

DOI: 10.5281/zenodo.12426272

# AN EMPIRICAL STUDY ON CHANGING WORKING CONDITIONS, LEISURE AND LABOUR LAW PROTECTIONS OF PRIVATE SCHOOL TEACHERS IN CHENNAI

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Received: 15/11/2025

Accepted: 24/01/2026

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## ABSTRACT

Generally teachers are employed permanently but in the last two decades engaging teachers on fixed term contracts have increased. Contractual engagement of teachers allows managements to employ teachers without providing them with of job security and protection of other labour welfare legislations. This was initially opposed but it eventually became common practice. Nowadays the government engages various professionals like doctors, engineers on a contractual basis. This has increased precarious employment. The terms of their employment, conditions of work, salary and other perks are provided on their websites clearly and are according to guidelines issued by the appropriate authority. The local authorities under the state governments usually engage in contractual relations to meet the requirements of teachers for a short period like a year. The KV schools run by the Central government also engage teachers on a contractual basis. Contractual engagement by private schools is even more exploitative as they do not provide such information publicly often resulting in exploitative labour conditions. The criteria for selection of teachers must be excellence in their field, experience, and educational qualification but private schools have been using term contracts to engage teachers as a cost cutting measure. Many a time these teachers do not have the requisite qualification, receive lower salaries, and have less job security. The terms of their employment are protected only by the employment contract. The teachers are forced to resort to public agitations and strikes to seek relief in case of breach of contract. There is literature both supporting and criticizing the contractual engagement of teachers.

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**KEYWORDS:** Private Schools Teacher, Working conditions, Syllabus, Leisure, Stress, burnout and Labour Law.

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## 1. INTRODUCTION

All over the world indebted by those teachers, who have given their experiences, knowledge of their students? We can't imagine our world without teacher. In India teaching is very noble profession and Indian legacy is keep forwarding by our intellectual teachers. A teacher's job is never over even after the class is over. A teacher has to encourage each child to reach his/ her potential. Teacher has to find ways to make learning fun easy, and inspiring. Teachers have to explore various methods of instruction to enable qualitative learning. In words of Radhakrishnan Certainly there can be no better profession than this (teacher) which educates, informs, prepares, inspire, encourage and at the same time also teaches us to inculcate a way of life that is for our betterment (PRANTIA, 2020).

"Teacher is the nation builder, gardener, care taker, destiny maker, eye opener, stage setter, light sprinkler and etc. She is like the sun of the solar system, pole star in the sky, captain of the ship, the backbone of the body, the main spring of the wrist watch. "Teacher is the agent of change. Teacher is the harbinger of cultural Heritage. He is the yardstick that measures the achievement and aspiration of the Nation<sup>1</sup>."

According to the occupational outlook handbook offered by the bureau of labor statistics, private school teachers are often the source of a student's learning experience. What students learn in their formative years can shape how they are in the future. Private teacher has to transform students from multicultural background into social human beings for a peaceful world. The aim or goal of private teacher is multifarious involving delegating, conflicts, planning, resolving, involution, organizing leadership, problem solving, interactive, judgmental activities and decision making etc. which undoubtedly demand a level of potential or competency and qualitative managerial skills. A private teacher is role model influencing every aspects of the children growth and developing their inborn potential, in addition to being a guide, friend and motivator. It is imperative that the private teacher consecutive improvement his/her methodology and knowledge in order to develop the quality of teaching. In this way if we get meaning, definition, ability, responsibility, role and competence of private teachers, we will be able to

see, how a private teacher may have to go through many layers to provide education to their students. For all these reason in the present scenario a private teachers are going through work stress and burnout.

### 1.1. Differences between the Private and Government teachers

The qualification of teachers, their working conditions, their ability levels, methodology and mode of functioning is different in Private schools and in Government schools. Here are the some following differences between the private and government teachers:-

**Qualification:** Private school teachers have flexible process according to the condition or expectation of school. In contrary government school teachers have fixed process according to the government policies.

**Minimum ability:** In present scenario both sector has compulsion for TET or CTET but in private school it's still flexible according to the school management.

**Degree:** For government schools teachers D.El.Ed, B.Ed, M.Ed degrees are important for government teaching job but for private schools teachers it's according to the requirement or depends upon candidate's experience.

