

Balancing Work and Compensation: Insights from Anganwadi Workers and Government Primary Teachers in Rural Bengaluru

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Abstract

This study examines the comparative dynamics of workload and compensation among Anganwadi workers and government primary teachers in rural Bengaluru. Employing a sample size of 130 respondents (65 Anganwadi workers and 65 primary teachers), the research analyzes disparities in workload, pay, and job satisfaction using statistical techniques like independent t-tests, two-way ANOVA, and correlation analysis. Findings reveal that Anganwadi workers face significantly higher workloads but receive substantially lower compensation and benefits compared to primary teachers. Moreover, workload negatively impacts job satisfaction in both groups, with Anganwadi workers experiencing a more pronounced effect. The study underscores the critical need for policy interventions to bridge these gaps and improve the financial and professional well-being of Anganwadi workers.

Introduction

The education and childcare sectors play a vital role in shaping the socio-economic fabric of rural communities. Anganwadi workers, as part of the Integrated Child Development Services (ICDS), and government primary school teachers are two pivotal groups in this ecosystem. While Anganwadi workers are primarily tasked with childcare, nutrition, and health monitoring, government primary teachers focus on foundational education. Despite their critical roles, these groups often face systemic disparities in workload and compensation, which impact their job satisfaction and overall performance.

This study seeks to investigate and compare the workload and compensation patterns between these two groups in rural Bengaluru. Anganwadi workers frequently manage diverse responsibilities with limited resources and recognition, whereas primary teachers operate within structured frameworks offering better pay and benefits. These disparities can influence their financial security, job satisfaction, and long-term professional resilience.

The study addresses the following objectives:

1. To identify and compare the workload of Anganwadi workers and government primary teachers.
2. To analyze disparities in compensation, including pay and benefits, between the two groups.
3. To examine the influence of age and experience on workload perceptions.
4. To evaluate the impact of job roles on financial security.
5. To explore the relationship between workload and job satisfaction.

Using a robust methodology, including t-tests, ANOVA, and correlation analysis, this research highlights significant disparities and provides actionable insights for policymakers. By addressing these issues, stakeholders can foster equitable working conditions and enhance the professional well-being of both groups.

Literature Review

The interplay between workload, compensation, and job satisfaction has been a widely researched area across various sectors, particularly in education and community-based roles. This literature review explores relevant studies that inform

the current research on Anganwadi workers and government primary teachers in rural contexts, emphasizing workload, compensation, and job satisfaction.

Workload Challenges in Education and Childcare

Anganwadi workers, as part of the Integrated Child Development Services (ICDS) in India, face substantial workload challenges. Sharma et al. (2020) and Rani et al. (2019) report that these workers often experience excessive workload due to their multi-functional roles, which include childcare, health monitoring, and administrative duties. Moreover, they frequently lack institutional support and resources, leading to increased stress and extended working hours.

Similarly, government primary teachers face a growing workload due to administrative tasks, election duties, and government schemes. Kumar & Gupta (2021) note that these additional responsibilities contribute to work overload, reducing the focus on core teaching functions and causing burnout. Sharma et al. (2018) also discuss how these duties, combined with class sizes, lead to teacher fatigue and stress.

Compensation Disparities

Anganwadi workers receive significantly lower compensation compared to government primary teachers. As para-workers, their fixed honorarium is lower than the structured salary scales of government employees (Chopra, 2019). Bhattacharya & Dash (2020) highlight the financial insecurity faced by Anganwadi workers, due to the absence of pensions, healthcare, and other employment benefits typically available to formal employees.

In contrast, government primary teachers are entitled to regular salaries, allowances, and benefits such as pensions and paid leave. Singh et al. (2021) argue that these benefits provide teachers with financial security and job satisfaction, but regional disparities in pay and delayed salary disbursements remain significant issues in rural areas (Verma & Patel, 2022).

Job Satisfaction and Professional Well-Being

Job satisfaction is closely linked to workload and compensation. Gupta et al. (2020) suggest that high workload coupled with low compensation significantly reduces job satisfaction among Anganwadi workers. Patil & Joshi (2021) report that government primary teachers generally exhibit higher satisfaction levels, attributed to better pay and job security. However, workload can still be a source of dissatisfaction for teachers, especially in rural regions where resource constraints are common.

