The research process itself is often fascinating; sooner or later it becomes necessary to complete the study report. In the previous chapter, analysis, interpretation and discussion of results have been given. Based on the results, findings were thrashed out. Keeping in view the major findings, implication of the study have been looked into. But these findings and implications do not fit in all corners of the study, so the suggestions have been given for further research. The present chapter is devoted to major findings, conclusion, educational implications of the study and suggestions for further research.

5.1 MAJOR FINDINGS OF THE STUDY
On the basis of the analysis and interpretations of the data in the previous chapter the following findings have been drawn out:

I. FINDINGS RELATED TO EFFECT OF ORGANIZATIONAL COMMITMENT, LOCALITY AND GENDER ON BURNOUT AMONG SECONDARY SCHOOL TEACHERS
A. Main Effects of Organizational Commitment, Locality & Gender on Burnout among Secondary School Teachers

- A significant effect of organizational commitment was found on burnout among secondary school teachers. On the basis of mean scores, it was concluded that teachers with high organizational commitment had high level of burnout as compared to teachers with low organizational commitment.

- It was found that locality had a significant effect on burnout among secondary school teachers. In terms of mean scores, it was found that teachers from rural areas experienced high level of burnout than teachers form urban areas.

- It was revealed that gender had no significant effect on burnout among secondary school teachers. It was concluded from the mean scores that male teachers had high level of burnout as compared to female teachers.
B. Double Interaction Effects of Organizational Commitment, Locality & Gender on Burnout among Secondary School Teachers

**Organizational Commitment x Locality**

There was found a significant interaction effect of organizational commitment and locality on burnout among secondary school teachers. The result of t-test further revealed that:

- It was found that rural teachers with high organizational commitment and rural teachers with low organizational commitment were not found to be significant leading to the conclusion that teachers of these groups do not differ significantly with respect to burnout.
- On comparison of mean scores, it was inferred that urban teachers with high organizational commitment have high level of burnout than urban teachers with low organizational commitment.
- Rural teachers with high organizational commitment had significantly higher level of burnout as compared to urban teachers with low organizational commitment.
- Urban teachers with high organizational commitment and rural teachers with low organizational commitment did not differ significantly with respect to their burnout.
- No significant difference was found between rural teachers with high organizational commitment and urban teachers with high organizational commitment with respect to burnout.
- It was revealed that rural teachers with low organizational commitment experienced high level of burnout than urban teachers with low organizational commitment.

**Locality x Gender**

No significant interaction effect of locality and gender was found on burnout among secondary school teachers.

**Organizational Commitment x Gender**

A significant interaction effect of organizational commitment and gender was found on burnout among secondary school teachers. The results of further investigation illustrated that:
No significant difference was found between male teachers with high organizational commitment and female teachers with low organizational commitment with respect to burnout.

It was revealed that female teachers with high organizational commitment had significantly high level of burnout as compared to female teachers with low organizational commitment.

From comparison of mean scores, it was indicated that male teachers with high organizational commitment possessed significantly high level of burnout as compared to female teachers with low organizational commitment.

No significant difference was found between female teachers with high organizational commitment and male teachers with low organizational commitment with respect to burnout.

It was observed that male teachers with high organizational commitment experienced significantly low level of burnout than female teachers with high organizational commitment.

The mean scores showed that male teachers with low organizational commitment experienced significantly high level of burnout than female teachers with low organizational commitment.

C. Triple Interaction Effect of Organizational Commitment, Locality and Gender on Burnout among Secondary School Teachers

No significant interaction effect of organizational commitment, locality and gender was found on burnout among secondary school teachers that led to the inference that teachers of these groups did not differ significantly with respect to their level of burnout.

II. FINDINGS RELATED TO EFFECT OF OCCUPATIONAL SELF-EFFICACY, LOCALITY AND GENDER ON BURNOUT AMONG SECONDARY SCHOOL TEACHERS
A. Main Effects of Occupational Self-efficacy, Locality and Gender on Burnout among Secondary School Teachers

It was found that occupational self-efficacy had a significant effect on burnout among secondary school teachers. In the context of mean scores, it was
observed that teachers having high occupational self-efficacy had high level of burnout than teachers having low occupational self-efficacy.

- No significant effect of locality was found on burnout among secondary school teachers. In terms of mean scores, it was found that teachers belonging rural areas slightly differ from teachers belonging to urban areas.

- A significant effect of gender was found on burnout among secondary school teachers. It was found from the mean scores that male teachers had low level of burnout as compared to female teachers.

**B. Double Interaction Effects of Occupational Self-efficacy, Locality and Gender on Burnout among Secondary School Teachers**

**Occupational Self-efficacy x Locality**

There was found a significant interaction effect of occupational self-efficacy and locality on burnout among teachers. Further on applying t-test, it was found that:

- It was found that the level of burnout among rural teachers with high occupational self-efficacy is higher than rural teachers with low self-efficacy.

- It can be concluded that urban teachers with high occupational self-efficacy had high level of burnout as compared to urban teachers with low self-efficacy.

