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A STUDY ON WORKING ENVIRONMENT OF CBSE PRIVATE SCHOOLS WOMEN TEACHERS IN ERODE DISTRICT

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Abstract

The difficulties faced by CBSE instructors are examined in this study. Human capital is vital for any organisation to realise its goal and vision. Employees may be able to reach their full potential in a work environment that is both practicable and satisfying. Working conditions, job security, interpersonal interactions, and job satisfaction all fall under the umbrella of a workplace's working environment.. Employee dissatisfaction has a negative influence on productivity.

Keywords: Professional Development and Workplace Satisfaction.

1. Introduction

School education has a tremendous impact on a child's general development, and the quality of that education is directly linked to the nation's educational progress. The school's work and work environment are the most important factors in a person's job happiness. They are able to devote more time and effort to their duties when they have a supportive work environment. When teachers are happy in their employment, they are more motivated to educate their pupils effectively. A good working atmosphere may help employees feel content.

1.1. Need for the study

Teachers are educating students not just in academics, but also in virtues such as excellent character, good habits, a positive outlook, and the desire to achieve in life. There is a personal connection between the students and the teaching community since they have been on the campus for a long time. The job of the school teacher is critical in the development of a nation and its inhabitants. As a result, a teacher's working environment is an important consideration that affects the whole community. As a result, the emphasis of this research is on the working conditions of female CBSE private school teachers..

1.2 Statement of the Problem

In a competitive setting, the working environment of teachers are unsatisfactory owing to excessive job stress, reduced leisure times, low remuneration, discomfort school time, poor interpersonal interactions with the colleagues. Also included are aspects of the workplace that relate to health and safety as well as the welfare of the employees, such as free child care and free transportation. As a result, a research on the working environment of female teachers in Erode district's private CBSE schools has been conducted..

1.3 Objectives of the study

a look at how women teachers in Erode district CBSE private schools fare in the workplace

To determine the characteristics of female instructors in CBSE institutions.

To find out why the respondents choose teaching as a career path.

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To find out whether there is a correlation between the demographic characteristics of female instructors and their degree of satisfaction.

To learn about the challenges that female instructors at CBSE institutions encounter.

1.4 Hypotheses of the study

No correlation was found between the amount of time spent in the classroom and the degree of satisfaction with professional development, as stated by Ho.

When it comes to professional growth, "there is no substantial association between years of experience in the institution and degree of happiness."

Teachers at CBSE schools are mostly in agreement on the need of social services..

1.5 Research Methodology

The questionnaire was the primary method of gathering information from the survey participants. There are yes-or-no questions, ranking questions, and questions with a five-point scale included. Compared to other districts, Erode taluk has the most number of CBSE schools. So, 228 people from Erode taluk were randomly chosen for the research. We picked respondents from Gobichettipalayam (108), Perundurai (195), Bhavani (57) and Sathyamangalam (24), as well as Anthiyur (12), and Modakurichi (26). Henry garratt ranking, Multiple Regression analysis, and Chi-square are employed in the study..

2. Review of Literature

"Work-family conflict among female instructors," a research by Cinamon et al. (2005), found that Surveys of 187 Israeli teachers and their perceptions of the significance of work and family duties, and the impact of stress and support factors on W – F and W – F conflict were analysed. Teachers' years of experience and school level (primary, junior, and senior high) were also studied in the study of work-family conflict. In order to conduct this research, cluster analysis was performed. It was out that many instructors placed equal value on their dual jobs and experienced more WF conflict than FW conflict.

Research by Rui et al. (2009), entitled "Occupational stress in teaching: a study with high school teachers," focuses on the factors that contribute to stress and burnout as well as physical health and professional success. The study's findings indicated considerable levels of occupational stress of 40%, emotional tiredness of 10%, lowered personal accomplishments of 3%, and depersonalization of 1%, as well as different physical health issues and values of professional discontent of about 20%. Discriminant analysis and "t-test" were used to see whether instructors with more pupils in the classroom had more occupational issues than those with fewer students. Working circumstances have an impact on teacher effectiveness as evaluated by value-added scores and students' impressions of instruction, according to Yincheng Ye (2016) in his dissertation, "The Effect of Working Conditions on Teacher Effectiveness: Value-added Scores." Students' classroom environment were shown to have a significant impact on their ability to learn. After accounting for instructors' education and experience, instructional practise assistance had a substantial impact on teachers' value-added scores, according to the study. In addition, the students' opinions of instruction had an indirect influence on the teacher value-added score mediated by classroom freedom and support for student behaviour control..

3. Results and Discussions

**TABLE 1 REASONS FOR SELECTING THE TEACHING FIELD
GARRET SCORES AND RANK**

S.No	Factors	TotalScore	Average	Rank
1	Lessstressfuljob	28599	44.00	9
2	Pleasantenvironment	33001	50.77	4
3	Proudtobeateacher	39986	61.52	1
4	Financialsupporttofamily	34584	53.21	2
5	Securedjob	32635	50.21	6
6	Feelingsafethanother field	33304	51.24	3
7	Ambitioninthelife	32818	50.49	5
8	Convenientworkingtime	31451	48.39	7
9	Easyjobaccessibility	26490	40.75	10
10	Respectinthesociety	30832	47.43	8

Source: Primary Data

The most important consideration in deciding on a career in education is whether or not one feels "proud to be a teacher." Family support comes in second, comfort comes third, and work accessibility is low on the priority list..

