecturers, lecturers and career development positions. The largest category is occupied by senior lectures, with 30 percent and the second largest is occupied by professors with 17 percent and 16 percent is accounted by lecturers. (Higher education in Sweden, 2018)

**Figure 4. Proportion of different categories of research and teaching staff in 2017**

Source: Adapted from Higher education in Sweden (2018)
The line chart below (Figure 5) indicates numbers of research and teaching staff between years 2007-2017 in higher education. The major increase has been amongst senior lecturers and individuals with career development positions. As one can see, the number of senior lecturers has grown from 6,300 to 8,950. This is an increase of 42% in the number of senior lecturers over a 10-year period. Additionally, the number of professors has also increased but have been quite stable since 2014. Over a 10-year period, the increase of professors has only been 25%. There were approximately 5,120 full-time professors employed in 2017, which was only 1,040 more than in 2007. For varying reasons, the number of lecturers also have gone down over a 10-year period. (Higher education in Sweden, 2018)

Figure 5. Category of staff from 2007-2017 in Sweden

Source: Adapted from Higher education in Sweden (2018)

4.1.2 General information about University of Gävle

The University of Gävle was established in the year of 1977 in the town of Gävle, Sweden and is organized into three faculties in the field of Health and Occupational studies, Engineering and sustainable development and Education & business studies with 16000 students currently pursuing their studies at different levels and employs 750 associates
across all disciplines. There are almost 170 employees and are currently active in the research field, 23 from them are professors and the number of doctoral students is 54. (Hig, 2019)

In our study, we focus on three different departments, which are the Department of Business and Economics studies, Department of Social Work and Criminology and the Department of Humanities. Information about each department and amount of faculties in different categories is shown below in order to make it easier for the reader to get the idea about existing gender ratio.

Department of Social work and Criminology

Table 3 below indicates information about how many men and women are in the Department of Social work and Criminology. There are no major gender differences within the occupations. However, the biggest differences are amongst professors, where there are 5 men and 3 women professors and within doctoral students, with 3 men and 5 women in total.

Table 3. Department of Social work and Criminology, 2018

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Lecturer</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Doctoral students</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Assistant</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Co ordinator</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Adapted from Interview, 2019

Department of Humanities

Table 4 below presents gender gaps within the Department of Humanities. As can be seen, women are majorities in almost every occupation in this department. The biggest gap
between gender is within lecturers where there are only 5 men and 13 women. The second biggest gap is within assistants where there are 11 women and 8 men. However, within professors, there are 5 men and 1 woman in total.

Table 4. Department of Humanities, 2018

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management teams</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Researchers</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Educational leaders</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Subject coordinator</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Examiner</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Professors</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Docents</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Assistant</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Doctoral students</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Adapted from Interview, 2019

Department of Business and Economics Studies

Table 5 shows gender gaps between men and women in the Department of Business and Economics studies. It can be clearly seen that this department is mostly occupied by men. Only within assistants, there are more women (14) compared to men (12). Additionally,
as well as in other departments there are more men professors than women. There are 9 men professors and only 1 woman.

**Table 5. Department of Business and Economics Studies, 2018**

<table>
<thead>
<tr>
<th>Role</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management teams</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Researchers</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Educational leaders</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Subject coordinator</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Examiner</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Professors</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Docents</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Assistant</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Doctoral students</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Teaching assistant</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Source: Adapted from Interview, 2019*

### 4.2 General information about Higher education in India

Higher education in India is provided by publicly funded universities and privately owned institutions. The different types of institutions of higher education in India are Central universities, State universities, deemed universities, institutes of national importance and Government aided and unaided (Private) colleges affiliated to state universities (World
bank). 64% of colleges in India fall under the unaided (Private). At a pan India level, in the tertiary education level, 10% of the faculty hold a Professor or equivalent level, 12% hold Associate Professor level with the majority (69%) being at the Assistant Professor / Lecturer level as shown in Figure 6. The Indian higher education authority (University Grants Commission) has started concentrating on gender studies with 161 women’s studies center in various Universities and colleges. (UGC, 2018)

**Figure 6. Number of teachers: Universities and Colleges: 2017-2018**

![Pie chart showing the distribution of teachers by level]

*Source: Adapted from UGC (2018)*

With India being the world’s largest democracy in terms of population, education of its youth is a monumental task. The place of research for this study is in Chennai, Tamil Nadu. Tamil Nadu is one of the 29 states (equivalent to counties in Sweden) in India. The population of Tamil Nadu is approximately 72 million as of 2011 census. Within India, Tamil Nadu has reported above average ranking in several evaluation scores. Tamil Nadu has 35.08 colleges / million population whereas the India average stands at 30.62 colleges/million. The percentage of women enrolled in colleges in Tamil Nadu is 49.95% whereas the India average stands at 47.59%. At the India level, 42.6% of Ph.D. students are women. Similarly, the number of women teachers (combining all level) is 48.11%. At the staff levels in institutes of higher education, women constitute 27.81% at Professors level, 36.62% at Associate Professor level, and 43.40% at Lecturer level. (UGC, 2018)
4.2.1 General information about Patrician College

Patrician College of Arts and Science was established in the year 2001 in Chennai, India. Patrician College of Arts and Science is a Christian minority self-financing institution affiliated by the University of Madras. The institution is run by the ‘Brothers of St. Patrick’ congregation. The congregation works in the area of vocational education for the youth. Quality education with a sense of social conscience is the aim of the congregation.

