CHAPTER-5
CONCLUSION, SUGGESTIONS,
LIMITATION AND IMPLICATION

5.1. INTRODUCTION

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5.1. Introduction:

Every research is some unique work. In every research work, it had some important, some limitations, requirements and some suggestions. In dissertation, every chapter has its own importance. To get brief information of entire study, summary can became helpful. Moreover, no research becomes possible without limitations. And none can known limitations more than researcher, himself.

In this chapter, the researcher tried to give overall conclusion which he gets by done this research work. In this chapter, what the research findings, which is the limitations of present research or present study, Implications and suggestions of present study are including and as per results findings are furnished here with.

Objectives of the present research were to get information whether there is any significant difference with reference to Emotional maturity, Life-style, Insecurity and Psychological wellbeing and factor of Psychological wellbeing regarding types of school, Gender and types of area, among school teachers. It was also aimed to get information whatever Emotional maturity, Life-style, insecurity and Psychological well-being are affected due to interaction of types of school, Gender and types of areas mutually and also aimed to get information whether there is any significant difference with reference to Emotional maturity, Life style, Insecurity and Psychological wellbeing regarding Monthly income, Marital Status, Types of family and Medium among school teachers. It was also aimed to get information whether there is any relation between Emotional maturity, Life style, insecurity and Psychological well-being of school teachers. One of the also aim of the study was to check predictor relation of Emotional maturity, Life style, Insecurity, Monthly income, Marital Status, Types of family and Medium of the school teachers with Psychological well-being of Government and Non-government school teachers.

For this research 400 school teachers shall be selected. Out of which 200 would be government school teachers and 200 non-government school teachers. Out of which 100 would be Male and 100 Female. From each of this 100 teacher’s 50 urban area school teacher and 50 rural area school teacher would taken. Measurement scale like constructive personal data sheet, Emotional maturity scale, Life style scale, Insecurity scale and Psychological well-being scale were used considering objectives
of research. There tools are used extensively in various researches even though its reliability and validity were examined completely.

A 2x2x2 factorial design was constructed in which try had been made to get information regarding main and interactional effects on dependent variables like Emotional maturity, Life style, Insecurity and Psychological wellbeing of types of school, Gender and Types of areas of school teachers. ‘F’ test, ‘t’ test, correlation and multiple regression method was used in present study. Correlation method was also used to get information whether any relation exists between Emotional maturity, Life style, Insecurity and Psychological wellbeing

5.2. Conclusions :

Following are the main results of the present research.

1. There is significant difference between Emotional maturity of government and non-government school teachers. The government school teachers possess better Emotional maturity than the non-government school teachers.
2. There is no significant difference between Emotional maturity of male and female school teachers.
3. There is no significant difference between Emotional maturity of urban and rural areas school teachers.
4. There is significant interaction effect of Emotional maturity on types of school and Gender of the school teachers.
5. There is no significant interaction effect of Emotional maturity on types of school and types of areas of school teachers.
6. There is no significant interaction effect of Emotional maturity on Gender and types of areas school teachers.
7. There is no significant interaction effect of Emotional maturity on types of school, Gender and types of areas school teachers.
8. There is significant difference between Lifestyle of government and non-government school teachers. The government school teachers possess better Lifestyle than the non-government school teachers.
9. There is significant difference between Lifestyle of male and female. The female school teachers possess better Lifestyle than the male school teachers.

10. There is no significant difference between Lifestyle of urban and rural areas school teachers.

11. There is no significant interaction effect of Lifestyle on types of school and Gender of the school teachers.

12. There is significant interaction effect of Lifestyle on types of school and types of areas school teachers.

13. There is no significant interaction effect of Lifestyle on Gender and types of areas school teachers.

14. There is no significant interaction effect of Lifestyle on types of school, Gender and types of areas school teachers.

15. There is no significant difference between Insecurity of government and non government school teachers.

16. There is no significant difference between Insecurity of male and female school teachers.

17. There is significant difference between Insecurity of urban and rural areas school teachers. The urban areas school teachers possess high Insecurity than the rural areas school teachers.

18. There is no significant interaction effect of Insecurity on types of school and Gender of the school teachers.

19. There is no significant interaction effect of Insecurity on types of school and types of areas school teachers.

20. There is no significant interaction effect of Insecurity on Gender and types of areas school teachers.

21. There is no significant interaction effect of Insecurity on types of school, Gender and types of areas school teachers.

22. There is no significant difference between Psychological well-being of government and non government school teachers.
23. There is significant difference between Psychological well-being of male and female. The Female school teachers possess better Psychological well-being than the Male school teachers.

