



Work Related Problems Of Self-Financing Schools In Women Teachers And Its Influence On Job Satisfaction

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ABSTRACT

The teaching field is not excluded when it comes to the people working there facing work related issues. The teachers feel exhausted due to various problems that are being posed in front of them. This paper studies those work related issues and the job satisfaction of the teachers. The study has been conducted in Chennai City with 150 respondents. A well-structured questionnaire has been prepared and distributed and Random sampling has been done. The Work related problem variables and the Job satisfaction variables have been explored. Factor analysis, Karl Pearson Correlation, ANOVA tests have been applied.

Keywords: Work related problems, Job satisfaction, Work place problems for teachers.

Introduction

In any type of organisation, men and women are exposed to many work-related problems. Work-related problems starts with discrimination, non co-operative colleagues, disrespectful behaviour by the top management and goes on and on. When it comes to education field, the teacher's attitude towards the organisation and the students play an important role in determining their stress level. Just like other organizations, they also feel burnouts and show absenteeism due to mental disorders. The work place environment plays an important role in the job satisfaction along with the salary of the teachers. At the workplace boredom issues has been rising over the last decade where they do not enjoy their work. This is caused due to lack of enough information, help from the top management, not supportive colleagues and doing monotonous job. These issues needs to be addressed to improve the quality of work among the teachers. When quality is improved they would see a growth in their career and also attains job satisfaction.

Review of Literature

In the current decade, employees face a lot of work related problems including interpersonal conflict, harassment, bullying, lack of motivation and less job satisfaction etc., these kinds of work related problems affects the mental well-being of the employees (Trounsan et al 2016). Work related stress has been increasing equally among both men and women (Arbetsmiljöverket 2016). The work-related problems like conflict, low support and low justice at the workplace are main causes of sick leave and absenteeism (Holmorgen 2014). These kind of problems also leads to mental disorders for the employees (Stansfeld et al 2006). In the education field, the well-being of the teachers are affected and one of the reasons is supposed to be their character and attitude (Liangbao 2014). Another reason is the work model of the organisation or the institution (Skaalvik 2018). Feeling of boredom at work due to monotonous job and engaging in other unrelated activities has started rising these days globally (Cummings et al 2016), this leads to less satisfaction and productivity and affects the quality (Hoof 2016). In the education field, teacher's attitudes, perspectives play an important role in students to progress in their studies (Ekstam et al 2017).

The studies also shows that exhaustion among teachers occur more to those who teach children with special needs (Sarikam and Sakiz 2014). Various study shows that there is a relation between productivity and salary among the teachers (Mccart 2013). In recent studies conducted, bullying has become a part of an employee's working life (Gupta et al). Work place victimization and bullying causes stress to the employees thus resulting

in losing optimistic view, lack of control, etc (Desa, Yousaf et al., 2014). The workplace environment decides the job satisfaction when it comes to teachers says American studies (Masum A Azad 2015). The another important factor is proper communication which will ensure smooth running of the allocated work and the employees also would feel accomplished (Cornard 2014). There becomes a need to address these issues of work place problems in order to improve productivity and avoid absenteeism (Robinson et al 2002).

Objectives of the Study

1. To identify the demographic profile of the respondents.
2. To bring out the latent dimensions of work and related problems.
3. To measure the relationship between job satisfaction variables.
4. To study the influence of factors of work and related problems on job satisfaction.

Research Gap

Researcher has collected numerous reviews, studies, research articles on the coping stress and work related problems in the IT, ITES and Manufacturing industries but very few studies available studying about work life balance of teachers and this research paper emphasizes on the issues faced by women teachers working in self-financing un-aided schools .

Research Methodology

This study explores the job satisfaction of the teachers and work-related problems of the teachers. This study is limited to Chengalpet district. It is an analytical study and the primary data has been collected through distribution of structured questionnaire using random sampling method. 150 respondents have participated in the study. The demographic profile of the respondents have been studied and Work related problems have been factorised. The Karl Pearson Correlation has been used to study the correlation between Job satisfaction variables. The ANOVA test has been used to see the influence of Work related factors on Job satisfaction. Analysis and Interpretation

