

Comparative Analysis of Job Stress Levels Among Women Teachers in Government and Private Schools

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Abstract: This paper investigates the difference in job stress levels between women teachers working in government and private schools in the Bharatpur division. With the increasing focus on mental health and well-being in the teaching profession, understanding the impact of different work environments on stress is crucial. A comparative analysis was conducted using survey data from women teachers in both sectors, measuring their job stress using standardized scales. The findings reveal significant differences in stress levels between teachers in government and private schools, with various factors such as workload, job security, administrative support, and work-life balance influencing these outcomes. The study highlights the need for targeted interventions to reduce stress and improve the well-being of women teachers, particularly in private schools, where factors like job insecurity and higher expectations seem to contribute to higher stress levels. The results of this research are expected to inform policy-makers, educational administrators, and mental health professionals to develop strategies for promoting a healthier work environment for teachers across both sectors.

Keywords : Private Schools, Security, Women Teachers, Stress, Survey.

1. INTRODUCTION

Today, teaching in Education has become a demanding profession which requires exceptional skills. Education teachers have to play a very vital role and their work involves a number of duties such as planning, teaching, evaluative, administrative and various unclassified ones. A education teacher requires a greater variety of talents than any other teaching area. His responsibilities are diverse and the society looks up to him as a leader who can create and maintain general fitness of the sedentary people on one hand and help produce sports persons at grass root level, on the other. As a result, education teachers working in schools feel their workload heavier, strenuous and difficult too. Some of them feel that in proportion to the expectations of the society they are not given due place, recognition, autonomy, pay, working conditions, opportunities for growth and advancement and so on. All this leads to job dissatisfaction or low job satisfaction among teachers in general and education teachers in particular in many developing countries around the world (*Dinham and Scott, 1998; Scott et al, 2001, Van Den Berg, 2002*). The effects of this trend include reduced ability to meet students' needs, significant incidences of psychological disorders leading to absenteeism and stress-related illnesses (*Farber, 1991; Troman and Woods, 2000*). Most importantly, though

teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries including India.

The manuscript compares the relationship of stressors at 'work', 'family domains', and 'the work family interface' on the job satisfaction of male and female members of dual career teacher couples. The sample comprises of 254 dual career teacher couples from universities of the northeastern states of India, with at least one member from the couple teaching at the tertiary level of education. The results indicate that stressors related to work-role and work-family conflict negatively relate to job satisfaction of both the genders. Family role stresses positively relate to the female member's job satisfaction but have no relationship to that of their male partner's. The results also indicate that female members face more stress than the male members. Both genders with high work-family conflict and work-role stress have lower levels of job satisfaction than those facing lower family conflict and work-role stress. Females facing high 'family roles stress' experience higher job satisfaction than those facing low 'family role stress'. The women of India should have as much share winning Swaraj as men. Probably in this peaceful struggle women can outdistance man by many a mile.

The leaders of the outbreak were not only men but also women. The braveness and eminent women Rani Lakshmi Bai, of Jhansi, including Begum Hazrat Mahal, Rani of Ramgarh and Rani Tace Bai, Some of them participated in battle. Women other endured the sufferings and privation, imprisonment and death. Women like Annie Besant, Magarate Cousins, Sister Nivedita were great source of inspiration for India's women who had started out of their home to play the bigger role in achievement of freedom. Mrs Annie Besant infused patriotic spirit among women some Mrs. Vijaylakshmi Pandit become the first women president of the UN Assembly. A rare honour for the female of the world Mrs. Sarojini Naidu became the first Governor of Uttar Pradesh.

Women contribution in the non government sector has also been appreciated. Women of India demanding for equal status in decision bodies. They have launched programmes of protection and development of women in rural and tribal areas of India. Women have always taken part in the economic activity of the society ever since man placed his foot on this earth. It is however a different matter that her work has been concealed behind a thick veil in the male-dominated society.

2. LITERATURE REVIEW

Price and probe (1971), on studying that association-ship of sources of organization stress in the schools with job satisfaction of teacher, concluded that how experienced, young and male teachers were less experienced, young and male teacher were less satisfied with their teachers situation. She found that structural stress had no significant effect on teacher. Job satisfaction whereas conflicts stress had significant effect i.e., as conflict stress increases, the job satisfaction decrease. Did chi-square analysis and he found significant relationship between job satisfactory and sex, age, education level of teaching, length of e.g. experience school size, length of employment in present system further plans some other demographic variables.

