

# Working Conditions of Female Teachers Working In Government and Private Primary Schools

## Abstract

Each teacher is supposed to be working in a unique educational environment. This uniqueness of the environment is considered responsible for differences in the teaching-effectiveness. Educational environment has been defined as "the conditions, processes and psychological stimuli which affect the teaching-effectiveness of the teacher".

**Keyword:** Education, Teacher working conditions, Teaching Effectiveness.

### Introduction

An educational institution can be easily conceptualized as an organization or social system constructed to attain certain specific goals. Educational institutions like other organizations can be characterized by unique identity, social position, incumbents of those positions, the rules by which they operate, the forms of interaction they exhibit, their tasks, authority structures and needs, decision-making process, etc. When we analyze educational institutions, it is found that they have the following characteristics which enable us to set them apart and to study them as social organizations. They have a definite population, a clearly defined structure, their own culture, pervaded by a we feeling and represent the nexus of a compact network of social relationships.

### Objectives of the Study

1. To find out the level of working conditions of female teachers working in government and private primary level schools.
2. To find out the level of working conditions of female teachers working in government primary level schools.
3. To find out the level of working conditions of female teachers working in private primary level schools.
4. To find out the significance of difference in working conditions of female teachers working in government and private primary level schools.

### Hypothesis of The Study

1. There is no difference in working conditions of female teachers working in government and private primary level schools.

### Literature of Review

Varshney (1981) studied the relationship between organizational environment and teacher effectiveness. Major findings of the study were (i) The percentage of the schools coming under the closed range was slightly higher than that of the open climate range. (ii) Open school environment produced quite a favourable attitude towards the teacher. (iii) Open, autonomous and controlled environments were more favourable for the teacher's effectiveness than the other categories of environments (iv) Organizational environment was significantly and positively related to the pupils' attitude towards the teachers. (v) It was positively and significantly related to social environment and composite teacher's effectiveness.

Panda (1985) explored the problems faced both by the government and private high schools and studied the nature of problems, which were responsible for creating various difficulties for these schools. He found that government schools had better physical facilities in comparison to those of private schools. The staff of government schools got the prescribed salaries whereas the teachers of private schools did not get salaries according to the prescribed grade. In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes.

Kushman (1992) studied two types of Teacher workplace-Commitment: Organizational commitment and commitment to student learning studied. It was found that teacher organizational commitment is related to the types of students served as well as the alterable organizational conditions of the school. Schools serving disadvantaged students engendered less teacher commitment to the school workplace, even though these were the schools where such commitment was most important. It was also positively related to teacher's job and career satisfaction, feeling of efficacy as a teacher and teacher's expectations for student success.

Ravi M.(2016), studied the organizational climate among primary school teachers with respect to gender and management. Finding reveals that there is a significant difference in organizational climate.

No further review is found after 2016.

### Methodology

#### Population of the Study

The population has been defined as all the primary female teachers belonging to government and private sector of Bulandshahr district.



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**Sample of the Study**

Cluster random sampling technique was adopted to draw the representative sample. Thus, 300 teachers were selected by cluster random sampling technique. The structure of sample has been shown in the following table:

**Table 1**  
**Structure of the sample of Primary School Teachers of District Bulandshahr**

S.No.	Type of Schools	No. of Schools	No. of Teachers
1.	Government Primary School	37	150
2.	Private Primary School	27	150
	<b>Total</b>	<b>64</b>	<b>300</b>

**Tools Used****School Organizational Climate Description Questionnaire (SOCDDQ)**

An Indian Adaptation

Author : Dr. Moti Lal Sharma

Publisher : NPC Agra (U.P.)

Language : Hindi

**Description**

The variable used in the study is working-conditions of teachers. The term working conditions refer to the prevailing environment of the school. The school environment includes various aspect of teaching learning process. It defines prevailing circumstances helpful in executing the duties as well as the situations which may create hindrance for the teachers.

To measure this variable the present investigator used the tool prepared by M. Sharma (1973). The test is an Indian adaptation of the tool originally constructed by Halpin and Crofts (1963). The tool is divided into two broad categories, group behaviour category and leader behaviour category.

**Statistical Techniques Used**

To analyze the data, the statistics has been applied at two levels. At the first level various descriptive measures (mean, median, standard deviation, mode, skewness, kurtosis) will be calculated.

At the second level t-test will be applied to find out significance of difference.

**Analysis and Interpretation of Data**

**Objective No. 1** To find out the level of working conditions of female teachers working in government and private primary level schools.