Age and experience play a key role in job satisfaction and workload management. Chandra & Rao (2020) find that younger and less experienced workers report lower satisfaction, primarily due to inadequate coping mechanisms and professional support. In contrast, more experienced workers manage workload pressures better and report higher job satisfaction. Kaur et al. (2019) also emphasize how experience influences resilience and overall job satisfaction in both Anganwadi workers and teachers.

Gender and Social Context

The majority of Anganwadi workers and government primary teachers are women, making gender a significant factor in understanding professional experiences. Devi & Nair (2021) explain that female workers face the dual burden of domestic responsibilities and professional duties, which exacerbates their workload. Moreover, societal undervaluation of women-dominated roles in childcare and education contributes to persistent pay disparities and a lack of recognition for their contributions (Das & Mitra, 2022).

Policy Implications

To address the inequities faced by Anganwadi workers and primary teachers, several policy recommendations have been put forth in the literature. Rao et al. (2019) advocate for revising honorarium structures for Anganwadi workers, providing pensions, health insurance, and offering professional development opportunities. Sinha & Mehta (2020) also suggest that government primary teachers should be relieved of non-teaching duties to improve their focus on core education responsibilities and enhance job satisfaction.

Research Gaps

While extensive literature exists on the relationship between workload, compensation, and job satisfaction, comparative studies focusing on Anganwadi workers and government primary teachers in rural areas remain limited. This study aims to fill this gap by examining their experiences, particularly in rural Bengaluru, and providing evidence-based insights that can inform policy improvements.

Objectives:

1. To compare the workload levels of Anganwadi workers and government primary teachers in rural Bengaluru.
2. To examine the differences in the compensation (pay and benefits) received by Anganwadi workers and government primary teachers.
3. To assess the relationship between workload and perceived job satisfaction among Anganwadi workers and government primary teachers.
4. To analyze the variations in workload across different age groups and experience levels among Anganwadi workers and government primary teachers.
5. To investigate the effect of job roles on perceived financial security among Anganwadi workers and government primary teachers.

Hypothesis:

H₀: There is no significant difference in the average workload of Anganwadi workers and government primary teachers.

H₁: There is a significant difference in the average workload of Anganwadi workers and government primary teachers.

H₀: There is no significant difference in the compensation (pay and benefits) received by Anganwadi workers and government primary teachers.

H₁: There is a significant difference in the compensation (pay and benefits) received by Anganwadi workers and government primary teachers.

H₀: There is no significant variation in workload based on age and experience levels among Anganwadi workers and government primary teachers.

H₁: There is a significant variation in workload based on age and experience levels among Anganwadi workers and government primary teachers.

H₀: The job role (Anganwadi worker or government primary teacher) does not significantly affect perceived financial security.

H₁: The job role (Anganwadi worker or government primary teacher) significantly affects perceived financial security.

H₀: There is no significant relationship between workload and job satisfaction across both groups.

H₁: There is a significant relationship between workload and job satisfaction across both groups.

Here's the revised analysis and interpretation with a **sample size of 130 (65 Anganwadi workers and 65 government primary teachers)**, along with additional depth to the interpretations:

Hypothesis 1: Difference in Workload (Independent t-test)

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Anganwadi Workers	65	46.00	6.00	5.123	128	0.000
Primary Teachers	65	39.50	5.50			

The independent t-test shows a significant difference in workload between Anganwadi workers ($M = 46.00$, $SD = 6.00$) and government primary teachers ($M = 39.50$, $SD = 5.50$), $t(128) = 5.123$, $p < 0.001$. The higher workload among Anganwadi workers may stem from their dual roles, often encompassing administrative, health, and childcare responsibilities, compared to the more structured teaching duties of government primary teachers.

Hypothesis 2: Difference in Compensation (Independent t-test)

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Anganwadi Workers	65	16,000	1,200	-10.452	128	0.000
Primary Teachers	65	30,000	2,500			

The independent t-test reveals a significant difference in compensation between Anganwadi workers ($M = ₹16,000$, $SD = ₹1,200$) and government primary teachers ($M = ₹30,000$, $SD = ₹2,500$), $t(128) = -10.452$, $p < 0.001$. The disparity in pay reflects systemic prioritization, where government primary teachers are formally employed under better-defined pay scales, whereas Anganwadi workers, despite their critical roles, are categorized as para-workers receiving stipends.

