

UNVEILING THE STRESS DYNAMICS IN GOVERNMENT AND PRIVATE COLLEGE TEACHING PROFESSIONS

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Abstract: -

Aim/Purpose: - *The aim of the descriptive research study is to conduct a comparative assessment of stress dynamics in between private and government teaching faculty in the selected area. There are various stress dynamics like: over workload, job security, administrative support, career development, economic benefits like: salary satisfaction, job satisfaction and there are various other stress dynamics which causes to feel stress among the private and government college faculty members in the selected study area.* **Outcome:** - *The outcome of the research witnessed that there are certain factors which have shown significant difference between government college teaching faculty and private college teaching faculty members in the selected area.* **Research Methodology/Design/Approach:** - *It is a descriptive research design. Developed a structured closed ended questionnaire and data collected through google survey sheet. Applied both descriptive and inferential statistics.* **Statistical techniques/Methods:** - *Applied descriptive statistics which include: Mean, SD and Independent sample t-test applied to perform comparative assessment between private and government college faculty members.* **Reliability:** - *Applied cronebach's Alpha reliability test and which has proved >80%. Therefore, the research witnessed that the opinion of the respondents are having utmost reliability.* **Contribution:** - *The research contributes to the existing filed in such a manner, causing stress factors between government and private college faculty members in the study area.* **Generalizability:** - *The findings of the research can be generalized where need arises to perform comparative study assessment between the government and private college faculty members in the selected area.* **Type of Research:** - *It is a descriptive research design.*

Key Words: - Stress Dynamics, Private College, government college, stress, employee stress, comparative assessment, etc.,

Introduction:-

The comparative study between government and private college faculty members which are very much essential to know the various factors which impact between these two categories of people. There might be variation in the opinion of respondents of the people with respect to workload manageability, job security, administrative support, work-life balance, professional development, salary satisfaction, job satisfaction, communication and collaboration, autonomy in decision-making, feedback and evaluation, professional recognition, health & well-being programs, future career are the various factors considered for comparative assessment between government and

private college faculty members. By offering a comprehensive analysis of stress dynamics, this research seeks to enable the development of targeted support networks and treatments that can enhance the resilience and work satisfaction of teaching professionals in public and private college contexts. This study compares teachers' experiences in government and private college contexts, focusing on the complex area of stress dynamics within the teaching profession. Since teachers have a significant impact on how future generations are shaped, the quality of education is directly impacted by their wellbeing. A separate setting is introduced by the distinction between government and private institutions, which is marked by different financing sources, organizational structures, and professional expectations.

Review of Literature: -

It is essential to comprehend the unique stressors that Indian government and private college professors encounter in order to create focused therapies and enhance the wellbeing of educators [1]. Conducted a research study found that prevalent stressors include an increase in workload, a lack of institutional support, and difficulty adjusting to new educational practices. This seminal book sheds light on the wider terrain of stress in the Indian academic setting [2]. Investigated the variables that affect stress in Indian higher education, highlighting the particular difficulties experienced by instructors at public and private universities. Their study brought to light how different administrative structures, compensation differences, and bureaucratic procedures affect teachers' stress levels [3]. conducted a comparative study that was tailored to the Indian setting and examined the stress levels of faculty members at government and private colleges. The results of this study showed that there are subtle differences in the pressures that college instructors face. Specifically, government college professors highlighted concerns about job security and bureaucratic obstacles, whereas private college teachers focused more on job expectations and performance pressure [4]. Investigated the differences between government and private college environments in order to better understand the association between work features and stress in Indian higher education. Their findings provide insight into the ways that particular job characteristics—like workload and autonomy—affect stress levels in various Indian institutional contexts [5]. Examined how organizational support helps reduce teacher stress in Indian college settings. This study, which took into account the institutional and cultural quirks in India, emphasized the value of supportive work settings and found coping strategies used by teachers to successfully manage stress [6]. The interdependence of these variables was highlighted by their findings, which also highlighted the necessity of culturally appropriate interventions to improve overall teacher well-being in the context of Indian higher education [7]. There are gaps in the body of research on teacher stress among Indian government and private college teachers, despite some excellent contributions. In order to close these gaps, the current study offers a sophisticated examination of stressors within the context of Indian higher education [8]. There are many factors in the Indian context which influence largely on stress dynamics among private and government college faculty members [9][10]. In their study on teacher burnout in Indian higher education, Gupta and Singh (2015) illuminated the depersonalization and emotional tiredness that faculty members go through. Since burnout is strongly related to stress and can have a big impact on student results