The college is organized into the following departments: Commerce (General and Accounting & Finance), Computer Application, Computer Science, Corporate Secretaryship, English, Management, Mathematics, Media Studies, Psychology and Social work with 2166 students currently pursuing their studies in these departments. (Patrician College, 2018)

In our study, we focus on two departments, which are the Department of English and Department of Social Work. Information about each department and amount of faculties in different categories is shown below in order to make it easier for the reader to get the idea of how many men and women there are.

**Department of English**

Table 6 presents the male-female ratio within the Department of English. As can be seen female are the majority in almost every occupation in this department. The biggest gap between gender is within assistant professors where there are only 6 male and 10 female. There are no male faculty in the leading positions.

**Table 6. Department of English, 2018**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management team</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Educational leader</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Subject coordinator</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

*Source: Adapted from Patrician College, 2019*
Department of Social Work

Table 7 presents the male-female ratio within the Department of Social Work. As can be seen female are the majority in almost every occupation in this department. The biggest gap between gender is within assistant professors where there are only 2 male and 5 female. There are no male faculty in the leading positions.

**Table 7. Department of Social Work, 2018**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management team</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Educational leader</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Subject coordinator</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

*Source: Adapted from Patrician College, 2019*

4.3 University of Gävle interviewee’s viewpoints

4.3.1 Gender Equality

One of the questions was about gender equality and what this term means to interviewees personally. Overall all interviewees came with the mutual conclusion, that gender equality exist when everyone is provided with the same opportunities and everyone is treated the same, regardless of the gender. As mentioned before, all the interviewees have other than Swedish backgrounds, so it was common for them to compare their previous experience regarding gender equality which they had in their home countries and to experience in Swedish. All interviewees were pleased how seriously Sweden approaches gender equality and wish their own home countries would do the same in order to enable gender equality.
Interviewees stated that gender equality should not only exist at the workplace but should also be at households. They felt that divided housework with partners can have serious consequences on a person’s capability to devote to work and determines the amount of time they can spend at work. Interviewee also felt that he has more time to focus on work than his wife, because she was working, taking care of children and additionally taking care of domestic work.

“Equal opportunities for everyone will lead to gender equality.” - Interview, 2019

“In gender equality it is easy to start seeing that we are all the same and forget that we are all individuals.” - Interview, 2019

4.3.2 Gender policies
One of the questions was about the university employee’s awareness of policies regarding gender. More than half of the interviewees were aware of them; however, few were not sure where to find the information. Nevertheless, everyone knew about the HR person who takes care and to whom they can go with gender issues.

“I know university has policies and information about gender equality, but I am not sure where to find them.” - Interview, 2019

4.3.3 Vertical and horizontal segregation
For all interviewees, the major concern was that there are almost no female professors in the university. Based on interviews, interviewees felt that the university should encourage more women to apply for professor positions and support them throughout the whole process in order to enable them to reach professor position. Interviewees mentioned that by offering administration positions to women will decrease their chances to become a professor. Additionally, interviewees felt that it is more common for a female to stay longer within one position and for men was more common shifting from one position to another or looking for “better” job opportunities.

“There are few female professors and I would really want to know why it is like that.” - Interview, 2019
4.3.4 Division of labour

Based on interviews, interviewees felt, division of labour is driven by how domestic responsibilities are divided within partners. This may have an impact on the time they can spend at work. Usually, one of the partners is working part-time and another partner has a full-time job. One of the male interviewees felt that he has more time to focus on work than his wife because she was working, taking care of children and additionally taking care of domestic work. Moreover, parental leave was seen as the influencer for the division of labour. Interviewees mentioned that if a male earns more than his partner, financially it would be more profitable for a female to stay at home and take care of the child. However, this may affect female’s future, whereby their career path might have a long pause or they decide not to return to work life. Interviewees viewed this as a factor which effect on division of labour and all agreed that certain changes have to be done, for example by the government.

“My wife has three jobs: taking care of home, children and on top of that she has her own work.” - Interview, 2019

4.3.5 Glass ceiling

The interviewees felt that the university offers administration positions more actively for women than for men. Few women interviewees mentioned that women working as administration being promoted become less important. They rather concentrate on their administration career and become professionals within that field. Based on a few women interviewees felt that they need to work twice as hard than their men colleagues. Additionally, women felt that their men colleagues get more easily offered new job positions than women.

“I feel that I have to work twice harder than men in order to achieve the same position.” - Interview, 2019

4.3.6 Masculinity and femininity

As a feminine country and a country which has gender equality as a top priority at all levels from kindergarten to government, the responses from the interviewees show that they do not have any overt discrimination in the university work culture. They are also not discriminated based on their gender. But one of the interviewee’s responses about a personal experience in a Swedish kindergarten where children were expected to behave
according to their assigned gender stresses the need to maintain the momentum at all levels.

“In my boy’s daycare, one of the girls feels as a boy and her parents and grandparents supported her by dressing her as a boy and allowing her to play football with the boys. But the daycare teachers were not very supportive about this and they didn’t allow her to play football with the boys. And during one of the parental meeting, the faculties told the child’s parent that it was just a phase.” -Interview, 2019

4.3.7 Tokenism
As stated by interviewees the same educational background, the supportive and good atmosphere amongst the employees is the key factor for not being discriminated or have any token consequences. However, according to few responses, men receive more time to talk than women during the meetings, especially if they are majorities, additionally, men will more likely to support their male colleague’s ideas over women’s. Moreover, during the meetings, it is common amongst the women, to make facial expressions towards their colleagues if they disagree with them.

