CHAPTER - 5
CONCLUSIONS, LIMITATIONS
AND SUGGESTIONS FOR
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CONCLUSIONS, LIMITATIONS AND SUGGESTIONS
FOR THE FUTURE STUDY

5.1 Introduction:

The main objective of the present study is “Work motivation and Values among doctors, teachers and Administrators”. The sample of the present study was selected randomly in Ahmedabad District. The sample of the present study was divided by their, gender like Male and female and type of profession like Doctors, Teachers and Administrators.

Work motivation Questionnaire and Personal Values Questionnaire were given to the Doctors, Teachers and Administrators. Each form was taken back. The forms with incomplete details were cancelled. The marks were counted ‘F’ test is applied to know the difference between the Work motivation and Values among doctors, teachers and Administrators. The conclusions derived are as under.

5.2 Conclusions of the study:

(1) There is no significant difference between the Dependence among doctors, teachers and Administrators in relation to Gender.

(2) There is a significant mean difference between the Dependence among doctors, teachers and Administrators in relation to Type of profession.

(3) There is a significant mean difference between the Dependence among doctors, teachers and Administrators in relation to Gender and Type of profession.

(4) There is no significant mean difference between the Organizational orientation among doctors, teachers and Administrators in relation to their Gender.
(5) There is a significant mean difference between the Organizational orientation among doctors, teachers and Administrators in relation to their Type of profession.

(6) There is no significant mean difference between the Organizational orientation among doctors, teachers and Administrators in relation to their Gender and Type of profession.

(7) There is a significant difference between the Work group relations among doctors, teachers and Administrators in relation to Gender.

(8) There is a significant mean difference between the Work group relations among doctors, teachers and Administrators in relation to Type of profession.

(9) There is no significant mean difference between the Work group relations among doctors, teachers and Administrators in relation to Gender and Type of profession.

(10) There is a significant mean difference between the Psychological incentives among doctors, teachers and Administrators in relation to their Gender.

(11) There is a significant mean difference between the Psychological incentives among doctors, teachers and Administrators in relation to their Type of profession.

(12) There is no significant mean difference between the Psychological incentives among doctors, teachers and Administrators in relation to their Gender and Type of profession.

(13) There is no significant difference between the Material incentives among doctors, teachers and Administrators in relation to Gender.

(14) There is a significant mean difference between the Material incentives among doctors, teachers and Administrators in relation to Type of profession.
(15) There is no significant mean difference between the Material incentives among doctors, teachers and Administrators in relation to Gender and Type of profession.

(16) There is no significant mean difference between the Job Situations among doctors, teachers and Administrators in relation to their Gender.

(17) There is no significant mean difference between the Job Situations among doctors, teachers and Administrators in relation to their Type of profession.

(18) There is no significant mean difference between the Job Situations among doctors, teachers and Administrators in relation to their Gender and Type of profession.

(19) There is no significant difference between the Religious value among doctors, teachers and Administrators in relation to Gender.

(20) There is a significant mean difference between the Religious value among doctors, teachers and Administrators in relation to Type of profession.

(21) There is no significant mean difference between the Religious value among doctors, teachers and Administrators in relation to Gender and Type of profession.

(22) There is a significant mean difference between the Social value among doctors, teachers and Administrators in relation to their Gender.

(23) There is a significant mean difference between the Social value among doctors, teachers and Administrators in relation to their Type of profession.

(24) There is a significant mean difference between the Social value among doctors, teachers and Administrators in relation to their Gender and Type of profession.
(25) There is no significant difference between the Democratic value among doctors, teachers and Administrators in relation to Gender.

(26) There is a significant mean difference between the Democratic value among doctors, teachers and Administrators in relation to Type of profession.

(27) There is no significant mean difference between the Democratic value among doctors, teachers and Administrators in relation to Gender and Type of profession.

(28) There is no significant mean difference between the Aesthetic value among doctors, teachers and Administrators in relation to their Gender.

(29) There is a significant mean difference between the Aesthetic value among doctors, teachers and Administrators in relation to their Type of profession.

(30) There is no significant mean difference between the Aesthetic value among doctors, teachers and Administrators in relation to their Gender and Type of profession.

(31) There is no significant difference between the Knowledge value among doctors, teachers and Administrators in relation to Gender.

(32) There is a significant mean difference between the Knowledge value among doctors, teachers and Administrators in relation to Type of profession.

(33) There is no significant mean difference between the Knowledge value among doctors, teachers and Administrators in relation to Gender and Type of profession.

(34) There is no significant mean difference between the Hedonistic value among doctors, teachers and Administrators in relation to their Gender.
(35) There is no significant mean difference between the Hedonistic value among doctors, teachers and Administrators in relation to their Type of profession.

(36) There is a significant mean difference between the Hedonistic value among doctors, teachers and Administrators in relation to their Gender and Type of profession.

(37) There is a significant difference between the Power value among doctors, teachers and Administrators in relation to Gender.