and teaching effectiveness, it's important to understand ^[11]. Investigated how male and female instructors in Indian colleges perceive and experience stress differently by looking at gender-specific stressors. Their study shed light on the differences between genders in how stress is perceived and how coping mechanisms are employed, which helps explain the particular difficulties faced by female educators^[12]. looked into how pedagogical approach changes and policy changes have affected stress levels among Indian college teachers, with an emphasis on recent educational reforms. This study offers a modern viewpoint on the dynamic character of stressors in the framework of changing educational policies ^[13]. examined the effects of leadership styles on teacher stress by looking at the experiences of Indian government and private college teachers. Their conclusions highlighted how important supportive leadership is in reducing stress and creating a happy workplace ^[14]. examined how Indian college instructors' stress coping mechanisms are shaped by their perceptions of social support. It is essential to comprehend the impact of social networks and support systems when creating interventions that successfully cater to the unique needs of educators ^[15]. Investigated the relationship between stress levels among college instructors and technology integration. This study looked into the connection between teachers' use of technology and their stress levels ^[16]. examined the impact of the COVID-19 pandemic on the stress levels of college instructors in India. They paid particular attention to the challenges brought about by the sudden shift to online learning. The research clarifies the specific strains that the pandemic has caused ^[17]. carried out a comparative study on work-life balance between Indian government and private college instructors. This study investigated how various institutional contexts affect teachers' capacity to balance their personal and professional lives ^[18]. The impact of socioeconomic factors on stress levels among Indian college teachers was examined by Choudhury and Patel (2019). Their study took into account the ways in which factors like housing, resources available, and income affect educators' overall stress levels ^[19]. It is clear from the review's conclusion that more longitudinal research is needed. According to Mishra et al. (2022), longitudinal research can offer important insights into the evolving dynamics of stress among Indian college teachers over time, enabling a more nuanced understanding of the variables influencing stress trajectories ^[20]

Research GAP:-

There is a significant knowledge vacuum regarding the complex dynamics of stress, especially when contrasting public and private college environments, despite the fact that educators play a pivotal role in influencing the course of history and that stress is widely experienced in the teaching profession. While many studies focus on the general occupational stress that instructors face, very few have taken the time to thoroughly analyze the particular stressors that are particular to teaching in government and private colleges. There may be different stress dynamics present in these two educational environments because of the different organizational structures, financing sources, and professional expectations that each of them has. The current body of work frequently lacks a comparison perspective, which obscures potential variations in stresses, coping strategies, and general well-being between teachers in public and private universities.

Objectives:-

- Investigate and identify the multifaceted influencing factors contributing to stress in government and private college teaching professions.
- Analyze and compare variations in stress dynamics, encompassing stressors, coping mechanisms, and job satisfaction, between government and private college teaching professionals.
- Provide evidence-based recommendations and best practices for alleviating stress, aiming to inform the development of targeted interventions and policies in both government and private college settings

Need and Importance of Study: -

The research of stress dynamics in the teaching professions at private and public colleges is quite important. First of all, teaching is a fundamental career that has a big influence on people's intellectual and emotional growth. Since the stress levels of educators have a direct impact on the quality of education and, by extension, the learning experiences of their students, it is imperative to comprehend the stress dynamics within this profession in order to ensure the well-being of educators.

Scope of the Study: -

This study's broad scope aims to investigate stress dynamics in teaching professions in both government and private colleges. It does this by focusing on various educational levels and disciplines, organizational structures, a longitudinal perspective, policy implications, helpful suggestions, and cross-cultural perspectives. By incorporating these components, the research attempts to provide a thorough understanding of the factors influencing stress among teachers employed in diverse settings. The findings will broaden the corpus of existing knowledge and give administrators, decision-makers, and organizations pertinent data to develop targeted interventions, networks of support, and policies that enhance the overall health of instructors in public and private higher education settings.

Statement of the Problem: -

The title entitled to “Unveiling the Stress Dynamics in Government and Private College Teaching Professions” which examines the comparative study between government college employees and the private college employees in the study area. The research facilitates to study and to identify various stress factors of government and private college employees.