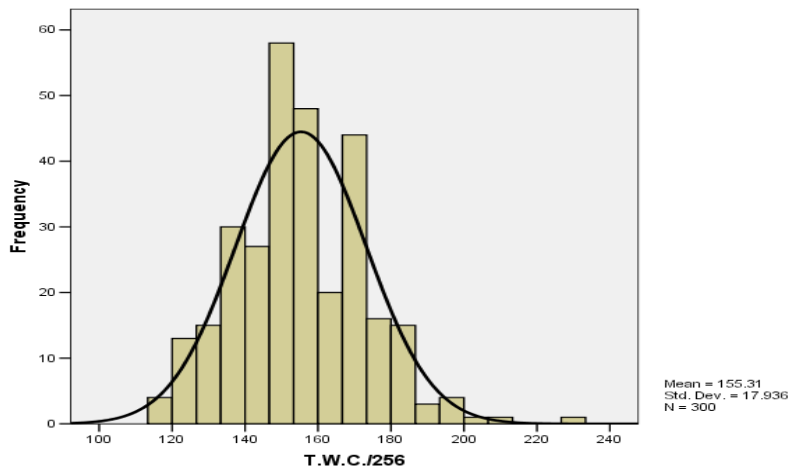
**Table 2**  
**Descriptive Statistics of Female Teachers Working In Govt. and Private Primary Level Schools**

Variables	N	Mean	S.D.	S.E.	Median	Mode	Skewness	Kurtosis
Working Conditions	300	155.31 (60.66%)	17.93	1.036	154.00	149.0	.380	.586

**Interpretation**

The mean score of Working Conditions is 155.31 i.e. an average female teacher at the primary level is able to secure almost 60.66% scores on the SOCDA i.e. an average teacher at the primary level is efficient as far as Working Conditions is concerned. The standard deviation is 17.93 for Working Conditions, which shows that on an average the data can deviate 17.93 from the mean value. However, the variability is large. The standard error score of W.C. 1.036 indicates that the population's mean can deviate 1.036 from the mean value. The median of W.C. is 154, which is quite higher score. The mode of W.C. 149 is the highest score one can get on SOCDDQ. This is the most occurring value in the data. The value of skewness of W.C. is .380. It means that the sample is negatively skewed. The value of kurtosis of W.C. is .586. So, the distribution is platykurtic.

**PRESENTATION OF RAW DATA AND NORMAL PROBABILITY CURVE OF WORKING CONDITIONS**



**Figure 1**

The raw data of working conditions of female teachers working in government and private primary level schools can also be depicted through the graph given in figure 1.

**Objective No.2** To find out the level of working conditions of female teachers working in government primary level schools.

**Table 3**

**Descriptive statistics of female teachers working in government primary level schools**

Variables	N	Mean	S.D.	S.E.	Median	Mode	Skewness	Kurtosis
Working Conditions	150	155.65 (60.80%)	19.15	1.56	152.00	151	.69	1.01

**Interpretation:**

The mean score of Working Conditions is 155.65 i.e. an average female government teacher at the primary level is able to secure almost 60.8% scores on the SOCDQ i.e. an average teacher at the primary level is efficient as far as Working Conditions is concerned. The standard deviation is 19.15 for Working Conditions, which shows that on an average the data can deviate 19.15 from the mean value. However, the variability is large. The standard error score of W.C. 1.56 indicates that the population's mean can deviate 1.56 from the mean value. The median of W.C. is 152.0, which is quite higher score. The mode of W.C. 151 is the highest score one can get on SOCDQ. This is the most occurring value in the data. The value of skewness of W.C. is .696. It means that the sample is negatively skewed. The value of kurtosis of W.C. is 1.01. So, the distribution is platykurtic.

**Objective No.3** To find out the level of working conditions of female teachers working in private primary level schools.

**Table 4**

**Descriptive statistics of female teachers working in government primary level schools**

Variables	N	Mean	S.D.	S.E.	Median	Mode	Skewness	Kurtosis
Working Conditions	150	154.97 (60.15%)	16.69	1.36	156	170	-.12	-.35

**Interpretation**

The mean score of Working Conditions is 154.97 i.e. an average female private teacher at the primary level is able to secure almost 60.15% scores on the SOCDQ i.e. an average teacher at the primary level is efficient as far as Working Conditions is concerned. The standard deviation is 16.69 for Working Conditions, which shows that on an average the data can deviate 16.69 from the mean value. However, the variability is large. The standard error score of W.C. 1.36

indicates that the population's mean can deviate 1.36 from the mean value. The median of W.C. is 156, which is quite higher score. The mode of W.C. 170 is the highest score one can get on SOCDQ. This is the most occurring value in the data. The value of skewness of W.C. is -.12. It means that the sample is positively skewed. The value of kurtosis of W.C. is -.35. So, the distribution is platykurtic.