- The level of burnout among rural teachers with high occupational self-efficacy was found higher than urban teachers with low self-efficacy.

- Urban teachers with high occupational self-efficacy experienced high level of burnout as compared to rural teachers with low occupational self-efficacy.

- It was revealed that rural teachers with high occupational self-efficacy and urban teachers with high occupational self-efficacy did not differ significantly.

- No significant difference was reported between rural teachers with low occupational self-efficacy and urban teachers with low occupational self-efficacy.

**Locality x Gender**

No interaction effect of locality and gender was found on burnout among secondary school teachers.
Occupational Self-efficacy x Gender

A significant interaction effect of occupational self-efficacy and gender was found on burnout among teachers. The results of further investigations showed that:

- Male teachers with high occupational self-efficacy had high level of burnout in comparison to male teachers with low occupational self-efficacy.
- No significant difference was found between female teachers with high occupational self-efficacy and female teachers with low occupational self-efficacy.
- It was found that the level of burnout among male teachers with high occupational self-efficacy was higher than female teachers with low occupational self-efficacy.
- Female teachers with high occupational self-efficacy experienced high level of burnout as compared to male teachers with low occupational self-efficacy.
- Male teachers with high occupational self-efficacy and female teachers with high occupational self-efficacy did not differ significantly in relation to their level of burnout.
- It was indicated that male teachers with low occupational self-efficacy possess low level of burnout than female teachers with low occupational self-efficacy.

C. Triple Interaction effect of Occupational Self-efficacy, Locality and Gender on Burnout among Secondary School Teachers

It was inferred that there was no significant interaction effect of occupational self-efficacy, locality and gender on burnout among secondary school teachers.

III. FINDINGS RELATED TO EFFECT OF PERSONAL STRESS, LOCALITY AND GENDER ON BURNOUT AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Personal Stress, Locality and Gender on Burnout among Secondary School Teachers

- A significant effect of personal stress was found on burnout among secondary school teachers. From the comparison of mean scores it was revealed that
teachers having high personal stress possessed low level of burnout as compared to teachers having low personal stress.

- Locality had no significant effect on burnout among secondary school teachers. It was concluded from the mean scores that teachers belonging to rural areas experienced high level of burnout than teachers belonging to urban areas.

- It was found that the gender had a significant effect on burnout among secondary school teachers. In terms of mean scores it was reported that male teachers had high level of burnout than female teachers.

**B. Double Interaction effects of Personal Stress, Locality and Gender on Burnout among Secondary School Teachers**

**Personal Stress x Locality**

No significant interaction effect was found between personal stress and locality on burnout among secondary school teachers.

**Locality x Gender**

There was found a significant interaction effect of locality and gender (DxE) on burnout among secondary school teachers. The results of t-test further revealed that:

- Rural male teachers and urban male teachers did not differ significantly with respect to burnout.

- It was found that the level of burnout among rural female teachers was higher than urban female teachers.

- A significant difference was found between rural male teachers and urban female teachers. It can be concluded that rural male teachers had high level of burnout than urban female teachers.

- It was revealed that rural female teachers and urban male teachers did not differ significantly with respect to their level of burnout.

- No significant difference was found between rural male teachers and rural female teachers with respect to burnout.
It was revealed that urban male teachers had higher level of burnout as compared to urban female teachers.

**Personal Stress x Gender**

A significant interaction effect of personal stress and gender was found on burnout among secondary school teachers. The following conclusions were drawn further using t-test:

- Male teachers with high personal stress and male teachers with low personal stress did not differ significantly with respect to burnout.
- It was inferred that female teachers with low personal stress had higher level of burnout as compared to female teachers with high personal stress.
- No significant difference was found between male teachers with high personal stress and female teachers with low personal stress.
- Female teachers with high personal stress had low level of burnout than male teachers with low personal stress.
- It was found that male teachers with high personal stress had higher level of burnout as compared to female teachers with high personal stress.
- No significant difference was found between male teachers with low personal stress and female teachers with low personal stress with respect to burnout.

**C. Triple Interaction effect of Personal Stress, Locality and Gender on Burnout among Secondary School Teachers**

There was found a significant interaction effect of personal stress, locality and gender on burnout among secondary school teachers. The following conclusions were drawn further using t-test:

- No significant difference was found between rural male teachers with high personal stress and rural female teachers with high personal stress in relation to burnout.
- It was found that urban male teachers with low personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.
- Rural male teachers with high personal stress had higher level of burnout than urban female teachers with high personal stress.
- It was inferred that rural female teachers with high personal stress had higher level of burnout as compared to urban female teachers with high personal stress.
- No significant difference was found between urban male teachers with high personal stress and rural female teachers with low personal stress in relation to their level of burnout.
- It was reported that urban female teachers with high personal stress possessed low level of burnout than urban female teachers with low personal stress.
- Rural male teachers with high personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.
- No significant difference was reported between rural female teachers with high personal stress and urban male teachers with high personal stress in relation to burnout.
- It was indicated that rural male teachers with low personal stress and urban male teachers with low personal stress did not differ significantly with respect to their burnout level.
- No significant difference was found between rural male teachers with high personal stress and rural male teachers with low personal stress in relation to their level of burnout.
- It was concluded that rural female teachers with high personal stress experienced less burnout as compared to rural female teachers with low personal stress.
- Urban female teachers with high personal stress had less burnout in comparison with urban male teachers with low personal stress.
- No significant difference was reported between rural female teachers with high personal stress and urban female teachers with low personal stress in relation to burnout.
- It was observed that the level of burnout among urban male teachers with high personal stress was higher as compared to urban female teachers with high personal stress.
Rural male teachers with high personal stress and rural female teachers with low personal stress did not differ significantly in relation to burnout.