24. There is significant difference between Psychological well-being of urban and rural areas school teachers. The Urban areas school teachers possess better Psychological well-being than the Rural area school teachers.

25. There is no significant interaction effect of Psychological well-being on types of school and Gender of the school teachers.

26. There is significant interaction effect of Psychological well-being on types of school and types of areas school teachers.

27. There is significant interaction effect of Psychological well-being on Gender and types of areas school teachers.

28. There is no significant interaction effect of Psychological well-being on types of school, Gender and types of areas school teachers.

29. There is no significant difference between Meaningless of government and non-government school teachers.

30. There is no significant difference between Meaningless of male and female.

31. There is no significant difference between Meaningless of urban and rural areas school teachers.

32. There is no significant interaction effect of Meaningless on types of school and Gender of the school teachers.

33. There is no significant interaction effect of Meaningless on school and types of areas school teachers.

34. There is no significant interaction effect of Meaningless on Gender and types of areas school teachers.

35. There is no significant interaction effect of Meaningless on types of school, Gender and types of areas school teachers.

36. There is no significant difference between Somatic symptoms of government and non-government school teachers.

37. There is no significant difference between Somatic symptoms of male and female school teachers.
38. There is no significant difference between Somatic symptoms of urban and rural areas school teachers.
39. There is no significant interaction effect of Somatic symptoms on types of school and Gender of the school teachers.
40. There is no significant interaction effect of Somatic symptoms on types of school and types of areas school teachers.
41. There is no significant interaction effect of Somatic symptoms on Gender and types of areas school teachers.
42. There is no significant interaction effect of Somatic symptoms on types of school, Gender and types of areas school teachers.
43. There is no significant difference between Self esteem of government and non government school teachers.
44. There is no significant difference between Self esteem of male and female school teachers.
45. There is no significant difference between Self esteem of urban and rural areas school teachers.
46. There is significant interaction effect of Self esteem on types of school and Gender of the school teachers.
47. There is no significant interaction effect of Self esteem on types of school and types of areas school teachers.
48. There is no significant interaction effect of Self esteem on Gender and types of areas school teachers.
49. There is no significant interaction effect of Self esteem on types of school, Gender and types of areas school teachers.
50. There is no significant difference between Positive effect of government and non government school teachers.
51. There is significant difference between Positive effect of male and female school teachers.
52. The Female school teachers possess better than the Male school teachers.
53. There is no significant difference between Positive effect of urban and rural areas school teachers.
54. There is no significant interaction effect of Positive effect on types of school and Gender of the school teachers.

55. There is significant interaction effect of Positive effect on types of school and types of areas school teachers.

56. There is no significant interaction effect of Positive effect on Gender and types of areas school teachers.

57. There is no significant interaction effect of Positive effect on types of school, Gender and types of areas school teachers.

58. There is significant different between Daily activities of government and non government school teachers. The government school teachers possess better Daily activities than the non-government school teachers.

59. There is significant difference between Daily activities of male and female. The government school teachers possess better Daily activities than the non-government school teachers.

60. There is no significant difference between Daily activities of urban and rural areas school teachers.

61. There is no significant interaction effect of Daily activities on types of school and Gender of the school teachers.

62. There is no significant interaction effect of Daily activities on types of school and types of areas school teachers.

63. There is significant interaction effect of Daily activities on Gender and Types of areas school teachers

64. There is significant interaction effect of Daily activities on types of school, Gender and Types of areas school teachers.

65. There is no significant difference between Life satisfaction of government and non government school teachers.

66. There is no significant difference between Life satisfaction of male and female school teachers.

67. There is no significant difference between Life satisfaction of urban and rural areas school teachers.
68. There is no significant interaction effect of Life satisfaction on types of school and Gender of the school teachers.

69. There is significant interaction effect of Life satisfaction on types of school and types of areas school teachers.

70. There is no significant interaction effect of Life satisfaction on Gender and types of areas school teachers.

71. There is no significant interaction effect of Life satisfaction on types of school, Gender and areas school teachers.

72. There is no significant difference between Suicide ideas of government and non government school teachers.

73. There is no significant difference between Suicide ideas of male and female school teachers.

74. There is no significant difference between Suicide ideas of urban and rural areas school teachers.

75. There is no significant interaction effect of Suicide ideas on types of school and Gender of the school teachers.

76. There is no significant interaction effect of Suicide ideas on types of school and types of areas of the school teachers.

77. There is significant interaction effect of Suicide ideas on Gender and types of areas school teachers.

78. There is no significant interaction effect of Suicide ideas on types of school, Gender and types of areas school teachers.