**Objective-No.4:** To find out the significance of difference in working conditions of female teachers working in government and private primary level schools.

**Hypothesis-** There is no difference in working conditions of female teachers working in government and private primary level schools.

**Table 5**  
**Working conditions of female teachers working in govt. and private primary level schools**

Type of School	No of Teachers (N)	Mean ( X)	S.D.	Standard Error of Mean	t-value (Critical Ratio*)	Significance
Government	150	155.65	19.151	1.564	.328	Insignificant
Private	150	154.97	16.690	1.363		

Calculated 't' value = .328

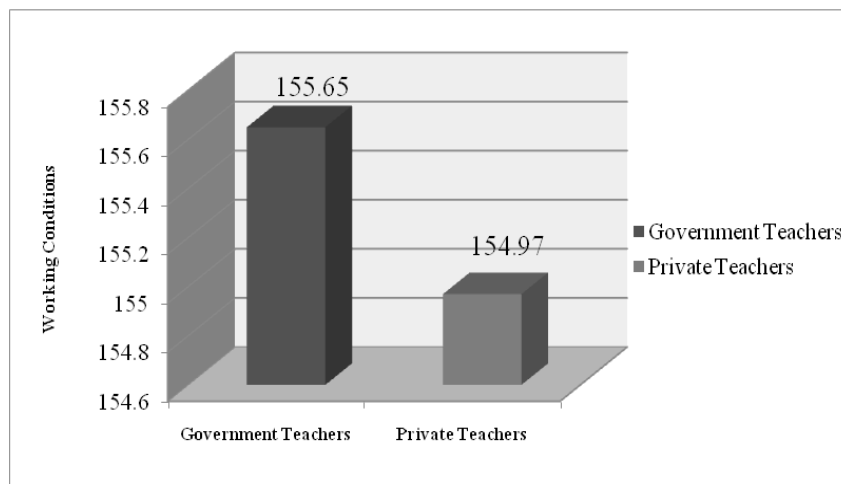
df= 298

Standard error of difference = 2.07

**Interpretation**

Above table 5 shows that obtained t- value (C.R.) is .328, which is insignificant at .01 level of significance for df of 298. Minimum required significant C.R. value should be 2.60 for df of 298. Obtained C.R. value is less than minimum required significant C.R. value, therefore, it may be concluded that government teachers and private teachers do not differ significantly on their working conditions. Thus, the hypothesis "There is no difference in the working conditions of female teachers working in government and private primary level schools." is accepted.

**WORKING CONDITIONS OF FEMALE TEACHERS WORKING IN GOVT. AND PRIVATE PRIMARY SCHOOLS**



**Figure 2**

The difference in working conditions of female teachers working in government and private primary level schools can also be depicted through the figure 2.

**Discussion**

Mean working conditions score of female government teachers is greater than mean working conditions score of their counterpart female private teachers in primary schools, meaning thereby the working conditions of female government teachers are better than female private teachers in primary schools. This difference in working conditions of two groups, namely, female government teachers and female private teachers is not real and just due to chance factor. Since significant difference does not exist between working conditions scores of government teachers and private teachers, therefore, nothing definite can be said about the causes of insignificant result. This finding is also in coherence with the finding of Amarnath (1980) reviewed earlier in this study. Similar result has been obtained in this study.

**Findings**

1. Average working-conditions as assessed through the questionnaire is 60.66% for female teachers working in primary level schools.
2. Average working-conditions as assessed through the questionnaire is 60.8% for female teachers working in government primary level schools.
3. Average working-conditions as assessed through the questionnaire is 60.15% for female teachers working in private primary level schools.
4. Female teachers working in government and private primary level schools don't differ significantly as far as working conditions are concerned.

**Implications**

This study would provide a helping hand to administrators also. If the administrators are able to nurture healthy relations and provide suitable working conditions, teaching effectiveness can be enhanced. It is one of the important duties of administrators to provide suitable working conditions so that teachers can perform their task effectively, which in turn would improve the quality of education. Teaching effectiveness is not just dependent on intelligence level of teachers, her knowledge, skills and dispositions. Other factors also play an important role. Working conditions to a large extent determine successful execution of the teaching task. If administrators pay more attention on improving working conditions than the achievement level of students may increase.

The Results of this study have implications for the society as well. If, we are able to provide effective working conditions with harmonious interpersonal relationship among colleagues and administrators, teaching effectiveness can be enhanced. It is the responsibility of the society to see that appropriate working conditions must be there in the schools especially at the primary level, because it affects efficacy of teachers.

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