“I noticed, that my male colleagues get more time to speak during the meeting and it looks like their opinions are taken more seriously than ours, women’s.” -Interview, 2019

4.3.8 Gender stereotyping
Based on interviews, the interviewees did mention, that administration and management positions are more suitable for women. Interviewees mentioned that they feel more comfortable to speak about issues to a woman rather than to a man. They felt that women have “taking care” characteristics and that women are overall “better listeners” than men. Additionally, interviewee mentioned the job opportunity which she did not even get offered, however, it was offered directly to her male colleague. They both had the same qualifications and would be both suitable for the job. Based on her opinion the job was seen more suitable for a man rather for woman and that is why they did not bother to offer that job to her at all.
“Male colleagues feel comfortable to talk about their problems with me because I am a woman and expect me to give them advice.” - Interview, 2019

4.4 Patrician College interviewee’s viewpoints

4.4.1 Gender Equality
Several interviewees felt that the college does not take active action regarding gender equality.

At the university level, the policies that affect gender equality and the interviewees view on the same is significant. The importance given to gender equality at the university level has not been positive according to the responses. One of the interviewees stated if the university promotes gender equality actively. Based on interviewee’s opinions, it shows that gender equality promotion is not on the top priority list of university.

“I am afraid not. We don’t have any special events for promoting gender equality.”. - Interview, 2019

Interviewee’s said that the university policies have not been framed from the viewpoint to promote gender equality. Adding to the interviewee’s viewpoint there were no explicit gender equality promotion policies stated on their website.

On the outset, the empirical results from Patrician College show that male and female interviewees feel they are treated equally. All the interviewees have responded when it comes to the salary that there is no visible gender influence. Although, all interviewees have stated that they are equal when they are probed further with the subsequent questions other aspects come to picture.

4.4.2 Gender policies
Although gender equality or gender discrimination policies are mandatory by law, the extent to which the faculty are aware is questionable. Interviewee's responses towards this end was as follows:

“I Know the policies, Kind of. But I don’t check them” - Interview, 2019
“I remember the policies were shared with me when i joined the work, but I don’t remember what it says.” - Interview, 2019

The knowledge of the faculty about the gender policies from a practical standpoint exhibits the need for education to understand the consequences of the same.

Most of the interviewees from India felt that the rules and regulations in higher education need to be improved. There are regulations regarding parental benefits that disadvantage females to a large extent during their early career days. Interviewees reported that parental benefits are restricted to only employees with certain minimum experience. They felt that this leads to females having an unwanted break early in their career.

“I had to leave my previous job as a lecturer as I did not have parental leave. The college had a policy of three months of paid parental leave. But this is only applicable for faculty with at least two years of experience at the college. This is the time for confirmation from a temporary job position to a permanent position.” - Interview, 2019

Based on interviewees, the influence of unsuitable parental benefits cannot be overstated. Interviewees felt that these policies affect females more detrimentally compared to men. Similarly, the interviewees felt that parental leave policies are restricted based on experience and has been shown to affect female employees negatively.

4.4.3 Vertical and horizontal segregation

One of the interviewees said that in most of the colleges, arts and language studies have more female faculty. The faculties in the arts and language studies are predominately gender segregated. Most of the faculties are females showing high levels of horizontal gender segregation.

“Most of my colleagues are female and there are very few male colleagues in my department. My friends in other colleges who are in similar departments experience the same situation.” - Interview, 2019
4.4.4 Division of labour
Division of labour affects both female and male employees in different ways. In the departments of social work and English majority employees are women whereas men employees are a minority. Based on interviews the attitude within the department in terms of gender are lagging behind and need to be changed. Additionally, few interviewees mentioned that there exists a possibility of deeply rooted gender segregation at the leadership level which needs to be improved. Female employees felt that they are groomed or expected to perform administrative work and felt that they are indirectly kept away from research work. Female interviews felt that they have been occupied most of the time with non-research activities which led them to lose critical research opportunities and deadlines. Additionally, interviewees felt that research work was offered more easily for their male colleagues.

“I had a deadline for a research article submission in May. But I was held up with administrative work during the month of April. Therefore, I missed the deadline. Also, I have problems with allocating time to attend a conference. I have to arrange for substitute faculty for the classes I am responsible for.” - Interview, 2019

4.4.5 Glass Ceiling
With the majority of the faculty belonging to one gender, there is a high possibility that the other gender feels neglected. We can see that from one of the male interviewee’s responses regarding his career progression as follows:

“I don’t see myself progressing in this career with this department.” - Interview, 2019

4.4.6 Masculinity and femininity
India being a highly gendered nation, males and females identify strongly to their assigned gender. The majority of faculty being female can lead to the mood in the department work to identified with feminine characteristics. One of the interviewee’s responses regarding how work is approached in the department was as follows

“Most of the time the focus of work is on taking care of the today needs.” - Interview, 2019
The work is characterized using more feminine characteristics such as taking care showing that the identified gender of the majority influences the characterization of the organization’s work definition.

4.4.7 Tokenism
One of the interviewees felt that offering administrative tasks for female employees affects the male employees in an indirect way. So, the interviewee said that by not encouraging male employees to take administrative work, they feel excluded.