Hypothesis of the Study: -

H₀(1): *There is no significant difference between private college employees and government college employees with respect to workload manageability*

H₀(2): *There is no significant difference between private college employees and government college employees with respect to Job Security*

H₀(3): *There is no significant difference between private college employees and government college employees with respect to Admin Support*

H₀(4): *There is no significant difference between private college employees and government college employees with respect to work-life balance*

H₀(5): *There is no significant difference between private college employees and government college employees with respect to professional development*

H₀(6): *There is no significant difference between private college employees and government college employees with respect to Salary Satisfaction*

H₀(7): *There is no significant difference between private college employees and government college employees with respect to Job Satisfaction*

H₀(8): *There is no significant difference between private college employees and government college employees with respect to Communication and Collaboration*

Research Methodology and Design: -

It is a descriptive research design. The researcher has applied both descriptive and inferential statistics to collect the opinion from various respondents.

Data Sources: - The primary data sources collected through structured closed ended questionnaire and the secondary data sources collected from various international journals. In research used both primary and secondary data sources.

Sampling Technique: - Applied probability sampling, from the probability sampling the simple random sampling technique being applied to collect data from various respondents of government and private college employees of the Andhra Pradesh.

Statistical Technique/Method: - Applied both descriptive and inferential statistics to collect opinion from various respondents of government and private college employees in the study area. Applied the Independent sample t-test to test the comparative difference of stress dynamics between the private and government college employees.

Sample Size:- The researcher has taken 100 sample size which include both the private and government college employees. The government college staff are 59 and the private college staff are 49. Totally 100 samples have taken from the both the groups in the contemporary context.

Sampling Frame: - The sampling frame include, the employees of various government college and the private college employees in the study area. Therefore, the research will give meaningful insights of the research.

Data Analysis & Interpretation: -

Table.1: Workload Manageability (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|-------------------------------|--------------------|----|--------|----------------|---------|--------------|
| Workload Manageability | Government College | 59 | 3.6441 | 0.84614 | 2.275 | 0.135 |
| | Private College | 41 | 3.3659 | 1.06668 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College (N=59): There is no statistically significant difference between the workload manageability scores of faculty members in government colleges and private colleges ($F=2.28$, $p=0.14$), with the former showing a mean satisfaction of 3.64 ($SD=0.85$). This shows that both institutions' workloads are generally doable. Teachers at private colleges ($N = 41$) express somewhat lower satisfaction ($M = 3.37$, $SD = 1.07$) with the manageability of their workloads. In contrast to government colleges, the F-value of 1.39 ($p=0.17$) shows no discernible difference.

Table.2: Job Security (vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|---------------------|--------------------|----|--------|----------------|---------|--------------|
| Job Security | Government College | 59 | 3.5593 | 1.00466 | 2.025 | 0.158 |
| | Private College | 41 | 3.5854 | 0.77381 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College (N=59): There appears to be no significant difference in job security between government college teachers and private college teachers, with a rating of 3.56 ($SD=1.00$) and an F-value of 2.03 ($p=0.16$). Teachers at private colleges ($N = 41$) report comparable levels of job security satisfaction ($M = 3.59$, $SD = 0.77$). In comparison to government college professors, there is no discernible difference, as indicated by the F-value of 0.15 ($p=0.89$).

Table.3: Admin Support (vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|----------------------|--------------------|----|--------|----------------|---------|--------------|
| Admin Support | Government College | 59 | 3.2712 | 0.99707 | 0.999 | 0.320 |
| | Private College | 41 | 3.3415 | 0.88345 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College (N=59): With a non-significant F-value (0.999, $p=0.32$), teachers at Government College report mean satisfaction with administrative support of 3.27 ($SD=1.00$). At private colleges ($N = 41$), teachers' satisfaction with administrative support is marginally higher ($M = 3.34$, $SD = 0.88$). The comparable attitudes of government college professors are indicated by the F-value of 0.37 ($p=0.71$).

Table.4: Work-life Balance (vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|--------------------------|--------------------|----|--------|----------------|---------|--------------|
| Work-life Balance | Government College | 59 | 3.0678 | 0.99766 | 0.533 | 0.467 |
| | Private College | 41 | 3.1707 | 0.89170 | | |

Sources: Field Survey

Results: In-

Significant at 5%

With a mean work-life balance satisfaction of 3.07 (SD=1.00) and an F-value of 0.53 (p=0.47), teachers at Government College (N=59) report less work-life satisfaction than their counterparts at private colleges. There is a slightly higher level of satisfaction (M = 3.17, SD = 0.89) with work-life balance among teachers at private colleges (N = 41). The similarity of the opinions held by government college instructors is indicated by the F-value of 0.54 (p=0.59).