It was concluded that urban male teachers with high personal stress and urban male teachers with low personal stress did not differ significantly with respect to burnout.

No significant difference was found between rural female teachers with high personal stress and rural male teachers with low personal stress in relation to their level of burnout.

Urban male teachers with high personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.

It was indicated that the urban female teachers with high personal stress experienced less burnout as compared to rural male teachers with low personal stress.

No significant difference was found between rural male teachers with high personal stress and urban male teachers with low personal stress with respect to burnout.

No significant difference was observed between urban male teachers with high personal stress and rural male teachers with low personal stress in relation to their burnout level.

A significant difference was found between urban female teachers with high personal stress and rural female teachers with low personal stress. It was observed that the level of burnout among urban female teachers with high personal stress was lower than rural female teachers with low personal stress.

Rural male teachers with low personal stress and rural female teachers with low personal stress did not differ significantly with respect to their level of burnout.

No significant difference was found between rural female teachers with high personal stress and urban male teachers with low personal stress in relation to burnout.

It was revealed that rural male teachers with low personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.
It was concluded that rural female teachers with low personal stress had higher level of burnout than urban male teachers with low personal stress.

It was inferred that rural female teachers with low personal stress had higher level of burnout as compared to urban female teachers with low personal stress.

Rural male teachers with high personal stress and urban male teachers with high personal stress did not differ significantly in relation to their burnout level.

IV. FINDINGS RELATED TO EFFECT OF ORGANIZATIONAL COMMITMENT, LOCALITY AND GENDER ON PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Organizational Commitment, Locality and Gender on Psychological Well-being among Secondary School Teachers

Organizational commitment had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was concluded that teachers with high organizational commitment had low level of psychological well-being as compared to teachers with low organizational commitment.

No significant effect of locality was found on psychological well-being among secondary school teachers. It was concluded from the mean scores that teachers belonging to rural areas had slightly low level of psychological well-being than their counterparts.

A significant effect of gender was found on psychological well-being among teachers. In the context of mean scores it was reported that male teacher had high level of psychological well-being than their female counterparts.

B. Double Interaction effect of Organizational Commitment, Locality and Gender on Psychological Well-being among Secondary School Teachers

Organizational Commitment x Locality

No significant interaction effect of organizational commitment and locality was found on psychological well-being among secondary school teachers.


**Locality x Gender**

Locality and gender had no significant interaction effect on psychological well-being among secondary school teachers.

**Organizational Commitment x Gender**

It was found that organizational commitment and gender had a significant effect on psychological well-being among secondary school teachers. The results of t-test further revealed that:

- Male teachers with high organizational commitment and female teachers with low organizational commitment did not differ significantly in relation to psychological well-being.
- It was found that female teachers with high organizational commitment had low level of psychological well-being as compared to female teachers with low organizational commitment.
- No significant difference was reported between male teachers with high organizational commitment and female teachers with low organizational commitment in relation to psychological well-being.
- It was revealed that female teachers with high organizational commitment had higher level of psychological well-being as compared to male teachers with low organizational commitment.
- From the comparison of mean scores, it was found that male teachers with high organizational commitment had low level of psychological well-being than female teachers with high organizational commitment.
- *Male* teachers with low organizational commitment and female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

**C. Triple Interaction effect of Organizational Commitment, Locality and Gender on Psychological Well-being among Secondary School Teachers**

A significant interaction effect of organizational commitment, locality and gender was found on psychological well-being among teachers. Further on applying t-test, it was found that:
It was found that rural male teachers with high organizational commitment and rural female teachers with high organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was found between urban male teachers with low organizational commitment and urban female teachers with low organizational commitment in relation to psychological well-being.

It was concluded that rural male teachers with high organizational commitment had higher level of psychological well-being than urban female teachers with high organizational commitment.

Rural male teachers with high organizational commitment and urban female teachers with high organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was reported between urban male teachers with high organizational commitment and rural female teachers with low organizational commitment in relation to psychological well-being.

It was inferred that the psychological well-being of urban female teachers with high organizational commitment was lower than urban female teachers with low organizational commitment.

It was concluded that rural male teachers with high organizational commitment and urban female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

From the comparison of mean scores, it was revealed that rural female teachers with high organizational commitment had low level of psychological well-being than urban male teachers with high organizational commitment.