Table 1 – Demographic Profiles of the Respondents

Marital Status	Unmarried	29 (19.1%)
	Married	123 (80.9%)
Family type	Nuclear type	94 (61.8%)
	Joint type	58 (38.2%)
No. of children	No child	21 (13.8%)
	1 child	45 (29.6%)
	2 children	58 (38.2%)
	Not applicable	28 (18.4%)
Monthly income (Rs.)	Less than Rs 10 k	75 (49.3%)
	10k – 20 k	61 (40.1%)
	20 k – 30 k	14 (9.2%)
	30 k – 40 k	2 (1.3%)
Level of teaching	Pre primary	20 (13.2%)
	Primary	64 (42.1%)
	Middle	24 (15.8%)
	Secondary	19 (12.5%)
	Senior	25 (16.4%)
Mode of transport	School transport	6 (3.9%)
	Public transport	38 (25.0%)
	Own transport	76 (50.0%)
	Drop by family members	32 (21.1%)
Age (In years)	Mean with Std. Deviation	29.671 ± 2.510
	Median	30.00
	Mode	31.00
	Skewness	-0.527

Table 1 shows that majority of the respondents are married (80.9%) and are from nuclear family type (61.8%). A sizeable portion of the respondents (49.3%) earn less than 10k per month and teach in primary schools (42.1%). Around 50% of the respondents use their own vehicle as mode of transport. The average age of the respondents is 29.67 years with 2.510 standard deviation shows that it is robust and normally distributed since the skewness is less than 1.

Table 2 – Factorization of Work and Related Problems

Factors &						
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% of Variance Explained	Variables	Mean	S.D	MSA	Commu- nalities	Factor Loading
Extraneous (26.623%)	I have to play many roles at the same time	3.822	1.055	0.816	0.622	0.792
	No free discussion and communication from top mgt.	2.401	1.011	0.879	0.775	0.784
	Sufficient infrastructure facilities are not provided	2.336	0.969	0.937	0.749	0.710
	Personal accomplishments couldn't be achieved	2.493	0.976	0.864	0.586	0.674
	I have too much of administrative work	2.454	0.934	0.918	0.620	0.666
	I feel too much of task unrelated to teaching	2.592	0.958	0.889	0.619	0.612
	Physical health is not all right	2.454	0.982	0.912	0.505	0.495
Insignificance (21.801%)	Team work is absent in our Institution	2.474	1.048	0.888	0.777	0.831
	My relationship with my superiors causes nervousness	2.454	0.982	0.904	0.746	0.807
	Higher authorities do not give respect to me	2.257	0.902	0.922	0.713	0.693
	Anger related issues has arisen	2.467	0.962	0.901	0.674	0.638
Hardship Factor (18.661%)	I have been given too many tasks	3.197	1.029	0.869	0.710	0.794
	No appreciation and recognition from the management	2.441	1.071	0.880	0.724	0.785
	I have to engage in extracurricular activities	3.388	0.990	0.837	0.619	0.696
	I have long working hours	3.138	1.122	0.888	0.623	0.690
KMO-MSA = 0.893 , Total % of Variance Explained = 67.085						
Bartlett's Test of Sphericity chi – square value of 1430.441 with df of 105 and P value of 0.000						

Table 2 shows the 15 Work related problem variables have been grouped into three independent dominant factor which explain 67.085% of variance in the Work related problem factor in them.

The most dominant factor 1 explains 26.623% variance in the Work related problem factors and it is labelled as **Extraneous factor**. The second dominant factor 2 explains 21.801% variance in the Work related problems factor and it is labelled as **Insignificance factor**. The third dominant factor 3 explains 18.661% variance and therefore, it is labelled as **Hardship factor**.

Table 3 – Correlation Matrix of Job Satisfaction Variables

	Fair salary is given	Welfare oriented towards teachers	Teachers are helpful when needed	Students are respectful	I have the scope to advance in my career	I have a cordial relationship with colleagues	My job gives me greater quality of work life	I receive appreciation for my good work	I feel a sense of dignity in the job
Fair salary is given	1								
Welfare oriented towards teachers	0.514	1							
Teachers are helpful when needed	0.234	0.469	1						
Students are respectful	0.262	0.430	0.497	1					
I have the scope to advance in my career	0.238	0.348	0.362	0.270	1				
I have a cordial relationship with colleagues	0.228	0.318	0.426	0.265	0.332	1			
My job gives me greater quality of work life	0.283	0.449	0.377	0.334	0.342	0.663	1		
I receive appreciation for my good work	0.404	0.588	0.494	0.523	0.314	0.384	0.578	1	
I feel a sense of dignity in the job	0.218	0.433	0.322	0.366	0.394	0.498	0.644	0.534	1
My job ensures me high job security	0.278	0.352	0.256	0.295	0.354	0.528	0.691	0.567	0.477