Bures, Henderson, Mayfield, Mayfield, and Worley (1996) found that high level of spousal support leads to higher level of job satisfaction. The most interesting fact that came out from their study was that although high level-spousal support significantly reduces the work-stress-level of the male partners, no such relation exists in the case of women. The above findings

raise the question as to why women's stress levels are not reduced to the same extent as that of their male partners. Researches on dual-career couples have also indicated that the country to which the couple belong and where they are employed also plays an important moderating role in relation to the impact of spousal support, and on work stress levels. The researchers attribute the reason for this to differences in marriage norms among cultures, differences in the job characteristics between countries or a combination of these and other factors. Parasuraman and Greenhans (1993) also found gender differences in terms of satisfaction with one's job in their study on role stressors, social support, and well being among two-career couples. Women in the sample reported lower job satisfaction level than men. Work role stressors were negatively related to the job satisfaction of both genders; but family role-stressors and work-family-conflict had no relationship with job satisfaction for both genders. These findings were consistent with the results reported by Kopelman et al (1983), who found strong support for linkages between conflict within a given domain (e.g. work conflict) in contrast to prior findings by Bourne and Wikler (1982) according to which direct intrusiveness of work-role stressors within the family domain or family-role stressors into the work-domain were considered as the causes of lower job-satisfaction or dissatisfaction with job/family or burnout. The findings also showed work role stressors and work-family role stressors (and not work-family conflict) are associated with heightened life stress among women. These results highlight the high salience of work role for couples in a two-career relationship and also imply that for women their family role is far more important than it is for men. Gender differences in the relationships among stressors and indicators of well-being underscore the need for additional researches in the area of the demographic characteristics of the spouses and examining the structural variables likely to influence the experiences and attitudes of men and women in a two-career relationship.

3. METHODOLOGY

The data was collected on 400 subjects i.e., 200 subjects from government schools, and 200 from private school of Bharatpur division in Rajasthan. The job stress scale of Paliwal and the job satisfaction scale of Mathiyya were administered and scoring of questionnaires was done as per the instructions provided in the respective Manuals.

For testing the mean difference of the Job Stress and Job Satisfaction between Government and Private school teachers 't' ratio was used. Further the data was analyzed on the basis of frequency distribution obtained as per norms of job stress and job satisfaction scale. In order to find out relationship between the job stress and job satisfaction among government and private school teachers product moment method of correlation was used. The level of significance was set at 0.5 levels.

4. FINDINGS

In order to find out significance of mean difference between government and Private women teachers on job stress and job satisfaction-scores, the data was analyzed by using 't' ratio. The analysis pertaining to significance of mean difference for job stress among women teachers working in government and private schools of Bharatpur Division is presented in table 4.

Table 1: Significance of difference in mean for job stress among women teachers working in Government and Private schools of Bharatpur Division

Teachers	Mean	S. D.	M. D.	S. E.	't' ratio
Government	32.12	3.92	3.7	1.86	2.18*
Private	35.82	4.32			

*Significant at 0.5 level of confidence ($t = 1.96$) df 398.

It is evident from the above table that there is significant difference in the job stress level among women teachers working in government and private schools of Bharatpur Division as the obtained value of t' i.e. 2.18 is significantly greater than the tabulated value of t' i.e. 1.96 required to be significant at 0.5 level of significance with 398 degrees of freedom.

It is also very much clear that private schools women teachers' possess higher degree of stress level than the govt. women teachers of Bharatpur division. The graphical representation of mean score is presented in fig. 1.