No significant difference was found between rural male teachers with low organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

Rural male teachers with high organizational commitment and rural male teachers with low organizational commitment did not differ significantly with respect to psychological well-being.
It was revealed that rural female teachers with high organizational commitment and rural female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was observed between urban female teachers with high organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

From the comparison of mean scores, it was showed that rural female teachers with high organizational commitment possessed low level of psychological well-being as compared to urban female teachers with low organizational commitment.

It was found that the psychological well-being of urban male teachers with high organizational commitment was higher than urban female teachers with high organizational commitment.

Rural male teachers with high organizational commitment and rural female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was found between urban male teachers with high organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

Rural female teachers with high organizational commitment possessed low level of psychological well-being as compared to rural male teachers with low organizational commitment.

It was revealed that urban male teachers with high organizational commitment and urban female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

It was indicated that the level of psychological well-being among urban female teachers with high organizational commitment was lower than rural male teachers with low organizational commitment.
Rural male teachers with high organizational commitment and urban male teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was found between urban male teachers with high organizational commitment and rural male teachers with low organizational commitment in relation to psychological well-being.

A significant difference was observed between urban female teachers with high organizational commitment and rural female teachers with low organizational commitment. It was concluded that urban female teachers with high organizational commitment had low level of psychological well-being as compared to rural female teachers with low organizational commitment.

No significant difference was found between rural male teachers with low organizational commitment and rural female teachers with low organizational commitment in relation to psychological well-being.

It was revealed that rural male teachers with low organizational commitment and urban male teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

Rural male teachers with low organizational commitment and urban female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was observed between rural female teachers with low organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

Rural female teachers with low organizational commitment and urban female teachers with low organizational commitment did not differ significantly with each other in relation to psychological well-being.

No significant difference was found between rural male teachers with high organizational commitment and urban male teachers with high organizational commitment with respect to psychological well-being.
V. FINDINGS RELATED TO EFFECT OF OCCUPATIONAL SELF-EFFICACY, LOCALITY AND GENDER ON PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Occupational Self-efficacy, Locality and Gender on Psychological Well-being among Secondary School Teachers

- Occupational self-efficacy had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers with high occupational self-efficacy experienced high level of psychological well-being as compared to teachers with low occupational self-efficacy.

- A significant effect of locality was found on psychological well-being among secondary school teachers. It was concluded from the mean scores that teachers belonging to rural areas possessed low level of psychological well-being than teachers belonging to urban areas.

- Gender had no significant effect on psychological well-being among secondary school teachers. In terms of mean scores, it was found that the psychological well-being of female teacher was slightly higher than male teacher.

B. Double Interaction Effect of Occupational Self-efficacy, Locality and Gender on Psychological Well-being among Secondary School Teachers

Occupational Self-efficacy x Locality

No significant interaction effect of occupational self-efficacy and locality was found on psychological well-being among secondary school teachers.

Locality x Gender

There was found a significant interaction effect of locality and gender on psychological well-being among secondary school teachers. The results of further investigation showed that:

- It was found that rural male teachers possessed low level of psychological well-being as compared to urban male teachers.

- No significant difference was found between rural female teachers and urban female teachers with respect to psychological well-being.
Rural male teachers and urban female teachers did not differ significantly with respect to psychological well-being.

It was inferred that the psychological well-being of rural female teachers was lower than urban male teachers.

Rural male teachers and rural female teachers did not differ significantly with respect to psychological well-being.

From the comparison of mean scores, it was inferred that urban male teachers had higher level of psychological well-being as compared to urban female teachers.

**Occupational Self-efficacy x Gender**

There found a significant interaction effect of occupational self-efficacy and gender on psychological well-being among teachers. The following conclusions were drawn further using t-test:

- It was concluded that male teachers with high occupational self-efficacy had high psychological well-being than male teachers with low occupational self-efficacy.
- No significant difference was reported between female teachers with high occupational self-efficacy and female teachers with low occupational self-efficacy in relation to psychological well-being.
- It was revealed that the psychological well-being of male teachers with high occupational self-efficacy was higher than female teachers with low occupational self-efficacy.
- Female teachers with high occupational self-efficacy and male teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.
- It was concluded that male teachers with high occupational self-efficacy had higher level of psychological well-being as compared to female teachers with high occupational self-efficacy.
- Male teachers with low occupational self-efficacy possessed higher level of psychological well-being than female teachers with low occupational self-efficacy.
C. Triple Interaction effect of Occupational Self-efficacy, Locality and Gender on Psychological Well-being among Secondary School Teachers

There was found a significant interaction effect of occupational self-efficacy, locality and gender on psychological well-being among teachers. Further on applying t-test, it was found that:

- No significant difference was found between rural male teachers with high occupational self-efficacy and rural female teachers with high occupational self-efficacy in relation to psychological well-being.
- Urban male teachers with low occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.
- It was found that rural male teachers with high occupational self-efficacy and urban female teachers with high occupational self-efficacy did not differ significantly with each other in relation to psychological well-being.
- Rural female teachers with high occupational self-efficacy and urban female teachers with high occupational self-efficacy did not differ significantly with respect to psychological well-being.
- From the comparison of mean scores, it was observed that urban male teachers with high occupational self-efficacy had higher level of psychological well-being as compared to rural female teachers with low occupational self-efficacy.
- No significant difference was revealed between urban female teachers with high occupational self-efficacy and urban female teachers with low occupational self-efficacy in relation to psychological well-being.
- Rural male teachers with high occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.
- A significant difference was found between rural female teachers with high occupational self-efficacy and urban male teachers with high occupational self-efficacy. It was inferred that rural female teachers with high occupational self-efficacy possessed lower level of psychological well-being than urban male teachers with high occupational self-efficacy.
Rural male teachers with low occupational self-efficacy and urban male teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

A significant difference was found in the psychological well-being of rural male teachers with high occupational self-efficacy and rural male teachers with low occupational self-efficacy indicating that rural male teachers with high occupational self-efficacy had higher level of psychological well-being than rural male teachers with low occupational self-efficacy.

No significant difference was found in psychological well-being of rural male teachers with low occupational self-efficacy and rural female teachers with low occupational self-efficacy.

Urban male teachers with low occupational self-efficacy did not differ significantly from urban female teachers with high occupational self-efficacy in relation to psychological well-being.

It was indicated that rural female teachers with high occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with each other in relation to psychological well-being.

It was concluded that urban male teachers with high occupational self-efficacy had significantly higher level of psychological well-being than urban female teachers with high occupational self-efficacy.

No significant difference was reported between rural male teachers with high occupational self-efficacy and rural female teachers with low occupational self-efficacy with respect to psychological well-being.

Urban male teachers with high occupational self-efficacy possessed higher level of psychological well-being than urban male teachers with low occupational self-efficacy.

It was found that rural female teachers with high occupational self-efficacy had significantly higher level of psychological well-being as compared to rural male teachers with low occupational self-efficacy.

From the comparison of mean scores, it was indicated that the level of psychological well-being among urban male teachers with high occupational self-efficacy was significantly higher than urban female teachers with low occupational self-efficacy.
No significant difference was found in the psychological well-being between urban female teachers with high occupational self-efficacy and rural male teachers with low occupational self-efficacy.

Rural male teachers with high occupational self-efficacy and urban male teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

It was concluded that urban male teachers with high occupational self-efficacy possessed significantly higher level of psychological well-being as compared to rural male teachers with low occupational self-efficacy.

Urban female teachers with high occupational self-efficacy did not differ significantly from rural female teachers with low occupational self-efficacy in relation to psychological well-being.

It was found that rural male teachers with low occupational self-efficacy and rural female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

No significant difference was found in the psychological well-being among rural male teachers with low occupational self-efficacy and urban male teachers with low occupational self-efficacy in relation to psychological well-being.

From the comparison of mean scores, it was concluded that rural male teachers with low occupational self-efficacy had significantly lower level of psychological well-being than urban female teachers with low occupational self-efficacy.

Rural female teachers with low occupational self-efficacy did not differ significantly from urban male teachers with low occupational self-efficacy in relation to psychological well-being.

It was found that rural female teachers with low occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

It was inferred that the psychological well-being of rural male teachers with high occupational self-efficacy was significantly lower than urban male teachers with high occupational self-efficacy.
VI. FINDINGS RELATED TO EFFECT OF PERSONAL STRESS, LOCALITY AND GENDER ON PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Personal Stress, Locality and Gender on Psychological Well-being among Secondary School Teachers

- Personal stress had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers having high personal stress had low level of psychological well-being than teachers having low personal stress.

- It was concluded that locality had no significant effect on psychological well-being among secondary school teachers. In the context of mean scores, it can be concluded that teachers belonging to rural areas had low level of psychological well-being than teachers belonging to urban areas.

- It was found that gender had no significant effect on psychological well-being among secondary school teachers. It can be inferred from the mean scores that the psychological well-being of male teachers was higher than female teachers.

B. Double Interaction effects of Personal Stress, Locality and Gender on Psychological Well-being among Secondary School Teachers

Personal Stress x Locality

Personal stress and locality had a significant interaction effect on psychological well-being among secondary school teachers. The results of t-test further revealed that:

- It was found that the level of psychological well-being among rural teachers having low personal stress was significantly higher than rural teachers having low personal stress.

- Urban teachers having high personal stress and urban teachers having low personal stress did not differ significantly with respect to their psychological well-being.

- From the comparison of mean scores, it was concluded that urban teachers having low personal stress had significantly higher level of psychological well-being as compared to rural teachers having high personal stress.
It was concluded that rural teachers with low personal stress had significantly higher level of psychological well-being as compared to urban teachers with high personal stress.

No significant difference was found between rural teachers having high personal stress and urban teachers with high personal stress in relation to their psychological well-being.

Rural teachers having low personal stress did not differ significantly from urban teachers having low personal stress with respect to their psychological well-being.