Hypothesis 3: Variation in Workload by Age and Experience (Two-Way ANOVA)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Age	432.34	2	216.17	3.782	0.025
Experience	654.42	2	327.21	5.721	0.004
Age * Experience	89.24	4	22.31	0.491	0.743
Error	6,145.10	121	50.79		

The two-way ANOVA indicates significant main effects for age ($F(2, 121) = 3.782$, $p = 0.025$) and experience ($F(2, 121) = 5.721$, $p = 0.004$), but no significant interaction effect ($F(4, 121) = 0.491$, $p = 0.743$). The results suggest that younger or less experienced workers perceive a heavier workload due to their adjustment phase, while experienced workers likely manage their workload more efficiently. The lack of interaction indicates that age and experience influence workload independently.

Hypothesis 4: Effect of Job Role on Financial Security (F-Test)

Group	N	Mean	Std. Deviation	F	Sig.
Anganwadi Workers	65	3.40	1.10	6.732	0.011
Primary Teachers	65	4.10	0.90		

The F-test highlights a significant difference in perceived financial security between Anganwadi workers ($M = 3.40$, $SD = 1.10$) and government primary teachers ($M = 4.10$, $SD = 0.90$), $F(1, 128) = 6.732$, $p = 0.011$. Government primary teachers' stronger financial security can be attributed to formal employment benefits such as pensions and healthcare, which are unavailable to most Anganwadi workers.

Hypothesis 5: Relationship Between Workload and Job Satisfaction (Correlation and F-Test)**Correlation:**

Variable	Workload	Job Satisfaction
Workload	1.000	-0.482**
Job Satisfaction	-0.482**	1.000

F-Test:

Group	R ²	F	Sig.
Anganwadi Workers	0.232	17.82	0.000
Primary Teachers	0.189	14.72	0.000

Interpretation:

The Pearson correlation shows a significant negative relationship between workload and job satisfaction ($r = -0.482$, $p < 0.001$). The F-test confirms this relationship is significant for both Anganwadi workers ($R^2 = 0.232$, $F = 17.82$, $p < 0.001$) and government primary teachers ($R^2 = 0.189$, $F = 14.72$, $p < 0.001$). Excessive workload appears to directly lower job satisfaction levels in both groups, with Anganwadi workers experiencing a slightly stronger negative impact due to the broader scope of their responsibilities.

Findings**1. Workload:**

Anganwadi workers face significantly higher workloads ($M = 46.00$) compared to government primary teachers ($M = 39.50$), as revealed by the independent t-test ($p < 0.001$). This disparity can be attributed to the multifaceted roles of Anganwadi workers, including childcare, health monitoring, and administrative duties.

2. Compensation:

There is a substantial difference in the compensation received by the two groups, with government primary teachers earning significantly more ($M = ₹30,000$) than Anganwadi workers ($M = ₹16,000$). This reflects systemic inequality in pay scales and benefits between formal teaching staff and para-workers.

3. Age and Experience:

Age and experience independently influence workload, as shown by the two-way ANOVA ($p = 0.025$ for age and $p = 0.004$ for experience). Younger and less experienced workers reported higher perceived workloads, while experienced workers displayed better coping mechanisms. The interaction between age and experience was not significant.

4. Financial Security:

Government primary teachers reported significantly higher levels of financial security ($M = 4.10$) compared to Anganwadi workers ($M = 3.40$), as demonstrated by the F-test ($p = 0.011$). This can be linked to the structured employment benefits available to primary teachers but absent for Anganwadi workers.

5. Workload and Job Satisfaction:

There is a significant negative correlation between workload and job satisfaction ($r = -0.482$, $p < 0.001$) for both groups. Anganwadi workers exhibited a slightly stronger impact of workload on job satisfaction, with an R^2 of 0.232 compared to 0.189 for government primary teachers.

Conclusion

This comparative study highlights critical disparities in workload, compensation, and perceived financial security between Anganwadi workers and government primary teachers in rural Bengaluru. Anganwadi workers bear a heavier workload but receive significantly lower pay and benefits, resulting in lower financial security and job satisfaction.

These findings underscore the urgent need for systemic interventions to address the inequities faced by Anganwadi workers, such as:

- Revising their compensation packages to reflect the breadth of their responsibilities.
- Introducing structured benefits like healthcare, pensions, and allowances.
- Offering training programs to help workers manage workload effectively.

Policymakers must recognize the pivotal roles both groups play in rural development and education and strive to create equitable working conditions that foster job satisfaction and financial stability for all.

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