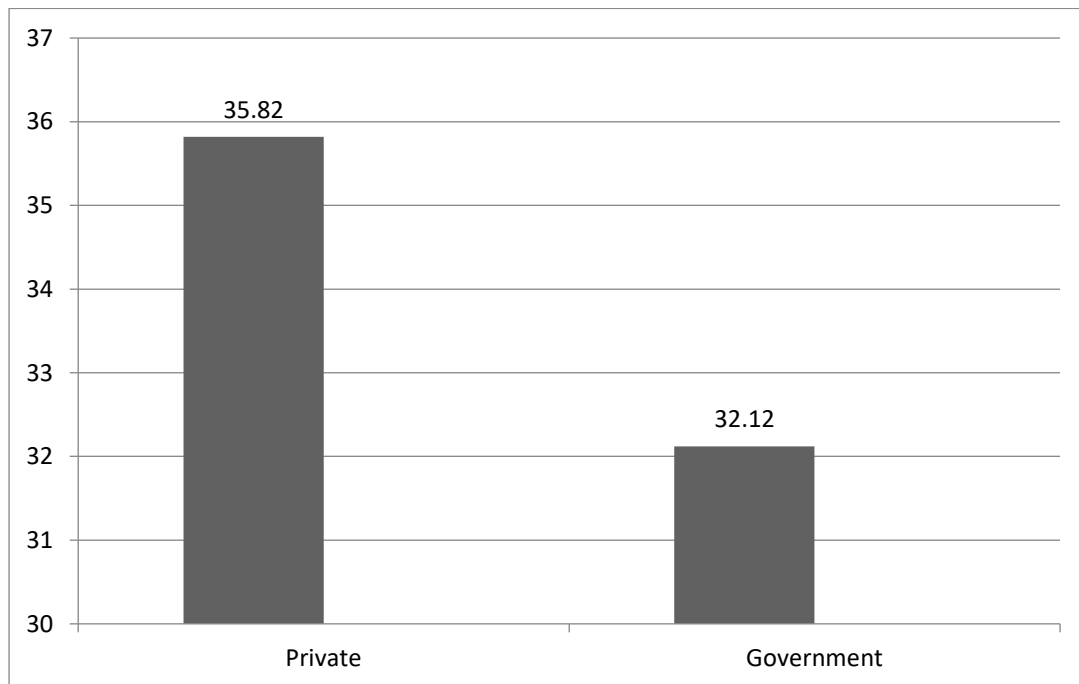


Fig. 1: Graph showing comparison of mean differences in job stress among women teachers of Government and private schools of Bharatpur Division.

The analysis of data pertaining to job satisfaction between government and private women school teachers of Bharatpur division is presented in table 5 where data has been analyzed using t' test.

Table 2: Significance of difference in mean for Job Satisfaction among Women Teachers working in Government and Private Schools of Bharatpur Division

Teachers	Mean	S. D.	M. D.	S. E.	't' ratio
Government	38.31	4.76	6.19	2.41	2.56*
Private	32.12	3.29			

*Significant at 0.5 level of confidence ($t = 1.96$) df 398.

An examination of Table 2 clearly indicate that there is a significant difference on Job Satisfaction level scores between women teachers working in government and private schools of Bharatpur division as the obtained value of 't' i.e. 2.56 is significantly greater than the tabulated value of 't' i.e. 1.96 required to be significant at 0.5 level of confidence with 398 degrees of freedom. It is also evident from means scores of table that women teachers belonging to Government schools possesses significantly greater level; of Job satisfaction in comparison to women teachers working in private schools. The graphical representation of mean scores of women teachers of government and private schools pertaining to job satisfaction is presented in figure 2.

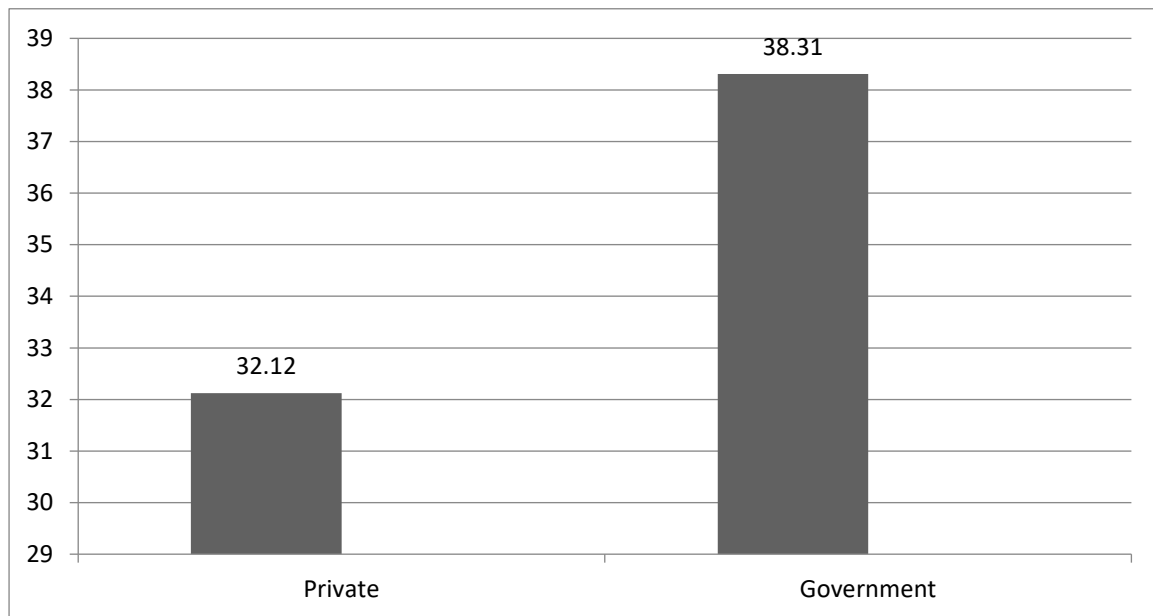


Fig. 2: Graph showing comparison of mean differences in Job Satisfaction among women teachers of Government and private schools of Bharatpur Division.