“At times I feel like an odd man out.” - Interview, 2019

The presence of a male minority in a department leads to a situation where the male feels that they are considered a token. They are not seen as an individual but as a representative of stereotyped male of that society.

4.4.8 Gender stereotyping
Interviewees assumed that due to female characteristics females are seen as more careful and attentive comparing to their male colleagues. There exists strong gender stereotype even among senior female faculty that categorizes females to a particular characteristic and is seen by the following response from an interviewee as

“Female Assistant professors are given more administrative work than the male colleagues because the senior faculty feels that females dedicate and try to finish the administrative work better than the male colleagues.”- Interview, 2019

The gender stereotyping about male and female characteristics are strong in all levels of the college and this leads to gender-stereotyped work profiles for the junior female faculty in the college.

Gender stereotyping happens with different levels of severity and when few individuals have highly severe gender stereotyped notions it leads to responses as follows with one of the interviewees felt that teaching is more for female rather than male.
“Teaching, as such, is more towards women rather than men. Women are expected to be long standing, patient and forbearing while men are expected to be cool, frank and your mate-next-door.” - Interview, 2019

The perception about gender equality varies to a large extent within the organization and an example of strong gender stereotyping is also recorded through the above response. This gender stereotyping can lead to other forms of gender inequality like division of labour in the college.

4.5 Summary of the chapter

From the interviews that were carried out, data linked to gender equality is pointed out in this summary. It is presented with the purpose of providing a view of the empirical findings and presented in Table 8. The findings in Table 8 present a concise summary of the previously presented results.

As one can see, the key theories, as well as results related to the purpose of this study, are linked in the table. According to the findings obtained from interviews, there are six factors that affect gender equality in both universities, these are gender stereotyping: tokenism, glass ceiling, masculinity and femininity, division of labour, horizontal and vertical segregation.

Although the universities are far apart from a geographic perspective distance and are culturally different from one another, the results indicate that factors which affect gender equality are almost the same.
**Table 8. Summary of interview results, 2018**

<table>
<thead>
<tr>
<th>Theories</th>
<th>University of Gävle (Sweden)</th>
<th>Patrician College (India)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender Equality</strong></td>
<td>Treated Equally</td>
<td>Treated Equally</td>
</tr>
<tr>
<td><strong>Gender Stereotype</strong></td>
<td>Exist</td>
<td>Exist</td>
</tr>
<tr>
<td><strong>Tokenism</strong></td>
<td>Exist</td>
<td>Exist indirectly</td>
</tr>
<tr>
<td><strong>Glass Ceiling</strong></td>
<td>Exist</td>
<td>Exist</td>
</tr>
<tr>
<td><strong>Masculinity &amp; Femininity</strong></td>
<td>Need for concentration on society</td>
<td>Need for concentration on society</td>
</tr>
<tr>
<td><strong>Division of labour</strong></td>
<td>Exist</td>
<td>Exist</td>
</tr>
<tr>
<td><strong>Horizontal &amp; Vertical segregation</strong></td>
<td>Exist</td>
<td>Exist</td>
</tr>
</tbody>
</table>
5. Discussion

In this chapter, We discuss the empirical results based on a theoretical framework and gathered information from interviews. The empirical results provided the state of gender equality in an academic environment in two different countries, Sweden and India.

5.1 Gender equality in Sweden

In Sweden, gender equality entails that people unequivocally of their gender have the same opportunities to work while maintaining their social life. It also aims to allow people to live their lives without any kind of fear of discrimination and misconduct. Gender equality, on a societal level, aims to lessen the gap between men and women. More specifically, workplaces should strive to have an equal distribution between the genders. By promoting gender equality society can advance to benefit everyone regardless of their gender. (Sweden, 2019)

One important outcome from the responses was that equal opportunity for both genders will contribute to gender equality. Based on empirical findings, for interviewees gender equality meant that everyone has the same opportunities and are treated equally, however, keeping that in mind people are different and that should not be forgotten. Although, the results show that everyone wants to be treated equally that is not necessarily enough. Moreover, an organization in this case university should view everyone as an individual and look past the gender politics.

5.1.1 Individual level: Masculinity and Femininity

Sweden is a country with strong feminist values which is recognized in the different parts of the society. With the understanding of gender at different levels, individual to macro is still not complete (Risman, 2018), to see the results being reflected in the attitudes of individuals in society takes time and effort. The results indicate that the personal experience of the individuals in the society shows that the concept of gender as a social structure construction needs to be disseminated. In the current scenario, the influence of the genes and biology are given relatively higher priority compared to the influence of practice (Risman, 2018). The results indicate that in the society where the study is conducted the above said importance of genes and biology is observed.
At the individual level, results from University of Gävle show that they are not discriminated by their identified gender. With the interviewee’s background being non-Swedish, their Swedish experience shows that individuals are not categorized based on their gender in University of Gävle. The result indicates that everyone can be themselves and did not have any discrimination regarding their gender. As mentioned before all interviewed people were not originally from Sweden and they compared their past experience to their home countries, where in their opinion the situation would be more complicated than it is in Sweden. Just for being a woman in on the interviewee’s home country would have an issue and would cause possible barriers for example at the workplace. However, in University of Gävle this was not an issue for the interviewees and everyone felt good how gender is not seen as a problem at all. Additionally, everyone was pleased how University of Gävle encourage everyone to be fully themselves, regardless of their religion, ethnicity or their nationality.