** Significant at 1% LOS

The above **table 3** shows correlation between 9 variables. The correlation between welfare orientation towards teachers variable with fair salary is 0.514 and is moderately correlated. The correlation between teachers being helpful when needed with fair salary is 0.234 and is poorly correlated and with welfare orientation towards teachers is 0.469 and is moderately correlated. The correlation between student being respectful variable with fair salary being given is 0.262, with welfare orientation towards teachers is 0.430 and with teachers being helpful is 0.497 and is moderately correlated. The correlation between advancing in career with fair salary given is 0.238, with welfare orientation towards teachers is 0.348, with teachers being helpful is 0.362 and with students being respectful is 0.270 and are poorly correlated. The correlation between having cordial relationship with colleagues with fair salary is 0.228, with welfare orientation towards teachers is 0.318 and are poorly correlated, with teachers being helpful is 0.426 and is moderately correlated, with students being respectful is 0.265 and with scope to advance in career is 0.332 and are poorly correlated. The correlation between job giving greater quality of life with fair salary is 0.404, with welfare orientation towards teachers is 0.449 and are moderately correlated, with teachers being helpful is 0.337, with students being respectful is 0.334, with scope to advance in career is 0.342 and are poorly correlated and with having cordial relationship with colleagues is 0.663 and is moderately correlated. The correlation between appreciation for good work variable with fair salary is 0.404, with welfare orientation towards teachers is 0.588, with teachers being helpful is 0.494, with students being respectful is 0.523 and are moderately correlated with scope to advance in career is 0.314, with having cordial relationship with colleagues is 0.384 and are poorly correlated and with job giving greater quality of life is 0.578. The correlation between sense of dignity in the job variable with fair

salary is 0.218 and is poorly correlated, with welfare orientation towards teachers is 0.433 and is moderately correlated, with teachers being helpful 0.322, with students being respectful is 0.366, with scope to advance in career is 0.394 and are poorly correlated, with having cordial relationship with colleagues 0.498, with job giving greater quality of life is 0.644, with appreciation for good work is 0.538 and are moderately correlated. The correlation between sense of dignity in the job variable with fair salary is 0.278, with welfare orientation towards teachers is 0.352, with teachers being helpful 0.256, with students being respectful is 0.295, with scope to advance in career is 0.354 and are poorly correlated, with having cordial relationship with colleagues is 0.528, with job giving greater quality of life is 0.691, with appreciation for good work is 0.567, with sense of dignity in job is 0.477 and are moderately correlated.

Table 4 – Model Summary and ANOVA Results of Multiple Regression Analysis

Model 1	Sum of Squares	Df	Mean Square	F	Sig.
Regression	295.777	2	147.888	6.068	0.003*
Residual	3631.111	149	24.370		
Total	3926.888	151			
Model	R	R ²	Adjusted R ²	Std. Error of Estimate	
1	0.745	0.555	0.523	4.936	

** Significant at 5% LOS

Table 5 – Determinants significantly influencing Job Satisfaction

Determinants Significantly Influencing to Job Satisfaction	Unstandardised Coefficients		Standardised Coefficients	t value	P value
	B	Std. Error	Beta		
Constant	39.208	1.795		21.842	<0.001
Extraneous Factor	-0.358	0.105	-0.351	-3.404	0.001*
Hardship Factor	-0.444	0.161	-0.285	-2.765	0.006*

** Significant at 5% LOS

Tables 4 and 5 depict that Extraneous factor and Hardship factor significantly influences Job satisfaction negatively and Insignificance factor does not significantly influence Job satisfaction.

Findings from the study

1. The majority of the respondents are married and they are working in self-financing schools of Chengalpet district.
2. A sizeable portion of the respondents earn less than 10 k per month.
3. The Work related problems have been factorised into 3 factors, Extraneous factor, Insignificance factor and Hardship factor.
4. The Job satisfaction variables are moderately and poorly correlated towards the other variables.
5. Extraneous factor and Hardship factor influence Job satisfaction negatively and Insignificance factor does not influence Job satisfaction. The more extraneous role and hardship a teacher faces the lesser the job satisfaction would be. These negative factors should be addressed by the management of the school so that the effectiveness and job satisfaction of the teachers would increase.

Conclusion

Many employees around the globe from various organizations face work related problems repeatedly. These problems affect the physical and mental health of the employees. In the teaching field teachers as well go through same hardships. This becomes an issue to be addressed by the authorities as it affects the organisation or the institution as well. There is globally a need arising to take care of the employees working in order to increase productivity and provide job satisfaction.

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