Table.5: Prof. Development (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|--------------------------|--------------------|----|--------|----------------|---------|--------------|
| Prof. Development | Government College | 59 | 3.7288 | 1.01422 | 0.344 | 0.559 |
| | Private College | 41 | 3.6098 | 0.83301 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College (N=59): Compared to private colleges, government college professors report a non-significant F-value (0.34, p=0.56) and a mean satisfaction score of 3.73 (SD=1.01) for professional growth. Teachers at private colleges (N=41) report somewhat lower levels of satisfaction (M=3.61, SD=0.83) with their professional growth. The F-value of 0.64 (p=0.52) shows that views are similar among professors at government colleges.

Table.6: Salary Satisfaction (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|----------------------------|--------------------|----|--------|----------------|---------|--------------|
| Salary Satisfaction | Government College | 59 | 3.6610 | 0.92121 | 1.267 | 0.263 |
| | Private College | 41 | 3.7561 | 0.79939 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College (N=59): When it comes to their pay and benefits, faculty personnel at government colleges express a mean level of satisfaction of 3.66 (SD=0.92). In contrast to private

colleges, the F-value of 1.27 ($p=0.26$) indicates that there is no discernible difference. Teachers at private colleges ($N=41$) are somewhat more satisfied ($M=3.76$, $SD=0.80$) with their pay and benefits. When compared to government college professors, there is no discernible difference, as indicated by the F-value of 0.55 ($p=0.58$). In conclusion, there are no appreciable variations found in the satisfaction levels of government and private college instructors with regard to pay and perks.

Table.7: Job Satisfaction (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|-------------------------|--------------------|----|--------|----------------|---------|--------------|
| Job Satisfaction | Government College | 59 | 3.4915 | 1.08870 | 1.820 | 0.180 |
| | Private College | 41 | 3.5366 | 0.89715 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College ($N=59$): The average job satisfaction rating provided by government college faculty members is 3.49 ($SD=1.09$). The F-value of 1.82 ($p=0.18$) shows that there is no appreciable difference when compared to private colleges. Similar levels of job satisfaction are reported by teachers at private colleges ($N = 41$) ($M = 3.54$, $SD = 0.90$). The F-value of 1.82 ($p=0.18$) shows that there is no appreciable difference when compared to government college lecturers. In conclusion, there are no statistically significant differences between government and private universities' faculty members' work satisfaction levels.

Table.8: Communication & Collaboration (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|------------------------------------------|--------------------|----|--------|----------------|---------|--------------|
| Communication & Collaboration | Government College | 59 | 3.6271 | 0.99825 | 0.064 | 0.800 |
| | Private College | 41 | 3.3659 | 0.94223 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College ($N=59$): The average rating for collaboration and communication among faculty members in government colleges is 3.63 ($SD=1.00$). In comparison to private colleges, there is no discernible difference, as indicated by the F-value of 0.06 ($p=0.80$). Teachers at private colleges ($N=41$) give their ratings somewhat lower ($M=3.37$, $SD=0.94$). In comparison to government college professors, the F-value of 0.06 ($p=0.80$) indicates that there is no discernible difference. In conclusion, there are no statistically significant variations in the perceptions of communication and collaboration between teachers at government and private colleges.

Table.9: Autonomy in Decision-Making (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|-----------------------------|--------------------|----|--------|----------------|---------|--------------|
| Autonomy in Decision-Making | Government College | 59 | 3.4407 | 0.95179 | 0.690 | 0.408 |
| | Private College | 41 | 3.5122 | 0.84030 | | |

Sources: Field Survey
Significant at 5%

Results: In-

Faculty members at Government College (N=59) express a mean satisfaction with decision-making autonomy of 3.44 (SD=0.95). In comparison to private colleges, there is no discernible difference, as indicated by the F-value of 0.69 (p=0.41). Teachers at government colleges report a modest level of satisfaction, but there is no statistically significant difference in how autonomous they believe their decision-making to be. Private College (N=41): Teachers at private colleges report somewhat more satisfaction (M=3.51, SD=0.84) with their level of decision-making autonomy. In contrast to government colleges, the F-value of 0.69 (p=0.41) indicates that there is no discernible difference. The observed differences are not statistically significant, even with the modest variance. Conclusion: The information indicates that faculty members at government and private universities have comparable perceptions of autonomy in decision-making. There is a similar degree of satisfaction with autonomy despite the minor variations that were noticed not being statistically significant.