**Locality x Gender**

There was found no interaction effect of locality and gender on psychological well-being among secondary school teachers.

**Personal Stress x Gender**

No significant interaction effect of personal stress and gender was found on psychological well-being among teachers leading to the inference that personal stress and gender did not interact significantly with each other.

**C. Triple Interaction effect of Personal Stress, Locality and Gender on Psychological Well-being among Secondary School Teachers**

A significant interaction effect of personal stress, locality and gender was reported on psychological well-being among secondary school teachers. The results for further investigation showed that:

- Rural male teachers with high personal stress did not differ significantly from rural female teachers with high personal stress with respect to psychological well-being.
- No significant difference was found in the psychological well-being among urban male teachers with low personal stress and urban female teachers with low personal stress.
- Rural male teachers with high personal stress and urban female teachers with high personal stress did not differ significantly with each other in relation to psychological well-being.
From the comparison of mean scores, it was observed that urban female teachers with high personal stress had significantly higher level of psychological well being than rural female teachers with high personal stress.

It was concluded that urban male teachers with high personal stress possessed significantly lower level of psychological well-being as compared to rural female teachers with low personal stress.

It was found that urban female teachers with high personal stress and urban female teachers with low personal stress did not differ significantly with respect to their psychological well-being.

No significant difference was revealed in the psychological well-being between rural male teachers with high personal stress and urban female teachers with low personal stress.

Rural female teachers with high personal stress did not differ significantly from urban male teachers with high personal stress in relation to psychological well-being.

It was indicated that rural male teachers with low personal stress and urban male teachers with low personal stress did not differ significantly with respect to their psychological well-being.

There found a significant difference in the psychological well-being among rural male teachers with high personal stress and rural male teachers with low personal stress and further revealed that rural male teachers with low personal stress possessed higher level of psychological well-being in comparison with rural male teachers with high personal stress.

The mean scores showed that the psychological well-being of rural female teachers with low personal stress was significantly higher than rural female teachers with high personal stress.

No significant difference was found between urban female teachers with high personal stress and urban male teachers with low personal stress in relation to psychological well-being.

Rural female teachers with high personal stress did not differ significantly from urban female teachers with low personal stress with respect to psychological well-being.
It was found that urban male teachers with high personal stress and urban female teachers with high personal stress did not differ significantly with respect to psychological well-being.

From the comparison of mean scores, it was inferred that rural female teachers with low personal stress had significantly higher level of psychological well-being as compared to rural male teachers with high personal stress.

No significant difference was observed in the psychological well-being among urban male teachers with high personal stress and urban male teachers with low personal stress.

A significant difference was found in the psychological well-being of rural female teachers with high personal stress and rural male teachers with low personal stress indicating that the psychological well-being of rural male teachers with low personal stress was higher than rural female teachers with high personal stress.

Urban male teachers with high personal stress did not differ significantly from urban female teachers with low personal stress in relation to psychological well-being.

It was found that urban female teachers with high personal stress and rural male teachers with low personal stress did not differ significantly with respect to their psychological well-being.

No significant difference was reported in the psychological well-being of rural male teachers with high personal stress and urban male teachers with low personal stress.

The mean scores indicated that the psychological well-being of rural male teachers with low personal stress was significantly higher than urban male teachers with high personal stress.

It was found that urban female teachers with high personal stress did not differ significantly from rural female teachers with low personal stress with respect to psychological well-being.
Rural male teachers with low personal stress and rural female teachers with low personal stress did not differ significantly with each other in relation to psychological well-being.

Urban male teachers with low personal stress had higher level of psychological well-being as compared to rural female teachers with high personal stress.

No significant difference was reported between rural male teachers with low personal stress and urban female teachers with low personal stress in relation to psychological well-being.

It was found that rural female teachers with low personal stress did not differ significantly from urban male teachers with low personal stress with respect to psychological well-being.

Rural female teachers with low personal stress and urban female teachers with low personal stress did not differ significantly with respect to their psychological well-being.

No significant difference was found in the psychological well-being of rural male teachers with high personal stress and urban male teachers with high personal stress.

**VII FINDING RELATED TO PREDICTION OF BURNOUT AMONG SECONDARY SCHOOL TEACHERS ON THE BASIS OF THEIR ORGANIZATIONAL COMMITMENT, OCCUPATIONAL SELF-EFFICACY AND PERSONAL STRESS**

It was found that all the variables organizational commitment, occupational self-efficacy and personal stress were significantly contributing towards prediction of burnout among teachers. It was also concluded that the variable personal stress was the strongest predictor of burnout in comparison to organizational commitment and occupational self-efficacy.

**VIII FINDING RELATED TO PREDICTION OF PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS ON THE BASIS OF THEIR ORGANIZATIONAL COMMITMENT, OCCUPATIONAL SELF-EFFICACY AND PERSONAL STRESS**

It was found that all the variables organizational commitment, personal stress and occupational self-efficacy were the significant predictors of psychological well-
being among teachers. It was also found that organizational commitment (OC) was the strongest predictor of psychological well-being in comparison to occupational self-efficacy and personal stress.