79. There is no significant difference between Personal control of government and non government school teachers.

80. There is no significant difference between Personal control of male and female school teachers.

81. There is significant difference between Personal control of urban and rural areas school teachers. The Urban areas school teachers possess better Personal control than the rural areas school teachers.

82. There is no significant interaction effect of Personal control on types of school and Gender of the school teachers.
83. There is no significant interaction effect of Personal control on types of school and types of areas school teachers.
84. There is no significant interaction effect of Personal control on Gender and types of areas school teachers.
85. There is no significant interaction effect of Personal control on types of school, Gender and types of areas school teachers.
86. There is no significant difference between Social support of government and non government school teachers.
87. There is significant difference between Social support of male and female. The Female school teachers possess better Social support than the Male school teachers.
88. There is significant difference between Social support of urban and rural areas school teachers. The Urban areas school teachers possess better Social support than the rural areas school teachers.
89. There is no significant interaction effect of Social support on types of school and Gender of the school teachers.
90. There is no significant interaction effect of Social support on types of school and types of areas school teachers.
91. There is no significant interaction effect of Social support on Gender and types of areas school teachers.
92. There is no significant interaction effect of Social support on types of school, Gender and types of areas school teachers.
93. There is significant difference between Tension of government and non government school teachers. The government school teachers possess High Tension than the non-government school teachers.
94. There is no significant difference between Tension of male and female school teachers.
95. There is no significant difference between Tension of urban and rural areas school teachers.
96. There is significant interaction effect of Tension on types of school and Gender of the school teachers.
97. There is significant interaction effect of Tension on types of school and types of areas school teachers.

98. There is no significant interaction effect of Tension on Gender and types of areas school teachers.

99. There is no significant interaction effect of Tension on types of school, Gender and types of areas school teachers.

100. There is no significant difference between Wellness of government and non government school teachers.

101. There is significant difference between Wellness of male and female. The Male school teachers possess better Wellness than the Female school teachers.

102. There is no significant difference between Wellness of urban and rural areas school teachers.

103. There is significant interaction effect of Wellness on types of school and Gender of the school teachers.

104. There is significant interaction effect of Wellness on types of school and types of areas school teachers.

105. There is significant interaction effect of Wellness on Gender and types of areas school teachers.

106. There is no significant interaction effect of Wellness on types of school, Gender and types of areas school teachers.

107. There is no significant difference between General efficiency of government and non government school teachers.

108. There is significant difference between General efficiency of male and female. The Female school teachers possess better General efficiency than the Female school teachers.

109. There is significant difference between General efficiency of urban and rural areas school teachers. The Urban areas school teachers possess better General efficiency than the Rural areas school teachers.

110. There is no significant interaction effect of General efficiency on types of school and Gender of the school teachers.
111. There is significant interaction effect of General efficiency on types of school and types of areas school teachers.

112. There is no significant interaction effect of General efficiency on Gender and types of areas school teachers.

113. There is no significant interaction effect of general efficiency on types of school, Gender and types of areas school teachers.

114. There is no significant difference between Satisfaction of government and non government school teachers.

115. There is no significant difference between Satisfaction of male and female school teachers.

116. There is no significant difference between Satisfaction of urban and rural areas school teachers.

117. There is no significant interaction effect of Satisfaction on types of school and Gender of the school teachers.

118. There is no significant interaction effect of Satisfaction on types of school and types of areas school teachers.

119. There is no significant interaction effect of Satisfaction on Gender and types of areas school teachers.

120. There is no significant interaction effect of Satisfaction on types of school, Gender and types of areas school teachers.