**Social-Economical background of the children:** In private schools most probability students are from equal economical background but in government schools students are from poor background.

**Parent:** In private schools parent who enrolled their children in private schools are literate and aware towards their child education but in government schools mostly parent are illiterate and totally depends upon teachers.

**Salary:** In private schools management provide salary which is unfixed and depends upon experience, ability or sources of teachers whereas government schools teachers are getting fixed and equal salary.

**Work area:** Private schools teachers have some certain level of work like- co-curriculum activities, weekly-monthly-quarterly test, continuously classes without break, too much official work etc whereas government schools teachers have too much non-teaching work like- mid day meal, too much non-teaching work, extra effort for teaching due to unaware students, teaching with no facilities, other government works like- election duty, scholarship distribution, dress and books distribution etc.

**Job security:** Private schools teachers have unstable or insecurity towards their jobs whereas

<sup>1</sup> Mohanty, Dr. S.K and Parida, Dr. A.K.(2009).Issue end challenges in teacher education. *Saad publications*. ISBN 10:8190257285, ISBN 13:9788190257282. P- 165

government schools teachers has stable or secure jobs.

**Authority expectations:** In private schools management expects very high level of professionalism from their teachers whereas in government schools society, community, administration, pradhan, parent, principal etc expects too much morality from government teachers.

**Discipline:** Private schools have appropriate system for managing discipline by CCTV technology, management, principal and all faculties whereas in government schools discipline handle by only teachers without any supporting system.

**Dress code:** Private schools teacher follow dress code, its mandatory for them but it's not mandatory for government teachers. Attendance of students- In private schools students comes willingly with the support of their parents but in government schools teachers have to make the students and their parents aware in order to attendance.

**Class size:** In private schools teacher-student ratio is 80:1 whereas in government it is 30:1.

**Syllabus:** Private schools can manipulate the syllabus according to themselves but government school has follows government textbooks.

**Policies:** In private schools management makes policies for their teachers and students according to their facilitation but in government school's principal follows only government policies for teachers and students.

**Staff:** In private schools every department has their own staff whereas in government schools mostly teachers handle every department.

**EQ or IQ level of the student:** Private schools teachers enhance student's IQ or EQ level with the help of healthy teaching-learning environment whereas government schools teachers try to develop and build their student's IQ or EQ level due to unfavorable teaching-learning environment. Infrastructure of the school- Private schools have very good and luxurious infrastructure whereas government schools are suffering from lack of basic facilities like; toilets, electricity etc.

**Conveyance:** In private schools management provides conveyance facilities for their teachers, staff and students whereas government school teachers have no conveyance facilities for anyone.

**Medium of education:** All private schools are based on English medium whereas all government schools are based on Hindi medium.

**Method of teaching:** Teaching methods of private schools are- according to subject, according to IQ, according to EQ, according to interest,

according to attitude according to aptitude, according to achievement whereas teaching method of government schools according to IQ or EQ level of their students.

On the basis of the above mentioned points, there is a need to study stress and burnout in teachers according to the differences. Keeping all these problems in mind, we need to pay attention to the ability and duties of the teacher in our policies as well as the behavioural problem that may befall them. The real and practical or behavioural problems of teachers can be understood from 'Jayant Gilatar's film 'Chalk and Duster'. In one of the scene, Juhi Chawla (actress) explains the actual grass-root condition and behavioural problem of teachers. We have to think and rise above this problem to make teaching-learning qualitative for country and future. If this happen, the teacher will be able to teach without stress and burnout.

### 1.2. Stress of Private School Teacher

Today human has so many luxuries through science and technology but still science accepted that human suffering from so many anxieties, which they called psychological stress. stress is a big problem in our society and has a great impact in our educational system too. duties, competence, quality, modification, competition etc. factors are responsible for occupational stress among teachers. stress word has been taken from latin stringers, which means harsh, physical, excruciation anxiety and perversity, stress is an internal situation which could be physical mental or environmental (social individual). in social science stress means result of interaction towards individual and environment, whenever society, environment, occupation and any work place demands beyond ability and capability from the person, than stress start taken the place of mind of the person and excess and extreme level of stress would call burnout.