Based on empirical findings, at the workplace, the female employees felt that their voice was less heard due to their gender. Additionally, as was mentioned by a few interviewees, the speaking time at the meeting was shorter than their male colleagues would get. With the influence of gender on the mode of communication having been documented in previous research (Gaur, 2006), it is necessary to educate both genders on the different modes of communication and be aware of the differences. Similarly, the way men and women express their opinions has been found to be different. While men would use verbal communication to show dissent, it would be more common for women to use more non-verbal communication.

5.1.2 Interactional level: Tokenism & Gender stereotyping
Among the three interviewed departments, Department of Business and Economics studies had the lowest ratio of male and female employees in total (1.57:1). This ratio is less than 90%, therefore, based on Kanter’s (1977) theory it can be considered as an act of tokenism. In the Department of Business and Economics Studies, it can be stated that women may face tokenism within professors occupation, where there are one female and nine male professors altogether.

Based on United Nations Human Rights report, gender stereotype is described followingly: “... generalized view or preconception about attributes, or characteristics
that are or ought to be possessed by women and men or the roles that are or should be performed by men and women”. (Ohchr, 2014)

One of the ways in which women are stereotyped is assigning ‘mother roles’ in jobs such as taking care of the need of others and being ‘better listeners’. This is exhibited from the interviewee’s views. This has been observed in previous study and is well documented (Kanter, 1977). Even though this has been well documented, researched and discussed widely it is still present. This supports the theory of Gender as a social structure with three different levels. Although gender stereotyping is present at the interactional level, its roots are present at the individual level and work must be done at the individual level.

The general expectation is that women would not prefer to travel for work and it would be easier for men to travel. The ability to being mobile at work, both in academic and business open better chances for an individual to progress in the organizational set up. Previous study has shown that the difficulties faced by men and women are at comparable levels (Mäkelä et al., 2015). This shows that this stereotyping should be studied by the university and the faculty must be educated on the presence of such a mindset and work consciously to overcome it.

5.1.3 Macro level: Glass ceiling & Vertical and Horizontal segregation & Division of labour

At the macro scale, gender equality policies play a significant role in the workplace. An important aspect of a gender equality policy is that the people whom this gender equality policy is intended for should be aware of it. The interviewee’s response show without a doubt that this has been successfully carried out by the university officials.

Similarly, the interviewees were not able to recognize any explicit barrier in terms of attaining gender equality is encouraging to start with. The large amount of work carried out at the national level, the university level, the presence of strong gender studies could contribute to this result (Määtä & Lyckhage, 2011). This result also has to be taken cautiously. One aspect would be to look at the interviewee’s background. Most of the interviewees have a non swedish background. It has to be ensured that the interviewees are aware of the subtle ways in which discrimination could happen (Price-Glynn & Rakovski, 2012).
There is a vertical hierarchy in University of Gävle as well. It can be compared to a pyramid, the lower levels having an almost equal ratio of male to female employees. Although, evidence shows that when moving up the hierarchy less and fewer women represent the population of professors at the university. This gender segregation is a clear indication of vertical segregation (Rubery & Rafferty, 2013).

Based on empirical findings it can be noted, that there is a glass ceiling phenomenon in University of Gävle, especially for minorities who aim is advancement. A glass ceiling is a metaphor which portrays an invisible obstacle that holds from growing beyond a certain level in a hierarchy (Albrecht et al., 2003). Our findings prove that minorities, in this case, female employees faced a glass ceiling phenomenon in University of Gävle. Our study reveals that female employees had to work harder than their men colleagues in order to get positive feedback or to get promoted. Additionally, new job opportunities and business trips abroad were more easily offered to men rather to women employees. This gender stereotyping about business travel has to be used to educate the managers when this gender stereotyping is used in the workplace (Mäkelä et al., 2015).

In University of Gävle, evidence shows that horizontal segregation was occupied mostly by women, with administration work whereas vertical segregation was occupied by white male professors. The absence of a role model has been stated by the interviewees for a lower motivation to progress up in the career ladder. Similarly, the division of labor with females assigned increasingly administrative work is also documented. In order to enable gender equality, it is vital to have an almost equal amount of gender in horizontal as well as in vertical positions. Additionally, based on findings, the barrier to applying for a certain job position will decrease if there is no visible gender gap. (Norden, 2018)

Besides of vertical and horizontal segregation, we found that there is a division of labor in University of Gävle as well. Based on findings, traditional domestic responsibilities affect the time an individual spends at work and whether they can work part or full time. Our findings show, that for women it is more common to take care of domestics than men. One important influencer on the division of labor is parental leave. Sweden is regarded as having one of the best parental leave policies, but there still remains a gender gap when it comes to parental benefits being utilized according to numerous studies. This
has an influence on the career growth of females as we found in our study as well. (Norden, 2018)

5.2 Gender equality in India

India as a highly gendered society. Different aspects of the society are gendered which also includes the educational system. The place of study is gender neutral. But there exists a large number of educational organizations which are gender specific at the tertiary level.