121. There is no significant difference between Emotional maturity of high and low income of school teachers.

122. There is no significant different between Emotional maturity of married and unmarried school teachers.

123. There is no significant difference between Emotional maturity of joint and nuclear family school teachers.

124. There is no significant difference between Emotional maturity of more or less family member of the school teachers.

125. There is no significant difference between Emotional maturity of Gujarati and English Medium of School Teachers.
126. There is no significant difference between Emotional maturity of secondary and higher secondary school teachers.
127. There is no significant difference between Lifestyle of high and low income of school teachers.
128. There is no significant difference between Lifestyle of married and unmarried school teachers.
129. There is no significant difference between Lifestyle of joint and nuclear family of school teachers.
130. There is no significant difference between Lifestyle of less or more family members of the school teachers.
131. There is no significant difference between Lifestyle of Gujarati Medium and English Medium School Teachers.
132. There is no significant difference between Lifestyle of secondary and higher secondary school teachers.
133. There is no significant difference between Insecurity of high and low income of school teachers.
134. There is no significant difference between Insecurity of married and unmarried school teachers.
135. There is no significant difference between Insecurity of joint and nuclear family of school teachers.
136. There is no significant difference between Insecurity of less or more family members of the school teachers.
137. There is no significant difference between Insecurity of Gujarati and English Medium School Teachers.
138. There is no significant difference between Insecurity of secondary and higher secondary school teachers.
139. There is no significant difference between Psychological well-being of high and low income school teachers.
140. There is no significant difference between Psychological well-being of married and unmarried school teachers.
141. There is no significant difference between Psychological well-being of joint and nuclear family of school teachers.
142. There is no significant difference between Psychological well-being of more and less family members of school teachers.
143. There is no significant difference between Psychological well-being of Gujarati and English Medium School Teachers.
144. There is significant difference between Psychological well-being of secondary and higher secondary school teachers. The secondary school teachers possess better Psychological well-being than the higher secondary school teachers.
145. There is seen very less positive correlation between emotional maturity and life style of school teachers.
146. There is seen very less negative correlation between emotional maturity and insecurity of school teachers.
147. There is seen very less positive correlation between emotional maturity and psychological well-being of school teachers.
148. There is seen very less negative correlation between lifestyle and insecurity of school teachers.
149. There is seen very less positive correlation between lifestyle and psychological well-being of school teachers.
150. There is seen very less negative correlation between insecurity and psychological well-being of school teachers.
151. There is seen very less positive correlation between Emotional maturity, Life style, Security and Insecurity and Psychological well-being of school teachers.
152. There is significant predictor relation of Lifestyle of the School teachers of with their Psychological well-being.
153. There is significant predictor relation of Gender of the School teachers of with their Psychological well-being.
154. There is significant predictor relation of Types of areas of the School teachers of with their Psychological well-being.
There is no significant predictor relation of Emotional maturity, Insecurity, Psychological well-being, Types of schools, Marital status, Monthly income, Types of family and Medium of school teachers of with their Psychological well-being.

There is significant predictor relation of Lifestyle of the Government School teachers of with their Psychological well-being.

There is no significant predictor relation of Emotional maturity, Insecurity, Psychological well-being, Gender, Types of areas, Marital status, Monthly income, Type of family and Medium of Government school teachers of with their Psychological well-being.

There is significant predictor relation of Lifestyle of the Non-government School teachers of with their Psychological well-being.

There is significant predictor relation of Types of areas of the Non-government School teachers of with their Psychological well-being.

There is no significant predictor relation of Emotional maturity, Insecurity, Psychological well-being, Gender, Marital status, Monthly income, Type of family and Medium of Non-government school teachers of with their Psychological well-being.

5.3. **Suggestions:**

Keeping in view of study the following suggestions are proposed.

1. Psychological wellbeing and Life Satisfaction of the Government and Private School teachers can be studied.

2. Variables like Job Satisfaction, and facility provided by public and private schools can be studied.

3. Study of Various personality dimensions, of public and private school teachers would through additional light.

4. Effect of organizational climate on various areas of adjustment of teachers can be studied.

5. Mental Health and Job Satisfaction of morning and noon school teachers can be studied.
6. Occupational stress and various areas of adjustment of teachers of Urban and Rural areas school can be studied.
7. Occupational stress and Psychological well-being of school teachers or college teachers can be studied.
8. Emotional maturity, psychological well-being and occupational stress of primary, secondary and higher secondary school teachers can be studied.
9. Psychological well-being and job satisfaction of teachers of various faculties like arts, commerce, science, computer science etc can be studied.
10. Psychological wellbeing and Job satisfaction of teachers of CBSE Board and Gujarat Board can be studied.
11. Other statistical technique can be also applied on the same data.

5.6 LIMITATIONS
Following are the main limitations of the present research.
1. Sample size of each sub group is small so the findings of this research cannot be generalized on large sample but results of this research also useful for other researchers those who are working in this area.
2. Socio-economic status of the teacher is not studied in this research.
3. Type of faculty and Organizational climate are not controlled in present research.
4. Only secondary and higher secondary school’s teachers are taken in this research.
5. Only Ahmadabad District teachers are taken as sample in this research.

5.7 Implication
Findings of the present study show significant difference between government and non-government schools reference to Emotional maturity. Emotional maturity was better among government school teachers, particularly women teachers serving in government school were better emotionally mature. Emotional maturity depends upon mainly on thought, attitudes, nature and experience of person. Teachers of government school serve on permanent basis and they get regular increment at each year in their salary. So, they are satisfied with their job. Hence, emotional maturity is seen in their nature so change can be seen in thoughts and attitudes of teachers of non-
government school, if they are appointed on permanent basis and they get yearly increment in their salary.