5.2 CONCLUSION

Writing conclusion is an essential part of a good research because it helps to compile the study in a single thread for understanding the results easily. The present research was conducted to investigate the main and interaction effects of organizational commitment, occupational self-efficacy, personal stress, locality and gender on burnout and psychological well-being among secondary school teachers. At the very onset, the main effects of organizational commitment, locality and gender on burnout among teachers were examined. It was found that organizational commitment and locality had a significant effect; but gender had no significant effect on burnout among secondary school teachers. The double interaction effects of organizational commitment & locality; organizational commitment & gender; on burnout among teachers were found to be significant whereas the double interaction effect of locality & gender was not found significant. Furthermore, the triple interaction effect of organizational commitment, locality and gender was not found to be significant on burnout among secondary school teachers.

On exploring the main effects of occupational self-efficacy, locality and gender on burnout among teachers it was found that occupational self-efficacy and gender had a significant effect on burnout among teachers whereas gender had no significant effect on burnout among teachers. In the context of double interaction effects, it was revealed that there was no significant interaction effect of locality & gender on burnout among secondary school teachers. However, it was inferred that occupational self-efficacy & locality; occupational self-efficacy & gender; had a significant effect on burnout among teachers. The triple interaction effect of occupational self-efficacy, locality and gender on burnout among teachers was not found to be significant.

In the third section main effects of personal stress, locality and gender on burnout among secondary school teachers were studied. The findings of the study revealed that
personal stress and gender had a significant effect whereas locality had no significant effect on burnout among teachers. The double interaction effects of personal stress & gender; locality and gender; on burnout among teachers were found to be significant leading to the inference that these variables interact significantly with each other in relation to burnout among teachers. On exploring the double interaction effect of personal stress & locality on burnout among teachers, it was found insignificant. The study also concluded that there was found a significant triple interaction effect of all the variables namely personal stress, locality and gender on burnout among secondary school teachers.

Further exploration revealed that the main effects of organizational commitment and gender were found to be significant but locality had no significant effect on psychological well-being among teachers. Double interaction effects of organizational commitment & locality; locality and gender; were found insignificant on psychological well-being among teachers. It was also revealed that the double interaction effect of organizational commitment and gender had a significant effect on psychological well-being among secondary school teachers. The triple interaction effect of organizational commitment, locality and gender was found to be significant on psychological well-being among secondary school teachers.

The main and interaction effects of occupational self-efficacy, locality and gender on burnout among teachers were examined in the fifth section. The findings revealed significant main effects of occupational self-efficacy and locality on psychological well-being among teachers. It was further indicated that gender had no significant effect on psychological well-being among teachers. The double interaction effect of occupational self-efficacy & locality was not found to be significant on psychological well-being among teachers. However, the double interaction effect of locality & gender; occupational self-efficacy and gender; were found to be significant. Similarly, the triple interaction effect of occupational self-efficacy, locality and gender on psychological well-being among teachers was found to be significant.

The sixth section focused on the effects of personal stress, locality and gender on the psychological well-being among secondary school teachers. The findings revealed
significant main effect of personal stress on psychological well-being among teachers whereas locality and gender had no significant effect on psychological well-being among secondary school teachers. The double interaction effect of personal stress and locality was found to be significant. Further, the double interaction effect of locality and gender; personal stress and gender; were not found to be significant. Triple interaction effect of personal stress, locality and gender on psychological well-being among teachers was also reported to be significant.

Lastly, in the prediction phase, all the predictor variables i.e. organizational commitment, occupational self-efficacy and personal stress were significantly contributing towards the criterion variables i.e. burnout and psychological well-being of secondary school teachers. In case of burnout, the variable, personal stress was found to be the strongest predictor than organizational commitment and occupational self-efficacy. But in the context of psychological well-being, the variable, organizational commitment was found to be the strongest predictor in comparison to occupational self-efficacy and personal stress.

5.3 **EDUCATIONAL IMPLICATIONS**

Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing practices of education. The present study is important for educational thinkers, psychologists, principals, administrators, policy-makers and others who are concerned with the sphere of education. In the present study, a significant effect of organizational commitment was found on burnout among secondary school teachers. On the basis of mean scores, it was concluded that teachers with high organizational commitment had high level of burnout as compared to teachers with low organizational commitment. The reason is that teachers with high organizational commitment are more involved in their work to create a heightened sense of pride and ownership from working in that organization. Therefore, it is essential for the organizations to improve commitment because of its relationship to productivity. Since teachers are a valuable resource to educational institutes, management must invest significant resources in the assessment of their working environment, both mental and physical, to maximize the quality of service
delivery. It was found that locality has a significant effect on burnout among secondary school teachers. In terms of mean scores it was found that teachers from rural areas experience high level of burnout than teachers form urban areas. To prevent the teachers from burnout it is suggested that many programmes and workshops should be organised in various teacher training institutes to reduce this burnout syndrome among teacher. The findings of the present study suggested that the employers and administrators of private schools in rural areas should supervise in such a way to keep the level of burnout in teacher at a minimum, so that maximum productivity and effectiveness can be obtained from the teachers. It was revealed that gender had no significant effect on burnout among secondary school teachers. It was concluded from the mean scores that male teachers had high level of burnout as compared to female teachers. The fact is that stress is the basic reason for the burnout among teachers. The factors responsible for burnout among male teachers are: role of community, culture, reaction to irresponsibility from the part of students, lack of administrative support, teachers with chronic diseases, with disturbed personal life, complex teaching strategies, inability to cope with stress, lack of professional competence etc. To solve this problem counseling services must be provided to male teachers to decrease the level of burnout. Orientation courses for the new teachers and refresher courses for the more experienced teachers should be recommended as essential for the promotion of teacher’s effectiveness.