With India’s rank in global gender equality ranking being 108, there are a lot of opportunities to improve. With India achieving significant progress in two different subcategories, it is only encouraging to say the least. (Global Gender Gap Report, 2018)

As mentioned in the results section, India is a highly gendered society. As with different parts of the public space, educational institutions are also highly gendered. Several educational institutions are gender specific. This has to be viewed from where it began. With the aim to provide primary and secondary education to women 75 years back, it was necessary for the state to assure the parents that their children are safe. Earlier it was only gender-segregated and now there is an equitable number of gender-neutral educational institutions. (AISHE, 2018)

The results regarding India being a gendered society can be clearly seen through its history of gender-specific educational institutions. In today’s world, the importance given to transform into a gender equality state needs improvement. With the gender policies being mandated by the state, the next step of making it aware requires concentrated and continued effort. Important steps have to be taken in this regard with the necessary intervention to make this happen.

5.2.1 Individual level: Masculinity & Femininity

The issue of gender equality with choosing one of masculinity or femininity is studied at the individual level in the gender as a social structure concept (Risman, 2018). As mentioned in the empirical part, India is a highly gendered society. Identification of oneself to the third gender is still a taboo. With the population of 1300 million, the challenge to educate the masses is huge (Indira & Goto, 2018). The influence of social networking and internet in educating of the masses has been commendable (Rahman,
Deep & Rahman, 2016). India being highly gendered influences the work culture in the college and in workplaces in general. The work culture involves how the employees are motivated to perform their duties in a day to day basis (Risman, 2014). With the majority of the employees belonging to one gender will definitely influence the motivational factors. This can lead to a situation where the motivational factors of the minority gender are neglected. This has to be taken into account by the people responsible for faculty development. Although we divide the faculty into two genders, with one being the majority and the other being minority, the motivational factors for each individual and for each gender has to be promoted individually.

5.2.2 Interactional level: Tokenism & Gender stereotyping
Within the interactional level, gender inequality in the form of tokenism and gender stereotyping is experienced by both genders. With the male to female faculty ratio in the department where the interviews were conducted tilting in favor of female, there are consequences to male faculty too. There is a significantly strong mindset that female faculty are better at administration. The female faculty having been expected to carry out the administrative work. This is well known from Kanter’s studies (Kanter, 1977). From the interviewee’s responses, it is clearly seen that the female faculty is stereotyped and this affects negatively the opportunity of the female faculty to conduct study. This also has another secondary consequence. With the education institution’s focus, heavily on teaching and administration, the administration part of the work takes a significant portion of the work time. This causes issues for male faculty in terms of them being neglected from administrative work. This gender segregation is supposedly being encouraged by the top management. This leads to a situation where gender equality has not reached a level where its influence on day to day activities are not given due importance. As shown by Bloksgaard (2011), gender segregation where the job is assigned to different genders leads to this divided situation. The faculty at different levels must be educated of the consequence and the challenges faced by the individuals.

5.2.3 Macro level: Glass ceiling, Vertical & Horizontal segregation and Division of labour
The obstacles to gender equality such as glass ceiling, vertical & horizontal segregation and division of labour are better approached by viewing them as manifestations at the
macro level (Risman, 2018). At the macro level, the imposition of gender policy in every educational institution by the state is carried out (AISHE, 2018). With the policy level change in place, the knowledge of the faculty of the practical implications of the same is not up to the mark per the empirical results. This requests a large coordinated and sustained effort at individual educational institution level to spread the information among its faculty and students.

With the majority of the department being females, the minority male faculty feels they have hit the glass ceiling (Albrecht et al, 2003). We attribute this could be due to the influence of gender at the individual and interactional level. The influence of gender at the individual level and interactional level influences actions and reactions at the macro level too (Risman 2018). This can lead to challenges for the minority in terms of productivity (Bain & Cummings, 2000).

The next manifestation of gender inequality at the macro level is horizontal gender segregation. With several of the departments being gendered, there exists one majority gender and can be clearly assigned to be a case of horizontal segregation (King et al., 2010).

Similar to horizontal segregation, the division of labour based on gender is also well documented (Alvesson & Billing, 2009, p.49). When the female faculty are assigned only to work that is associated to their feminine characteristics, when their real interests are otherwise, it leads to dissatisfaction at the individual level and is influenced by policies at the macro level.

One of the responses regarding the wage gap stating that there is no gender wage gap must be taken cautiously. With reports showing that gender-based wage discrimination is significant in India at all levels, the response from the interviews can be seen in two ways. Either the faculty accept that the wage differences are not due to gender directly, rather they are due to other valid reasons. Another response regarding discrimination parental leave policies could be used to explain the reasons for wage differences. When female faculty cannot access parental leave early in their career, they could be forced to lose the job. This could lead to female faculty losing a head start compared to their male
counterparts. This might lead to a situation where the female faculty justify themselves for the gender wage gap.

5.3. Summary of the findings

This chapter provides the analysis of the empirical results with the help of the different theories provided in the theoretical review section. Both universities have factors that influence gender equality. However, it is important to point out that the study shows both universities do not consider gender inequality as a major issue. However, there are still factors that have an impact on gender inequality. This information is based on the findings within this paper, which could improve the overall equality within universities.

In Sweden, gender equality is taken highly seriously, and government works actively to provide equal opportunities for everyone and lower any kind of discrimination at the workplaces. Hence, universities which are under government law have to follow the regulations and pay attention to gender equality. Same comes to India, on a macro level, in other words, the government has also the regulations about gender equality which every university should follow and enable. However, it is not enough just to follow the rules which are given by the government. In this chapter, we examined gender equality also through the individual and interactional level, not only through the macro level.