(38) There is no significant mean difference between the Power value among doctors, teachers and Administrators in relation to Type of profession.

(39) There is no significant mean difference between the Power value among doctors, teachers and Administrators in relation to Gender and Type of profession.

(40) There is a significant mean difference between the Family Prestige value among doctors, teachers and Administrators in relation to their Gender.

(41) There is no significant mean difference between the Family Prestige value among doctors, teachers and Administrators in relation to their Type of profession.

(42) There is a significant mean difference between the Family Prestige value among doctors, teachers and Administrators in relation to their Gender and Type of profession.

(43) There is no significant mean difference between the Health value among doctors, teachers and Administrators in relation to their Gender.

(44) There is a significant mean difference between the Health value among doctors, teachers and Administrators in relation to their Type of profession.
(45) There is no significant mean difference between the Health value among doctors, teachers and Administrators in relation to their Gender and Type of profession.

(46) There is a significant mean difference between the Economic value among doctors, teachers and Administrators in relation to their Gender.

(47) There is a significant mean difference between the Economic value among doctors, teachers and Administrators in relation to their Type of profession.

(48) There is a significant mean difference between the Economic value among doctors, teachers and Administrators in relation to their Gender and Type of profession.

5.3 Limitations:
Research work demands patience. It is time consuming. Researcher has to study within stipulated time. He has limitation of time. Regarding behaviour the effect of more than one variation is observed.

Researcher keeps in mind only certain variable various aspects affect Work motivation and Values. Only specific factors are considered in this study. There are some limitations of this study which are as follow. In the present study the doctors, teachers and Administrators of Ahmedabad District are considered. Their result cannot be applied to the doctors, teachers and Administrators of other districts.

(1) The doctors, teachers and Administrators only are included. The conclusions are not applicable to people or employees engaged in other place.

(2) The present study is conducted regarding the Gender and Type of profession.

(3) Present research is conducted with limited sources.
Only doctors, teachers and Administrators are included in the present study. The conclusions and results are not applicable to other persons.

Only the doctors, teachers and Administrators of Gujarat origin are included in this study.

The results of doctors and the results of teachers are not applicable to each other.

The results of doctors and the results of Administrators are not applicable to each other.

The results of teachers and the results of Administrators are not applicable to each other.

Results of female doctors, teachers and Administrators and the results of male doctors, teachers and Administrators are not applicable to each other.

This research provides guidance in educational programme but on its basis principle cannot be formulated.

5.4 Suggestions for the future study:

In the present study doctors, teachers and Administrators are included. If other employees, as well as serving people had been included, then comparative study could have been possible to see the effect.

In the present study the doctors, teachers and Administrators of only Ahmedabad district has been included. For wider research demonstration could have been selected from the whole Ahmedabad district or other various districts.

Only doctors, teachers and Administrators have been included in the present study. For comparative study other variable should have been included.
(4) Conclusion could have been more reliable and proper by expanding the scope of research.

(5) Research can be performed by considering factors like caste, religion, blind faith, superstitions, physical fitness, economic matters etc. These factors are all related to Work motivation and Values.

(6) Research can be made more reliable by applying statistically more developed analytical methods.

5.5 Importance of the research:

(1) Present research is useful to know the effect of Work motivation and Values.

(2) Present research given information regarding various individual difficulties of doctors, teachers and Administrators, social problems, physical problems and economic problems and how they affect his life.

(3) This research is useful in removing doctors, teachers and Administrators’ problems and what can be done for their social security and how to balance their Work motivation and Values.

(4) This research is useful for the doctors, teachers and Administrators working on Work motivation and Values.

(5) This research is useful for the students working on Work motivation and Values.

(6) This research is useful to the students as well as to those who are working in counseling field.

(7) Doctors, teachers and Administrators come to know about their Work motivation and Values.

(8) The objective of the present research is regarding Work motivation and Values. Maximum available information is presented. This is a humble attempt to measure the Work
motivation and Values of the Doctors, teachers and Administrators who are considered the pillars of society. This research has its own achievements and faults. It has its own strong and weak points. Keeping them all in view if interpreted accordingly it will be of great importance for society.

5.6 Conclusion:

In the present research the study of Work motivation and Values among doctors, teachers and Administrators. During their life doctors, teachers and Administrators have to face many problems and it is quite difficult to get adjusted to the situation. As a result their difficulties increase. They are disappointed and worried when they are not rewarded. Moreover they face many economic problems also. The level of frustration and worry increase day by day. To obtain social support they adopt various techniques. They are engaged in various activities. They attempt to pass remaining years of their life with friends. They have good inter-action. They are engaged in various activities. They share their happy and sad feelings. They support one-another. As a result their tension and anxiety will decrease and they have opportunity to live better life. Their adjustment level becomes more intense. Now doctors, teachers and Administrators are becoming strong enough to overcome their problems. They are becoming more abled to emotionally. A person can enjoy happy life if Work motivation and Values level is balanced. It decreases their problems. And they become a progressive individual.