It was found that occupational self-efficacy had a significant effect on burnout among secondary school teachers. In the context of mean scores, it was observed that teachers having higher occupational self-efficacy had high level of burnout than teachers having low occupational self-efficacy. It may be due to the fact that, teachers with strong self-efficacy beliefs seem to be stronger enough to face factors that lead to burnout and they are ready to implement new educational practices. This problem may be resolved by giving them courage and reward for their knowledge, efficiency and skills. Educational journals and books should be provided for the teachers which may widen their knowledge about burnout and increase their self-efficacy to cope with burnout. A significant effect of personal stress was found on burnout among secondary school teachers. From the comparison of mean scores it was revealed that teachers having high
personal stress possessed low level of burnout as compared to teachers having low personal stress. The reason behind this may be that a teacher does not involve his/her personal conflicts, events etc. in professional life as there is a difference between personal stress and occupational stress. For this purpose management should spend a considerable amount of time in order to deal with issues related to stress management.

It was revealed that organizational commitment had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was concluded that teachers with high organizational commitment had low level of psychological well-being as compared to teachers with low organizational commitment. There should be the provision of intervention programs that will increase teachers’ well-being levels, and also focus should be there on the effectiveness of these intervention programs. It was concluded that locality had no significant effect on psychological well-being among secondary school teachers. In the context of mean scores, it can be concluded that teachers belonging to rural areas had lower level of psychological well-being than teachers belonging to urban areas. In order to increase the level of psychological well-being of teachers belonging to rural areas, education administrative authorities should strengthen living support measures & provide legal protection to school teachers and also improve the preparation of teachers and administrative staff in schools in rural areas to reduce their working pressure. It was found that gender had no significant effect on psychological well-being among secondary school teachers. It can be inferred from the mean scores that the psychological well-being of male teachers was higher than female teachers. The school authorities should organize special welfare programs for female teachers' well-being. Management should provide the opportunity for suitable working space, facilities to achieve one's status. Administrators and policy makers, who frame policies, take decisions and create conditions in which female teachers can try to maximise their psychological well-being. Better adjustment with environment and positive relationships among teachers helps them to increase their well-being.
Lastly, it was found that occupational self-efficacy had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers with high occupational self-efficacy experienced higher level of psychological well-being as compared to teachers with low occupational self-efficacy. To increase the psychological well-being of teachers having low occupational self-efficacy proper environment, proper interest, facilities and proper motivation should be provided for them. Therefore, the educational planners and administrators should be more conscious about self-efficacy of teachers. Personal stress had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers having high personal stress had lower level of psychological well-being than teachers having low personal stress. Thus, an important implication derived from these results is the need to design and implement initiatives and programs to promote teachers’ psychological well-being. The promotion of psychological well-being strategies for teachers may offer protection against personal stress.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Every research lays down the foundation for a new study. So, no research is complete in itself. Due to limited time and resources, the researcher delimited the research and unable to deal with all the aspects of the problem taken under consideration. The present study was delimited in terms of area of study, type of school i.e. CBSE affiliated private schools only and grade level at secondary level only. Therefore, a few suggestions for further researches based on the experiences of the present study are given below:

- The present study was conducted on a sample of 400 Teachers. The study could be extended to a larger sample.
- The present study was carried out in only two districts namely Rohtak and Hisar of Haryana state. Further, the study could be extended to other districts of Haryana state.
- The present study was confined private schools only. The similar study can be conducted on Govt. schools. Further, comparison can be made between Govt. and Private school.
The present study was delimited to secondary school teachers only. Further, it can be extended to school teachers of other levels i.e. primary, college and university level.

The present study was conducted on a sample of teachers teaching in CBSE affiliated schools only. It may be replicated on sample of teachers teaching in the schools affiliated to other boards like HBSE, UP Board, MP Board and other state boards.

Demographic variables viz. locality, gender have been taken up in the present study. The other demographic variables such as academic stream, type of school, socio-economic status etc. can also be taken up.

The suggestions which have been mentioned above are not exhaustive but illustrative. There are vast areas in this field which have not been explored so far and any attempt in this direction may both be rewarding and instructive. If the present study is able to provide thinking in this direction, the efforts of the researcher would be amply rewarded.