As previously mentioned, in terms of individual and interactional levels, there are almost no differences in factors which influence gender equality in India and Sweden. In both cases, there is unbalanced amount of one gender. For example, in Patrician College, majority of the staff are female in both departments whereas in University of Gävle, majority of the staff is male is one department and female in the other two. Therefore, authors have determined that vertical and horizontal segregation exists in both cases, in University of Gävle and Patrician College. Similarly stereotyping and tokenisms exist due gender imbalance. Another important finding is that Glass ceiling theory is applicable in the case of both universities. For example, in Patrician College men are minorities and for the promotion can be more challenging than for their women colleagues. Additionally, all interviewees had families and therefore, we found in that division of labour exist in both home and at work for faculty of both universities.
From the results of our study, we have updated our theoretical model presented in Figure 2. The updated Gender equality theoretical model is presented in Figure 7. By connecting the empirical results of various gender inequality manifestations, we identify the connection to the different levels of the construct of gender as a social structure (Risman, 2018). This provides the possibility to connect the dots between the different manifestations and the underlying reasons at different levels. In the downstream, the different manifestations of gender inequality are grouped under the term of gender inequality providing a clear picture of how gender inequality is manifested in society.

**Figure 7. Updated gender equality theoretical model**
6. Conclusion

This chapter asserts the results, the consequences and vital reflection of this study. Firstly, the results of the study are presented, with included factors which we debated in the prior chapters. Secondly, the importance mainly presents the great information about on the study and the impacts of the study too. And lastly, the limitations of the study are indicated and based on that, we come up with suggestions which could be beneficial for further study associated with gender equality in universities.

6.1 Research questions

This study started with the aim to understand the gender equality concept in today’s world after several decades of development in gender studies. The work is conducted to study gender equality in academia through the theory of ‘gender as a social structure’. The work was conducted in two different countries, Sweden and India. Sweden and India are far apart in the global gender gap ranking. But the problems regarding gender equality are comparable between the two countries although the magnitude of the issues might vary. There are also fundamental factors that differ between the two countries.

RQ1. What factors influence on gender equality in University of Gävle and Patrician College?

Our first research question is regarding the factors influencing gender equality in both the places of study. With the marked difference between the two countries in terms of their global gender gap ranking, we still see that there are similar situations when it comes to gender equality. The main factors that influence gender equality are the presence of a majority gender and a minority gender, the expected behavior of individuals to adhere to gender-stereotyped roles, the influence of assigned gender characteristics to the department’s motivational factors and ways of working. With strong gender studies focus at University of Gävle, the extent to which gender inequality is observed is lower compared to Patrician College. This is deducted from the interviewees responses from both the universities. Among the three departments studied, we observed that there was a clear case of horizontal gender segregation with the department of humanities, having females as a majority gender, the department of business and economics having males as a majority gender. There is also the presence of vertical gender segregation even in the absence of horizontal segregation as observed in the department of social work and
criminology. In the case of India, the majority gender in both the departments where the interview was conducted was female. In Sweden, the gender stereotyping and division of labour was still present with females handing more feminine job roles that fall within the category of ‘taking care’. Whereas in India, this gender stereotyping is strong to the extent where female faculty is expected strongly to carry out the administrative work which in most cases falls under the ‘taking care job category.

**RQ2.** How is gender equality seen in macro level, interactional level and individual level in higher education?

The second research question aims to understand the gender equality issues at three levels of individual, interactional and macro as suggested by the gender as a social structure theory. In both countries, the faculty have reported gender inequality issues that can be categorized in the interactional level (tokenism and gender stereotyping) and macro level (glass ceiling, division of labor, horizontal and vertical segregation).

With the state and the university administration having gender equality a priority in Sweden, the macro level issues are addressed in theory and practice. In India, gender equality issues at the macro level have been mandated at the state level. But their implementation needs to be improved and awareness created among the targeted audience.

With significant changes made at the macro level in the present state, Sweden is better capable to encounter gender equality issues at the interactional level. In India, gender equality issues at the interactional level need to be improved to a great extent with aid from development in implementation of macro level policies.

With Sweden’s world-leading parental benefit policy, India’s parental benefit policy must be challenged and updated. While the influence of parental benefits on possible gender wage gap is being realized by the faculty in Sweden, it is not the case in India. The faculty in India have a perception of zero gender wage gap. On the other hand, reported quantitative studies to show that significant gender wage gap exists. It is not clear if the faculty realize the influence of the parental benefits on the wage gap. The concentrated and prolonged effort is needed to improve the situation.
6.2. Theoretical implications

The study provides support to the theory of gender as a social structure. Theories such as vertical & horizontal segregation, division of labor, tokenism, stereotyping, masculinity & femininity and glass ceiling have an impact on gender equality within target universities. Through gender as a social structure, we can categorize these different theories into different levels (Individual, Interactional and Macro level). The qualitative study results conducted in two different countries have been supported by the social structure theory stands testimony to the robustness of the theory. On the other hand, the theory is unable to identify the influence of the variation in countries. Gender inequality issues are grouped together without identifying the influence of countries. The concept of intersectionality can be employed in future studies to see its ability to identify the influence of variation due to ethnicity.

6.3 Managerial implications

We believe that this study is beneficial for examining and providing important factors in order to achieve gender equality based on the data we collected from interviews and prior studies. Even though the empirical findings are based on interviews with university employees, the study can be useful for other organizations that aim to promote gender equality in the workplace.