The data pertaining to job stress of women teachers working in government schools was organized on the basis of observed frequencies arranged in step intervals and is presented in table 6.

Table 3: Frequency distribution of job stress among women teachers working in government school.

Scores	Observed Frequency	Smoothened frequency
10.15	3	4.67
16-20	11	11.00
21-25	19	27.00
26-30	52	45.33
31-35	65	55.67
36-40	50	38.33
Total	N = 200	

It is very clear from the above table that 65 teachers possess Job stress between 36 to 40, 50 teachers possess Job stress between 26, to 30, 19 teachers possess job stress between 21 to 25, 11 teachers possess job stress between 16 to 20 and 3 teachers have been found to possess 10 to 15 level of job stress. It is further cleared that 85 teachers out of 200 of government schools possess job stress which is below than the average stress as per the norms of the test. There are 115 teachers who are found to have job stress above average on the scale of the test belonging to government schools. None of the teachers of government schools have been found to possess high and very high level of job stress as per norms. The graphical representation of frequency distribution of Job stress among women teachers working in government schools is presented in observed frequency and smoothened frequency in fig. 3.

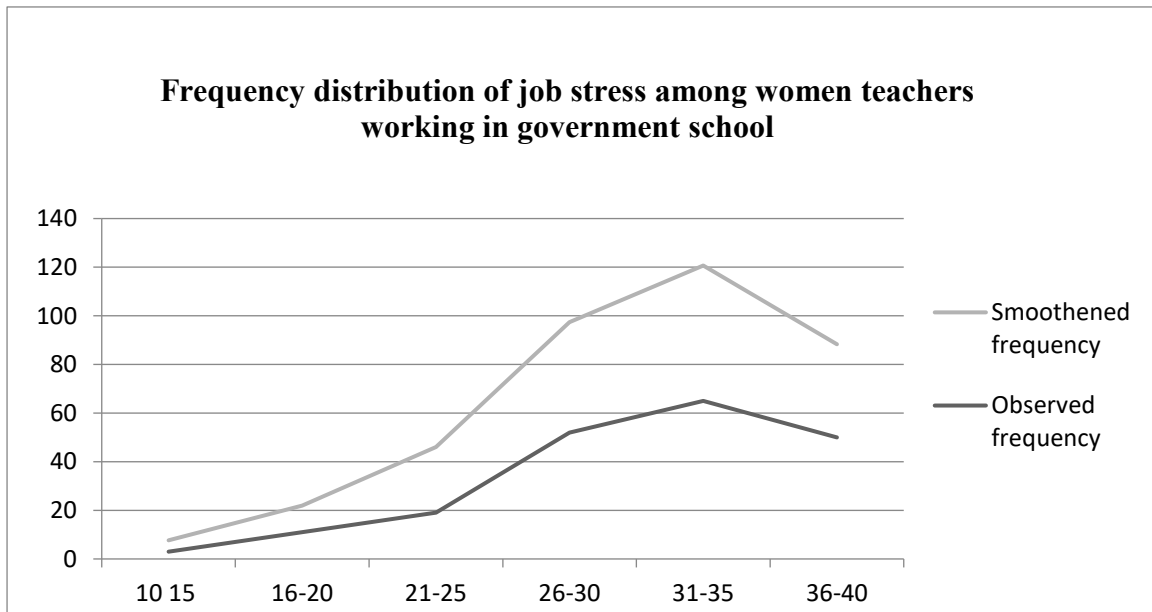


Fig. 3: Frequency Distribution Of Job Stress Among Women Teachers Working In Government School

CONCLUSION

This paper highlights significant differences in job stress levels among women teachers working in government and private schools, revealing that teachers in private schools experience higher levels of stress compared to their counterparts in government schools. The key factors contributing to this disparity include job insecurity, higher workload expectations, and limited administrative support in private institutions. On the other hand, government school teachers reported relatively lower stress, benefiting from more job stability, structured work environments, and better support systems. These findings underscore the importance of addressing stress management in both educational sectors, with a focus on improving work-life balance, providing emotional support, and ensuring fair workloads. Policymakers and educational administrators must recognize the unique challenges faced by women teachers in both sectors and implement targeted interventions to enhance their well-being, job satisfaction, and overall productivity. Promoting a healthier and more supportive work environment can contribute significantly to reducing job stress and improving the quality of education in both government and private schools.

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