Table.10: Feedback & Evaluation (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|-----------------------|--------------------|----|--------|----------------|---------|--------------|
| Feedback & Evaluation | Government College | 59 | 3.6271 | 0.80726 | 0.744 | 0.391 |
| | Private College | 41 | 3.6341 | 0.62274 | | |

Sources: Field Survey
Significant at 5%

Results: In-

Faculty members at Government College (N=59) express an average level of satisfaction with the feedback and evaluation processes of 3.63 (SD=0.81). In comparison to private colleges, there is no discernible difference, as indicated by the F-value of 0.74 (p=0.39). There is no statistical evidence that government college teachers are any different from those in private colleges in terms of their level of satisfaction with feedback and evaluation. Teachers at private colleges (N = 41) report somewhat greater satisfaction (M = 3.63, SD = 0.62) with evaluation and feedback. In contrast to government colleges, the F-value of 0.74 (p=0.39) indicates that there is no discernible difference. The observed differences are not statistically significant despite the variance. In

conclusion, the results show that faculty members at government and private colleges had similar levels of satisfaction with feedback and evaluation procedures. There is no statistically significant difference found.

Table.11: Professional Recognition (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|--------------------------|--------------------|----|--------|----------------|---------|--------------|
| Professional Recognition | Government College | 59 | 3.5763 | 0.95056 | 0.040 | 0.843 |
| | Private College | 41 | 3.4634 | 0.86884 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College (N=59): The mean rating for professional recognition by faculty members at government colleges is 3.58 (SD=0.95). In comparison to private colleges, there is no discernible difference, as indicated by the F-value of 0.04 ($p=0.84$). Although somewhat content, professors at government colleges do not exhibit a statistically significant variation in their perceptions of professional recognition. Teachers at private colleges (N = 41) have somewhat lower ratings of professional recognition (M = 3.46, SD = 0.87). When compared to government colleges, the F-value of 0.04 ($p=0.84$) indicates that there is no discernible difference. The observed differences are not statistically significant despite the variance. In conclusion, the evidence indicates that faculty members in government and private universities have comparable perceptions of professional recognition. A similar degree of satisfaction with professional recognition is indicated by the observed differences not being statistically significant.

12. Health & Well-being Programs (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|------------------------------|--------------------|----|--------|----------------|---------|--------------|
| Health & Well-being Programs | Government College | 59 | 3.5763 | 0.85507 | 0.317 | 0.575 |
| | Private College | 41 | 3.3415 | 0.76190 | | |

Sources: Field Survey

Results: In-

Significant at 5%

In comparison to private institutions, faculty members at Government College (N=59) indicate a mean satisfaction with health and well-being programs of 3.58 (SD=0.86), with a non-significant F-value of 0.32 ($p=0.58$). There is no statistically significant difference in how well-being and health initiatives are perceived, notwithstanding considerable satisfaction. Teachers at private colleges (N = 41) report somewhat lower levels of satisfaction (M = 3.34, SD = 0.76) with health and well-being initiatives. In comparison to government colleges, there is no discernible

difference, as indicated by the F-value of 0.32 ($p=0.58$). There is no statistically significant difference found. In conclusion, the data indicates that faculty members at government and private colleges had similar levels of satisfaction with health and well-being initiatives. The slight variations found do not meet statistical significance, suggesting a comparable degree of contentment.

Table.13: Inclusive Working Environment (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|-------------------------------|--------------------|----|--------|----------------|---------|--------------|
| Inclusive Working Environment | Government College | 59 | 3.5593 | 1.02168 | 0.146 | 0.703 |
| | Private College | 41 | 3.6098 | 0.91864 | | |

Sources: Field Survey

Results: In-

Significant at 5%

When compared to private universities, faculty at Government College (N=59) rate the inclusive working environment at a mean of 3.56 (SD=1.02), with a non-significant F-value of 0.15 ($p=0.70$). There is no statistically significant change in the perceived inclusive work environment, despite high pleasure. Teachers at private colleges (N = 41) give the work environment a somewhat better rating (M = 3.61, SD = 0.92). There is no statistically significant difference when compared to government colleges, with an F-value of 0.15 ($p=0.70$). There was not found to be any statistically significant variation. In summary, the research indicates that faculty members at government and private universities have comparable views about inclusive work environments. There is no statistically significant difference between the observed satisfaction levels.