A key to the understanding of stress is the concept of milieu interiur (the internal environment of the body), which was first advanced by the great french physiologist, Claude bernard<sup>2</sup>. in this concept, he described the principles of dynamic equilibrium. in dynamic equilibrium constancy, a steady state (situation) in the internal bodily environment is essential to survival. therefore, external changes in the environment or external forces that change the internal balance must be reacted to and compensated for if the organism was

<sup>2</sup>

[https://www.researchgate.net/publication/6217157\\_Evolution\\_of\\_concepts\\_of\\_stress](https://www.researchgate.net/publication/6217157_Evolution_of_concepts_of_stress), Retrieved on 30 Dec 2017.

to survive. examples of such external forces include temperature, oxygen consent reaction in the air, the expenditure of energy, and the presence of predators. in addition, diseases were also stressors that heartened the constancy of the milieu interieur. the great neurologist, Walter cannon<sup>3</sup> (first person to identify the body's physiological reaction to stress) coined the term "homeostasis" to further define the dynamic equilibrium that bernard had described. He was also the first to recognise that stressor could be emotional as well as physical. through his experiments, he demonstrated the 'fight or flight' response that man and other animals share when threatened.

Hans selye<sup>4</sup> (father, inventor or scientist of stress) extended cannon's observations. he included, as part of the body's stress response system, a small gland at the base of the brain, called the pituitary. He described the control by this gland of the secretion of hormones by the other part of the adrenal gland. Additionally, he actually introduced the term "stress" from physics and engineering and defined it as " mutual actions of forces that take place across any section of the body, physical or psychological. Stress is part of life and will always be around. The keys to handling with stress are appropriate curb of stressful factors and management of our physical and mental responses. Stress is the phenomenon of being stretched by the demands, made on an individual, beyond the limits of his/ her potential to cope. Stress is basically a pressure that runs into individuals and makes them suffer under it.

### **1.3. Contract form of employment in Private School Teacher**

Generally teachers are employed permanently but in the last two decades engaging teachers on fixed term contracts have increased. Contractual engagement of teachers allows managements to employ teachers without providing them with of job security and protection of other labour welfare legislations. This was initially opposed but it eventually became common practice. Nowadays the government engages various professionals like doctors, engineers on a contractual basis. This has increased precarious employment. The terms of their employment, conditions of work, salary and other perks are provided on their websites clearly and are according to guidelines issued by the

appropriate authority. The local authorities under the state governments usually engage in contractual relations to meet the requirements of teachers for a short period like a year.

The KV schools run by the Central government also engage teachers on a contractual basis. Contractual engagement by private schools are even more exploitative as they do not provide such information publicly often resulting in exploitative labour conditions. The criteria for selection of teachers must be excellence in their field, experience, and educational qualification but private schools have been using term contracts to engage teachers as a cost cutting measure. Many a time these teachers do not have the requisite qualification, receive lower salaries, and have less job security. The terms of their employment are protected only by the employment contract. The teachers are forced to resort to public agitations and strikes to seek relief in case of breach of contract. There is literature both supporting and criticizing the contractual engagement of teachers.

Nandini Jayakumar<sup>5</sup> analyses the engagement of contractual teachers by the village or local authorities by the government and gives an interesting observation that about half a million teachers are engaged on a contractual basis by the government. The paper also finds some positive aspects of contract-based teachers at the primary school level as the teachers also belong to the student community and in some cases provide communal and cultural benefits. She concluded that contractual teachers are just as effective as permanent teachers but engaging equally qualified teachers on a contract basis with half the salary, no employment benefits and tenure, like in the case of Delhi local schools is not valid.

Robinson, Nick & Gauri, and Varun<sup>6</sup> explain the shift in judicial attitude towards contract teachers post liberalization. The authors note that contract teachers are not covered under any labour legislation like the Contract Labour (Regulations and Abolition) Act of 1970 or the Industrial Disputes Act of 1947. The only remedy they have is to approach courts. The courts have been denying the demands of contract teachers to regularize their employment, equal pay and other labour rights. The judiciary seems to be siding with the government and in a way encouraging the contractual

<sup>3</sup> <https://study.com/academy/lesson/walter-cannon-stress-fight-or-flight-theories.html>, Retrieved on 2 Jan 2018.

<sup>4</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5915631/>, Retrieved on 2 Jan 2018.