Difference is seen reference to lifestyle of teachers of government and non-government schools teachers. Lifestyle of teachers of government school is seen better than non-government school teachers. Appointment of teacher is done on permanent basis in government schools and their salary is increased regularly with yearly increment. So they can live with full facilities and needs of life. Hence, teachers of non-government schools can live with full facility and their lifestyle can be improved if their salary is increased on periodic interval.

Insecurity is seen high of urban areas school teachers than rural areas school teachers. Socially and economic safety is obtained to teachers of rural areas. Hence, feeling of insecurity of urban areas teachers can be decreased if they interact in social and live rather economically.

Difference is seen in Psychological wellbeing reference to gender, in which psychological wellbeing of female teachers is seen better than male teachers. Economically responsibility of livelihood of family is more on male than female. So their economically responsibility of home should by both, male as well as female, so their psychological wellbeing can be improved.

Daily activities and tension of government school teachers is seen more than non-government school teachers. Positive feeling and social support of female teacher is seen more than male teachers. While social support and personal control of urban areas school teachers is seen more than rural areas school teachers.

As non-government teachers are experiencing high levels of stress, anxiety, tension due the nature of their job, which is responsible for various health and mental problems. This indicates the need for interventions in strengthening and reinforcing temporary teacher’s self-confidence and positive attitude, and weakening the stress creating factors. Teachers in higher education should be appointed through General Selection Committees. Regular appointments should be made; practice of temporary or contractual basis of employment should be discontinued immediately. Stress management training should be provided to the teachers in general and temporary or contractual teachers in particular. Some other measures which could prove beneficial to teachers in coping with stress are-improving self esteem, build self confidence,
hardiness training, building emotional intelligence competencies, developing a good sense of humour, eating balanced diet, sound sleep, meditation, exercising regularly, taking help of supportive friend circle, cultivate hobbies, developing effective communication skills, engaging in creative and activities, setting priorities and seeking professional help, if necessary. These coping strategies need to be incorporated on a priority basis so that the temporary teachers are well prepared to deal with job stress. These measures can go a long way in reducing stress and managing situations and improving the effectiveness of the temporary non-government teachers. Research has indicated that emotional maturity, lifestyle, insecurity, psychological wellbeing can be developed and improved. So there is a need for incorporating emotional intelligence skills in teacher preparation programmes. It is emotional intelligence which helps in understanding emotions and feelings of others and self and also helps in reacting appropriately to these emotions. Temporary non-government teachers can benefit from learning how to deal with their emotions. This will help them in imbibing the necessary skills for emotion regulation. Efforts should also be made for increasing and developing more hardy attitudes in the temporary non-government teachers. Hardiness is a learnable trait and it can be learned. Hardiness training not only increases hardy attitudes and actions, but also improves performance and health. As teachers are backbones for an educational institution. Institution should take different steps to enhance the satisfaction of their employees. Teachers should be hired on permanent base not on temporary or contract; if these are hired on temporary or contractual base their performance should be recognised and appreciated by different incentives. So try should be good work of urban and rural areas school teachers centred for student, school, service and society. Teacher may experience towards their duty, keep positive feeling and obtained self esteem and may active in their daily work. Their contribution is valuable in coming future. Government should arrange seminar, workshop, conference and training of teachers so that they satisfaction towards work.

Interaction correlation is seen in the present study. Positive correlation is seen Emotional maturity between lifestyle and insecurity. While no significant correlation is seen emotional maturity and psychological wellbeing, but positive correlation is seen lifestyle and psychological well-being, while no significant correlation is seen in
insecurity, and negative correlation is seen insecurity and psychological well-being. So it should be suggested that teachers should remove feeling of insecurity and developing positive feeling and satisfaction towards work.

It was seen while examine different groups of government and non-government school teachers, what is the role of independent variable and what is the sequence in psychological wellbeing in multiple regression analysis that, significant role of government school teachers is seen in only one factor in psychologically wellbeing in which lifestyle comes first, while significant role of non-government school teachers is seen in two factor in psychological wellbeing in which lifestyle first and second is types of areas, so significant role of lifestyle of government and non-government school teachers. While prediction can be done not significant reference to psychological well-being of school teachers in emotional maturity, insecurity, Gender, monthly income, marital status, types of family and medium of school teachers.

These differences of government and non-government school teachers indicate that equal criteria should be applied for all school teachers while arranging programmes to improve quality of teachers. Tries should be made considering characteristics of teachers can be improved.