Table.14: Optimism about Future Career (Vs) Private and Government College Faculty

| Question | Institution | N | Mean | Std. Deviation | F-Value | Sig(2-sided) |
|------------------------------|--------------------|----|--------|----------------|---------|--------------|
| Optimism about Future Career | Government College | 59 | 3.4237 | 0.87501 | 2.211 | 0.140 |
| | Private College | 41 | 3.4390 | 1.07352 | | |

Sources: Field Survey

Results: In-

Significant at 5%

Government College (N=59) faculty members are more optimistic than those at private institutions, with a mean of 3.42 (SD=0.88) and a non-significant F-value of 2.21 ($p=0.14$). Despite modest optimism, there is no statistically significant difference in future job potential optimism. Private College (N=41): Educators at private universities also demonstrate optimism (M=3.44, SD=1.07). The F-value of 2.21 ($p=0.14$) shows that there is no appreciable difference when compared to public colleges. No statistically significant variation was discovered. In conclusion,

educators at public and private universities have a similar level of optimism about their future professional prospects. Because the observed changes are not statistically significant, they demonstrate a similar level of optimism.

Findings:-

- There is no statistically significant difference in workload manageability between government and private college faculty, as indicated by a non-significant F-value of 2.28 ($p=0.14$).
- Job security levels are comparable between government and private college faculty, with a non-significant F-value of 2.03 ($p=0.16$).
- Government college faculty report satisfaction with administrative support similar to that of private college faculty, with a non-significant F-value of 0.999 ($p=0.32$).
- Government college teachers report slightly lower satisfaction with work-life balance compared to private college faculty, but the difference is not statistically significant ($F=0.53$, $p=0.47$).
- Professional development satisfaction is similar for government and private college faculty, with a non-significant F-value of 0.34 ($p=0.56$).
- Faculty members in government and private colleges express similar levels of satisfaction with salary and benefits, as indicated by a non-significant F-value of 1.27 ($p=0.26$).
- There is no statistically significant difference in job satisfaction between government and private college faculty members, with a non-significant F-value of 1.82 ($p=0.18$).
- Both government and private college faculty report similar perceptions of communication and collaboration, with a non-significant F-value of 0.06 ($p=0.80$).
- Faculty members in government and private colleges have comparable perceptions of autonomy in decision-making, with a non-significant F-value of 0.69 ($p=0.41$).
- Government and private college faculty exhibit similar levels of satisfaction with feedback and evaluation processes, with a non-significant F-value of 0.74 ($p=0.39$).
- Faculty members in government and private universities have comparable perceptions of professional recognition, with a non-significant F-value of 0.04 ($p=0.84$).
- Satisfaction with health and well-being programs is similar for government and private college faculty, with a non-significant F-value of 0.32 ($p=0.58$).
- Both government and private college faculty have comparable views about inclusive work environments, with a non-significant F-value of 0.15 ($p=0.70$).

- Government and private college faculty members share a similar level of optimism about their future careers, with a non-significant F-value of 2.21 ($p=0.14$)

Suggestions:-

- Increase opportunities for professional development to accommodate faculty members' diverse needs.
- Proactively implement work-life balance strategies, such as flexible scheduling and wellness programs.
- Foster a collaborative culture through the implementation of interdisciplinary projects and effective communication channels.
- Create incentive and recognition programs to honor and motivate your faculty for their achievements.
- Maintain an open line of communication regarding job security activities to ease concerns and provide stability.

Conclusion: -

According to the comparative study of faculty members at government and private colleges, there are generally no statistically significant differences in the ways that they view work-life balance, professional development, inclusive work environments, professional recognition, autonomy in decision-making, feedback and evaluation, and communication and collaboration. Although there are minor variations, they do not reach statistical significance, suggesting that the satisfaction and pleasure levels of both types of institutions are comparable. In order to further improve the general faculty experience in both public and private colleges, the results highlight how important it is to address common issues like increasing opportunities for professional growth, encouraging work-life balance, cultivating collaborative cultures, and putting in place open communication procedures.

Scope for Future Research: -

Future research on faculty satisfaction needs to concentrate on qualitative concerns and look specifically at the challenges faced by teachers in public and private colleges. Enhancement can be attained by investigating the relationships between institutional policies, leadership, and organizational culture and work satisfaction. Qualitative studies on the effectiveness of work-life balance and professional development initiatives can provide nuanced perspectives. Additionally, longitudinal surveys that track changes in faculty satisfaction over time will be able to spot developing trends and pinpoint areas that require continued attention. This comprehensive approach will aid in the development of targeted measures for enhancing the academic work environment in government and private college contexts by providing a deeper understanding of the factors impacting teacher happiness.

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