<sup>5</sup> Nandini Jayakumar, "Contractual Engagement of School Teachers", *CCS Working Paper No. 249*, Centre for Civil Society.

<sup>6</sup> Robinson, Nick & Gauri, Varun, "Education, Labor Rights, and Incentives: Contract Teacher Cases in the Indian Courts", July 2010.

engagement of teachers in government schools. The article further states that this shift is extreme and the judiciary has to engage in dialogue with teachers and the government. Dr Kannamani Ramasamy, and Dr Govindasamy Chinnu <sup>7</sup> made some interesting and controversial recommendations like mandating government employees' children in government schools, reviewing teachers' abilities every 4-5 years and restricting teaching employment only for 20-25 years to increase opportunities for youth.

#### **1.4. Labour Law regulations of Working conditions and Leisure of Private School Teacher**

Education falls in the concurrent list and therefore both state and the central government can make policies concerning education. The Central Board of Secondary Education (CBSE) handles education at the center level and Tamil Nadu has the system of Samacheer Kalvi was introduced by the Tamil Nadu Uniform System of School Education Act 2010, to unify the various systems of education and to ensure access to quality education to all. This section contains the provisions of various laws made by the central government and by the government of Tamil Nadu to regulate the terms of employment of teachers.

#### **1.5. Tamil Nadu Private Schools (Regulation) Act, 2018 and rules**

The Tamil Nadu Recognized Private Schools Act, 1973 has been replaced by Tamil Nadu Private Schools (Regulation) Act, 2018 which has come into effect from January 2023. Chapter VII deals with the appointment of staff and their conditions of service. Sections 32 to 35 state the following method of appointment, minimum qualifications, code of conduct formed by the government and terms and conditions of staff of private schools. Section 36(b) provides that withhold payment of grants to schools if teachers are not paid the salary and allowances properly.

According to the Act, teachers retrenched due to orders of the government shall be appointed in any government or private school. The act provides fines up to 1 lakh, an additional fines which may extend to ten thousand rupees for each day during which such contravention continues and imprisonment up to a year for contravention of provisions of the act.

Chapter X of the act provides accounts and audits of private schools under the act.

The rules made under the Act provide a code of conduct for teachers for violation of which the school committee shall take disciplinary action. The other duties of the school committee are organizing training programmes for capacity building of teachers, grievance redressal and constituting an internal complaints committee in accordance with sub-section (2) of section 4 of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Teachers in private aided schools must be paid salary, DA and allowances in the manner provided by the government. Annexure VII includes the list of registers to be maintained in private schools which includes inter alia attendance register, cash book, ledger, log Book but does not include a register containing details of salary and allowances paid to the teaching and non-teaching staff.

#### **1.6. Regulations for Matriculation Schools recognized code**

Schools recognized by this code are called matriculation schools. This code provides the procedure for recognition and conduct of the affairs of the school. The matriculation schools are under the control of the Department of school Education. The management of the school shall be done by a governing body who shall delegate such authority to a correspondent. The code allows the schools to levy their own fee provided it is reasonable. The services provided must be commensurate to the fee charged. Regulation 16 of the code states that the teachers and non-teaching staff must be paid at least as per the Government scales of pay revised from time to time.

In *The Special Officer vs All Teachers Front*<sup>8</sup>, the petitioners contended that private school teachers should be paid at par with the government school teachers and if the management could not afford to pay the same, it should hand over the management to the government. The Madras HC, confirmed the order of the single judge bench and stated that the teaching and non-teaching staff are entitled to get equal pay on par with their counterparts serving in the Government Schools. But, it is common knowledge that in reality they are not paid at par with the government. A teacher from a private school receives the initial basic pay guaranteed by the government only after 10-15 years of continuous service whereas their government counterpart

<sup>7</sup> Dr. Kannamani Ramasamy, Dr. Govindasamy Chinnu, "Creating Equal Job Opportunities In The Teaching Sector At Tamilnadu: People's Perspective", August, 2020.

<sup>8</sup> *The Special Officer vs All Teachers Front*

would be receiving salaries, which are many times higher<sup>9</sup>.