Realizing the importance of obtaining gender equality and the factors affecting this issue will provide an equal labour environment as well as enhance employee’s job satisfaction. (Drew, 2002; Atewologun & Singh, 2010)

Understanding of gender equality issues from a social structure perspective provides the ideal basis for companies with international operations to approach the subject. As the results provide how the differences are the manifestations of gender inequality in different countries. Similarly, it also provides the opportunity to solve individual issues based on whether they are at the individual, interactional and macro level. We suggest that managers should be educated to identify the root causes of different gender inequality issues. This enables them to identify possible solutions at individual, interactional and macro level policy changes. HR managers would be more equipped to help individual
employees to identify gender discrimination as this happens mostly at the interactional level. When gender inequality issues at the macro level are identified, the present work provides a basis on which solutions can be proposed.

For universities, understandings about horizontal and vertical segregation and the more prevalent gender stereotyping of jobs provide the reasons for gender inequality at Professor level. The process of achieving Professorship is going to take a long time because of the pipeline. The real block of the pipeline needs to be studied and analyzed.

6.4. Societal implications
With the underlying basis of the work is to understand that gender as a concept is better understood as a social structure provides a great societal implication. The societal implication is the realization for a society on how it contributes to the development of concept of gender in an individual, in its societal interaction and the assumptions taken for granted when macro level policies are developed.

Our work showed that the knowledge of gender construction among the general academic needs to be improved in both countries, Sweden and India. When extrapolated to the public at large, the work provides a basis and reason for individuals and organizations to focus on the means to improve gender equality. The study provides a snapshot of the reality and can help them to compare their position in a future state after work in improving gender equality is carried out.

6.5. Critical reflection on the study
Our study was conducted at the University of Gävle and Patrician college to elaborate on what factors affect gender equality in Sweden and India. The research questions consist of the issues the university employees are facing at an individual, interactional and macro level. This study also includes limitations; as the data was collected only from two universities, with 3 departments from the University of Gävle and 2 departments from Patrician college. As the departments chosen from the universities were different, limitations were also apparent in that area. Additionally, as there was only a limited amount of staff interviewed, there was a lack of necessary data. It can be suggested that the results may have been more reliable and valid if data was collected from all departments from each university.
As Patrician College is in India, the study was conducted via telephone interview. This presented a challenge for the study; as it is a qualitative study, it would have been preferred to do the interview face-to-face as we did with the University of Gävle. Skype interviews would have also been preferred; as it can show the interviewee’s reactions, as well as body language. It can be suggested that face-to-face interviews provide an insight to how the interviewee reacts; as analyzing the body language is part of probing along with open-ended questions about qualitative study.

From a quantitative perspective, this sample size may not accurately represent the entirety of employees at the universities in this study. Additionally, the results regarding gender issues could have been different if more than two Universities from each country were chosen. Using only one approach instead of several approaches to collect primary data is a limitation of this study too. Additionally, English is not our mother tongue, therefore, correction of the grammars can be modified.

6.5 Suggestions for further studies

Future researchers can add to the current work with both qualitative and quantitative study, adding more universities in Sweden and India. Similarly, the study could be extended to other industries to understand if universities are representative of the labour force in general in terms of gender equality.

Study has revealed that there was a visible correlation between gender and workplace position at both universities. With professors being predominantly male and most administrative staff being female. This study has provided data that focuses on gender inequalities, but further study is required to understand the reasons why there is a visible gap between genders. To improve the reliability of the study results, future studies can be carried out using quantitative research methodology. Statistical analysis can be used with quantitative data to identify the root causes of gender equality. This would enable appropriate solutions to be devised.

The study has been conducted using the construct of Gender as a social structure and in future studies, the intersectionality of gender, class and race/ethnicity can be used as countries are academic settings are becoming more multiethnic compared to the past. Additionally, this study reveals that on a macro level there are significantly greater issues, such as, parental leave that consequently heighten the gender inequality in India.
Appendix

Interview Questions

Personal questions:
1. Gender: Male / Female
2. Age
3. Department:
4. Your position and for how long have you been in this position?
5. How long have you been working in this university / College:
6. Could you please tell us a little about yourself, who you are and what is your task here at the University of Gävle / Patrician College?
7. Can you tell us about your international experiences?
8. Do you have administrative/teaching/research roles in the university?

Gender Equality:

1. Do you think there is gender equality within the department? If yes/no, Why?
2. How challenging was it for you to get to this level you are in?
3. How challenging is it for you to move forward to higher positions?
4. Have you faced any barriers in promoting process?
5. Are there any policies when you’re getting promoted?
6. As a woman/man do you think there are any barriers to career advancement? If yes, what are the obstacles?
7. What methods does the university use to promote someone into a management/professor position?
8. Do you think the university is actively working to help eliminate gender inequality in the university and in Sweden / India in general?
9. How do you see gender equality? How is your interaction with your colleagues from the gender equality point of you?
10. There are fewer men/women in this department, how do you feel being a minority? Is it an advantage or disadvantage in your opinion?

11. How does the institution treat women/men?

12. Are you aware of the policies related to gender equality?

13. How does the university deal with gender equality?

14. What do you think about the future of gender equality in the education system?

15. In your opinion, how could society prevent gender equality?

16. Do you want to add something that we did not discuss?
References