2.1 Multiple Regression Analysis

Multiple regression approaches were often employed to determine the degree and amount of correlation between a dependent variable and the number of independent factors. Determinant variable: Satisfaction (Y1)An independent variable may be defined as a demographic variable like Age X1; Marital Status; Type of Family; Residential Area; Taluk; Educational Qualification; or any other demographic variable. X7 = Appointment type X8 represents your current status at school. X9 is equal to the monthly profit. X10 is the number of years you've taught at the current school; X11 is the total number of years you've taught. X12 is the school's system for managing classes.

TABLE 2 REGRESSION CO-EFFICIENT

Variables	Beta	StandardErr	T	Sig.
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	Co-efficient	or		
LevelofSatisfaction(Y1)Intercept	2.009	.312	6.429	.000
Age(X1)	-.003	.078	-.044	.965
MaritalStatus(X2)	-.015	.036	-.431	.666
Typeoffamily(X3)	-.026	.041	-.630	.529
Residentialarea(X4)	-.022	.028	-.807	.420
Taluks(X5)	-.174	.059	-2.971	.003
Educationalqualification(X6)	-.142	.058	-2.433	.015
Natureofappointment(X7)	-.109	.035	-3.108	.002
Presentpositionintheschool(X8)	.009	.034	.265	.791
Monthlyincome(X9)	.042	.037	1.154	.249
Yearsofexperienceinthe school(X10)	.092	.028	3.254	.001
Totallyearsofteaching experience (X11)	.117	.045	2.593	.010
Classeshandlingin theschool(X12)	.035	.015	2.289	.022

Regression Fitted

$$2.009 + 0.003X1 - 0.015X2 - 0.026X3 - 0.022X4 + 0.142X5 + 0.117X11 - .035$$

Multiple regression models for customers' satisfaction with welfare facilities show that the overall significance of the model was fit. It was found that the R2 value indicated that these factors jointly explained the variance in satisfaction to the amount of 62%.

2.2 Chi-Square Test

There is no correlation between the number of hours worked at school and employee satisfaction with their professional progress, according to H0.

TABLE 3 NUMBER OF HOURS HANDLES PER WEEK AND LEVEL OF SATISFACTION

Factor	Calculate d	Table Value	D.F	Remarks

	Value			
Hourshandlingint he school	22.046	9.488	4	Significantat1% Level

According to the aforementioned study, the estimated chi-square (22.046) is more than the table value of (22.046). (9.488). As a result, we reject the null hypothesis.no correlation between years of experience at a school and happiness with professional growth is seen, according to Ho..

TABLE 4 EXPERIENCE IN THE PRESENT SCHOOL AND LEVEL OF SATISFACTION

Factor	Calculate d Value	Table Value	D.F	Remarks
Yearsofexperiencein theschool	7.083	12.592	6	Notsignificantat 5%Level

From the above analysis, it is understood that the calculated value of chi-square (7.083) is less than the table value (12.592). Hence the null hypothesis is accepted.

2.3 Henry Garrett Ranking Analysis

TABLE 3.5 PROBLEMS FACED BY THE TEACHERS IN WORKING PLACE

S.No	Factors	TotalScore	Average	Rank
1	LowSalaryandAllowances	34050	52.38	1
2	Lackoffreedomindecisionmaking	32254	49.62	6
3	Lackofprofessionaldevelopment	32617	50.18	5
4	Lackofjobsecurity	33243	51.14	3
5	Unfairpolicies	31600	48.62	8
6	Lackofteachingaids	31128	47.89	9
7	Inadequatewelfaremeasures	30581	47.05	10
8	Lowincrement	32709	50.32	4
9	Heavyworkload	33673	51.80	2

10	Heavyworkpressure	31845	48.99	7

According to the data shown above, 'Low Salary and Allowances' was the first element to be evaluated, with a Garrett point total of 52,38. Second on the list was "heavy workload," third was "lack of job stability," fourth was "low increment," and tenth on the list was "inadequate welfare measures," all with a score of 47.05 Garrett points..

4.SUGGESTIONS AND CONCLUSIONS

Wages and benefits were a big concern for female teachers, whose primary motivation for going into education was to provide a stable source of income for their families. According to the findings of this research, working in a single organisation for an extended period of time enhances one's professional growth. Women school teachers confront a lack of proper welfare measures, as well as a heavy work load and little leisure time, according to a new study. When instructors are under a lot of pressure, they should be allowed to participate in the decision-making process and share their ideas for improving student growth and getting better outcomes. Teachers are encouraged by adequate salary and benefits, and their psychological well-being improves as a result, leading to an increase in professional growth.

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