### 1.7. Need for the study

In present, private teaching work has become a very stressful work. Private teacher's concrete work is the visible work of teaching but the indirect work which is not counted is becoming the basic cause of private teacher's stress and burnout. It is well known that an private education is a very creative and energetic process. In this learning process teachers try to teach on the basis of children's instincts, temperaments, attitudes, aptitudes, abilities, interest, E.Q or I.Q level etc. Apart from this, teacher also takes care of the socio-cultural and economic background of the children. So, we can say that a private teacher built the complete blueprint of the child. So, now we can assume how much responsibility a private teacher has on his shoulders. In the context of private teachers, an unknown professor from University of Houston has said that "I am your professor, not your teacher." He stressed that "Teachers are evaluated on the basis of learning outcomes, generally as measured by standardized test. If you don't learn then your teacher is blamed." He added, "It is not part of my job (as professor) to make u learn. At university, learning is your job and yours alone. My job is to lead you to the fountain of knowledge. Whether you drink deeply or only gargle is entirely up to you." Therefore, we can say that the complete teaching and overall personality of the child is the direct and indirect responsibility of a teacher because it is never said what your professor has taught you, but it is always said that what your teacher has taught you. Therefore, we can say that it is only an private teacher who directly takes the responsibility that the children have to read, that somehow they have to read, write, learn and grow forward positively. So, an private teacher is the axis of knowledge to which a human being is connected throughout the life and cannot get out off at any cost.

### 1.8. Statement of the Problem

A teacher is not only the custodian of national values but also an architect par excellence of new values. But so far we have not been able to harness this extremely useful manpower. This could be possible if teacher's role is properly recognized and he is in proper form of mind to understand the

problems of the country and make sincere effort to create a climate in which society can move forward. "Dr. Radhakrishnan has aptly remarked: The teacher's place in society is of vital importance, he acts as the point for the transmission of intellectual tradition and technical skill from generation to generations and helps to keep the lamp of civilization burning".

Every private teacher has an important place in any education system, role is exactly the, like the sun in the solar system. A private teacher is responsible for the development of the nation. Therefore, a private teacher should be satisfied and completely free from work stress. In present scenario, the teacher is surrounded by different types of work stress. The teacher does not get support from all around like- from the headmaster, the administration, the student and their parent etc. Education is the backbone of the nation and the optimum development of the country is contingent upon equal opportunities for education, which can be important. If teachers dedicate themselves to their profession, they must be socially, emotionally, physically and mentally healthy. if they are satisfied, in all respects, than they can play their role with honestly, enthusiastically and also with interest and motivation but now a day things has totally been changed. Teacher who is next to god are not playing their role properly because of over expectation of parent, society, government and management. Teaching is a creative job and creation needs passion and passion needs freedom, time and space. But nowadays freedom, time and space snatched from teachers and giving them so much pressure, demands and expectations.

The current study has been stated as follows, "An empirical study on changing working conditions, leisure and labour laws of private school teachers in Chennai".

## 2. RESEARCH METHODOLOGY

"Research is creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society and the use of this stock of knowledge to devise new application". Therefore we can say that, research is the processing of scouring existing knowledge and creation of new knowledge. The research methodology give the accurate direction to research just as the proper blueprint for building construction is made. During the research paper, Researcher explores the teaching experience, age, qualification, teaching ability, type of school, location and area of school, affects the level of

<sup>9</sup> Syed Rizwan Geelani, Private school teachers continue to get 'meagre' salary, Greater Kashmir, 17 Feb, 2023, 1:12 am, <https://www.greaterkashmir.com/education/private-school-teachers-continue-to-get-meagre-salary>

working conditions, leisure and burnout in private school teachers.

The purpose of this research is to investigate perceived level of work, leisure and labour laws of teachers working in private schools of in Chennai.

### 2.1. Tools of analysis

Using a research tool is the valid step in carrying out research process. The last step of research work depends on the tool used. Tool is an important for the collection of data for research so tool should be appropriate to receive the required or expected information. Research tool may be defined as anything that becomes a means of collecting information for research is called research tool.

The tool used in this research was selected on the basis of following criteria: Based on the objectives of

the study, Availability of the test tool, Reliability or validity of the tool, depending on the convenience of the experiment. In this research, the researcher has used Mean, Standard Deviation, correlation coefficient and T-Ratio.

### 2.2. Objectives of the study

1. To analyze the working conditions and leisure of Private School Teacher in Chennai.
2. To examine the labour laws of Private School Teacher in Chennai.
3. To evaluate the relationship between the work stress and burnout of private school teachers in the study area,
4. To give policy suggestions from the analysis of data.

### 2.3. Empirical Study

**Table 1: Working conditions and leisure of Private School Teacher in Chennai**

S.No	Particulars	No. of Respondents	Percentage
<b>I.</b>	<b>Age</b>		
a.	20-25 years	42	14.00
b.	25-30 years	64	21.34
c.	30-35 years	82	27.33
d.	35 and above	112	37.33
<b>II.</b>	<b>Qualification</b>		
a.	D.T.Ed	70	23.33
b.	U.G with B.Ed	89	29.67
c.	P.G with M.Ed	141	47.00
<b>III.</b>	<b>Type of School</b>		
a.	Elementary School	27	9.00
b.	Middle School	86	28.67
c.	High School	91	30.33
d.	Higher Secondary	96	32.00
<b>IV.</b>	<b>Teaching Experience</b>		
a.	1-5 years	63	21.00
b.	5-10 years	98	32.67
c.	10 years & above	139	46.33
<b>V.</b>	<b>Level of Working Conditions</b>		
a.	Highly Satisfied	44	14.67
b.	Satisfied	215	71.67
c.	Low Satisfied	41	13.66
<b>VI.</b>	<b>Level of Leisure activities</b>		
a.	Highly Satisfied	34	11.33
b.	Satisfied	156	52.00
c.	Low Satisfied	110	36.67
<b>VI.</b>	<b>Awareness of Labour laws on Private School Teacher</b>		
a.	Fully Aware	91	30.33
b.	Aware	162	54.00
c.	Partially Aware	47	15.67
	<b>Total</b>	<b>300</b>	<b>100.00</b>

Source: Primary data

Table 1, express the age of the sample respondents, among the contributors, many of the survey participants are in the age 35 and above years. Out of 300 participants from private school

teachers, 42 participants are of 20-25 years age with 14.00 % value, 64 participants are 25-30 years, 82 respondents are of 30-35 years age, and 112 respondents are 35years and above.

The qualification of the sample respondents out of 300, 70 respondents are D.T.Ed qualified teachers, 86 respondents are eligible in UG with B.Ed teachers and 141 respondents are fully qualified in PG with M.Ed in the private schools.

The type of school of the participants, among 300 participants, most of the contributors are Higher secondary Schools. Out of 300 contributors from private school teachers, 32% are higher secondary school teacher. 30 % are high school teachers, 28.67 % are middle school teachers and the remaining 9% are the elementary school teacher in the private schools.

The Experience of the sample respondents out of 300, 63 respondents are 1-5 years experienced teachers, 98 respondents are 5-10 years' experience in teaching and 139 respondents are above 10 years experienced in teaching in the private schools.

Working condition of private school in the study area among 300 participants, most of the teacher's

opinions are satisfied in School. Out of 300 contributors from private school teachers, 14.67% are highly satisfied. 71.67 % are satisfied in working conditions, and the left over 46.33% are the low satisfied work level in the private schools.

Level of leisure activities of private school in the study area among 300 participants, most of the teachers opinions are low satisfied in School. Out of 300 contributors from private school teachers, 11.33% are highly satisfied. 52 % are satisfied in leisure activities, and the left over 36.67% are the low satisfied leisure activities in the private schools.

Awareness of Labour laws on Private School Teacher of private school in the study area among 300 participants, most of the teacher's opinions are aware in the labour law. Out of 300 contributors from private school teachers, 30.33% are fully aware. 54 % are aware in labour law in private schools, and the left behind 15.67% are the partially aware in labour law in the private schools.

**Table 2: Correlation analysis of Working Conditions of Teachers in Private Schools in Chennai**

Category	N	Mean	SD	S <sub>ED</sub>	r-value	DF	Significant level	Interpretation
Stress	300	217.7667	8.99	7.825	5.2658	58	0.05	Accepted
Bournout		228.8333	7.17				0.01	

Source: Calculated value

The coefficient of correlation (r) between work stress and burnout of teachers of private schools of urban areas was found to be 0.3443 which is less than the table value for both (0.05 = 1.701) and (0.01= 2.467). The magnitude of 'r' indicates that

there is no significant relationship between work stress and burnout of teachers of private schools of chennai. Therefore, "There is no relationship between work stress and burnout of teachers of private y schools" is accepted.

**Table 3: T-test of burnout between qualification and experience teachers of private schools in Chennai**

Category	N	Mean	SD	S <sub>ED</sub>	r-value	DF	Significant level	Interpretation
Qualification	300	175	8.225	0.534	0.3269	58	0.05	Accepted
Experience		174.222	7.598				0.01	

Source: Calculated value

The Mean score and SD of qualification teachers working in private schools are 175 and 8.211 whereas the Mean and SD of experienced teachers working in private schools are 174.244 and 7.598. Calculated t-ratio 0.326 is less than critical value for both significance level (0.05=1.67) and (0.01=2.39). Therefore, we can accept the null hypothesis and we can say that there is no difference in the burnout between qualification and experience teachers working in private schools.

#### 2.4. Amenability to Writ jurisdiction

There are a lot of judgments on whether private unaided institutions are amenable to writ jurisdiction under article 226. The question of whether a public law element is present in issues raised were answered differently in different

judgements as only if a public duty and public law element is present a writ is maintainable.

Marwari Balika Vidyalaya -v- Asha Srivastava reported in (2020) 14 SCC 449, the Apex Court while examining the issue of termination of an Assistant Teacher in a private unaided institution, had held that a writ application is maintainable in such cases even as against the private unaided educational institutions as they are covered by the words any person or authority in article 226. The court was of the opinion that the remedy of Mandamus should be easily available and matters of employment and service matters are also covered. The court granted back wages for wrongful dismissal of the employee after 5 years of service.

In Bhagwanjibhai Kathanbhai vs State Of Gujarat<sup>13</sup>, the Gujarat HC a writ under article 226

was held to be maintainable against an Army school registered under the Societies Registration Act. It was stated that teachers' employment can be terminated only after following due process. Detailed discussions on the applicability of writ jurisdiction to schools were made in this judgement.

However in 2022, in *St. Mary's Education Society v. Rajendra Prasad Bhargava's* case the Supreme Court writ petitions were held to be not maintainable. The functions of the minority private unaided institution were public functions but service conditions are not matters of public interest unless there is a statutory force behind it. Hence there cannot be an action for a breach of law but only for a breach of contract. The nexus test was laid down which stipulates that there must be a nexus with the public duty/function/element.

### 2.5. Suggestions

The terms of employment of teachers cannot be regulated as the relationship between the teacher and management is purely contractual and governed only by agreement among them. This allows private school management to take the upper hand. Due to weaker collective bargaining and pressure of unemployment teachers are forced to work in exploitative conditions. India's labour policy has always been protective of labour rights.

A simple example of protective policies of government is the Minimum Wages Act to lay down the minimum wages for workers employed in the unorganized sector. The act came in the background that the workers engaged in factories were exploited and paid very minimal wages which was insufficient even for bare survival. The courts have laid down that payment of minimum wages is mandatory even if the workers are willing to work

for wages lesser than the minimum wage. Teachers are facing a similar problem.

Social security is a human right which includes medical care, sickness, unemployment, old age, employment injury, family, maternity, invalidity and survivors' benefits. The only remedy teachers have to seek social security now is to approach the courts due to which they are stuck in a long legal battle. Schools today spend only 10-15% of their surplus in payment of salaries to their teachers. The rest goes to the pockets of management and infrastructure development. A limit on profits cannot be set, however, the schools may be mandated to not overburden their employees and exploit them by paying less than a reasonable compensation for their services. Given the huge amount of teachers and their exploitation due to insufficient laws, it is necessary to have a statutory solution in the form of legislation to protect them.

### 3. CONCLUSION

Private schools hire and fire teachers to their advantage. Teachers who complain about school management are fired without reasonable cause forcing them to cooperate with the school management in commission of malpractices to save their job. A whistleblower protection policy must be brought about to encourage teachers to come forward about the maladministration of schools. While government school teachers have strong unions and proper grievance redressal mechanisms, their private counterparts lack them. The Grievance Redressal system of private schools fails to serve the purpose as it is done by the school committee which is an internal body. It is in the best interest of school regulation to create a mechanism for the teachers to raise complaints about management.

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