CHAPTER 5

RESEARCH FINDINGS AND SUGGESTIONS

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5.1 Introduction:

Every chapter has its own importance in research. A research report includes every aspect right from the statement of the problem to the findings of the study. This is required to be narrated in the form of brief summary. It is only through this interpretation that the researcher can expose relations and processes that underlie her findings. The present study is the hypotheses testing study, if hypotheses are tested and upheld several times, the researcher may arrive at generalizations. All these analytical information and consequential inference(s) may well be communicated, preferably through the research report, to the consumers of research results who may be either an individual or a group of individuals or some public/private organization.

Interpretation refers to the task of drawing inferences from the collected facts after an analytical and/or experimental study. The task of interpretation has two major aspects viz., (1) the effort to establish continuity in research through linking the results of a given study with those of another and (2) the establishment of some explanatory concepts. Thus interpretation is the device through which the factors that seem to explain what has been observed by researcher in the course of the study can be better understood and it also provides a theoretical conception which can serve as a guide for further research.

Secondly, the interpretation presented leads to the establishment of explanatory concepts that can serve as a guideline for future research studies; to open new avenues for intellectual adventure and to stimulate the quest for more knowledge.

The main focus of the present study was to investigate social support, hardy personality and role conflict among married women college teachers. Several other objectives were also set in the present study. The impact of independent variables like type of family, shift of occupation, spousal support, hardy personality, age, number of family members, numbers of children, family monthly income, social relations responsibility and physical exercise were examined on role conflict and quality of life among married women college teachers. Chiefly, to assess the impact of type of family and shift of occupation $2 \times 2$ factorial design was planned. To study the impact of social support (spousal support-
and its components) and hardy personality on role conflict and quality of life design with the use of one way ANOVA was planned. (In both these, three levels viz., low, medium and high were decided for independent variables.) Cut off points were decided on the basis of Q1 and Q3 values. Moreover, to examine the impact of age, number of family members, number of children, family monthly income, social relations responsibility and physical exercise on role conflict and quality of life design using either one way ANOVA or t-test was used. Additionally, Tukey test was used as post ANOVA to compare significant mean differences.

It was also planned to study the inter relationships among variables like social support (spousal support- total and its components), hardy personality, role conflict and quality of life using Karl Pearson Product Moment Correlation method. In the next stage the moderating impact of age and type of family on the relationships of social support (spousal support- total and its components), hardy personality, role conflict and quality of life among married women college teachers were also examined. To find out cut off points of age Q1 and Q3 were used. For this purpose sub-group analysis method using Pearson correlation method was used.

For the present study, the data were collected only from the affiliated colleges of Saurashtra University, Rajkot. A random method for data collection was adopted from the different streams (Arts, Commerce, Engineering, Pharmacy and Medical) colleges situated in and around Rajkot city. The sample for the present study consisted of 360 married women college teachers out of which, 180 married women college teachers were having joint family system and other 180 married women college teachers were having nuclear family system. In each of 180 married women college teachers, 90 married women college teachers were selected from morning shift and other 90 married women college teachers were selected from noon shift. Married women having servant at home were only selected. Only college level teachers residing with the family were included. For data collection personal sheet, Receipt of Spousal Support Scale by Dorio (2009), Dispositional Resilience Scale by Bartone (2007), Work-Family Conflict Scale by Netemeyer, Boles, and McMurrian (1996) and Quality of Life Scale by Burckhardt and
Anderson (2003) were used. The selected tools were used by eminent researchers yet detailed information relating to reliability and validity were acquired before using them. Respondents’ responses were scored as per the instructions and through appropriate statistical techniques. 40 null hypotheses were examined. Foresaid research’s findings are furnished herewith.

5.2 Research findings:

Obtained findings of the present research are mentioned below:

1. Type of family had significant impact on role conflict experienced by married women college teachers, teachers having joint family experienced high level of role conflict.
2. Shift of occupation did not have any significant impact on role conflict experienced by married women college teachers.
3. The interactive effect of type of family and shift of occupation on role conflict experienced by married women college teachers found to be non significant.
4. Social support (spousal support) had significant impact on role conflict experienced by married women college teachers, where women having highest spousal support experienced lowest role conflict.
5. Emotional spousal support had significant impact on role conflict experienced by married women college teachers, where women having highest emotional spousal support experienced lowest role conflict.
6. Instrumental spousal support had significant impact on role conflict experienced by married women college teachers, women having low instrumental spousal support from the spouse were experiencing highest amount of role conflict.
7. Informational spousal support had significant impact on role conflict experienced by married women college teachers, women having low informational spousal support from the spouse were experiencing highest amount of role conflict.
8. Appraisal spousal support had significant impact on role conflict experienced by married women college teachers, teachers having low and moderate level of appraisal support experienced more role conflict than having high appraisal support.
9. Hardy personality had significant impact on role conflict experienced by married women college teachers, women having high hardiness experienced lower role conflict.
10. Age had significant impact on role conflict experienced by married women college teachers, women belonging to the age group 29 to 36 years experienced highest amount of role conflict than their counter part.
11. Number of family members did not have any significant impact on role conflict experienced by married women college teachers.
12. Number of children had significant impact on role conflict experienced by married women college teachers, women having children experienced more role conflict comparing to women not having child.
13. Family monthly income did not have any significant impact on role conflict experienced by married women college teachers.
14. Social relations responsibility did not have any significant impact on role conflict experienced by married women college teachers.
15. Physical exercise had significant impact on role conflict experienced by married women college teachers, women who are exercising experienced lower role conflict comparing to women who are not exercising.
16. Type of family did not have any significant impact on quality of life of married women college teachers.
17. Shift of occupation did not have any significant impact on quality of life of married women college teachers.
18. The interactive effect of type of family and shift of occupation on quality of life of married women college teachers found to be non significant.
19. Social support (spousal support) had significant impact on quality of life of married women college teachers, women receiving highest spousal support reported to have highest level of quality of life.
20. Emotional spousal support had significant impact on quality of life of married women college teachers, women receiving highest emotional spousal support reported to have highest level of quality of life.
21. Instrumental spousal support had significant impact on quality of life of married women college teachers, women receiving highest instrumental spousal support reported to have highest level of quality of life.

22. Informational spousal support had significant impact on quality of life of married women college teachers, women receiving highest informational spousal support reported to have highest level of quality of life.

23. Appraisal spousal support had significant impact on quality of life of married women college teachers, women receiving highest appraisal spousal support reported to have highest level of quality of life.

24. Hardy personality had significant impact on quality of life of married women college teachers, highest hardy women reported highest level of quality of life.

25. Age had significant impact on quality of life of married women college teachers, youngest women reported highest level of quality of life.

26. Number of family members did not have any significant impact on quality of life of married women college teachers.

27. Number of children had significant impact on quality of life of married women college teachers, women not having child having better quality of life comparing to women having children.

28. Family monthly income did not have any significant impact on quality of life of married women college teachers.

29. Social relations responsibility had significant impact on quality of life of married women college teachers, highest quality of life was seen among women who shared social relations responsibility along with their husband.

30. Physical exercise had significant impact on quality of life of married women college teachers, women who are exercising having better quality of life comparing to women who are not exercising.

31. Significant negative correlation was found between social support (spousal support) and role conflict among married women college teachers.
32. All the four components of spousal support (emotional, instrumental, informational and appraisal) were found to be significantly and negatively correlated with role conflict among married women college teachers.
33. Significant correlation was found between social support (spousal support) and quality of life among married women college teachers.
34. All the four components of spousal support (emotional, instrumental, informational and appraisal) were found to be significantly with quality of life among married women college teachers.
35. Significant correlation was found between hardy personality and social support (spousal support) among married women college teachers.
36. All the four components of spousal support (emotional, instrumental, informational and appraisal) were found to be significantly with hardy personality among married women college teachers.
37. Significant negative correlation was found between hardy personality and role conflict among married women college teachers.
38. Significant correlation was found between hardy personality and quality of life among married women college teachers.
39. Significant negative correlation was found between role conflict and quality of life among married women college teachers.
40. Type of family did not significantly moderate the relationship between social support (spousal support) and role conflict among married women college teachers.
41. Type of family had significantly moderating impact on the relationship between appraisal spousal support and role conflict among married women college teachers, however this impact was not observed in the case of other three components (emotional, instrumental and informational) relationship with role conflict.
42. Type of family did not significantly moderate the relationship between social support (spousal support) and quality of life among married women college teachers.
43. Type of family had significantly moderating impact on the relationship between appraisal spousal support and quality of life among married women college teachers, however this impact was not observed in the case of other three components (emotional, instrumental and informational) relationship with quality of life.

44. Type of family significantly moderate the relationship between hardy personality and social support (spousal support) among married women college teachers.

45. Type of family had significantly moderating impact on the relationship between instrumental spousal support and quality of life among married women college teachers, however this impact was not observed in the case of other three components (emotional, informational and informational) relationship with quality of life.

46. Type of family did not significantly moderate the relationship between hardy personality and role conflict among married women college teachers.

47. Type of family did not significantly moderate the relationship between hardy personality and quality of life among married women college teachers.

48. Type of family did not significantly moderate the relationship between role conflict and quality of life among married women college teachers.

49. Age did not significantly moderate the relationship between social support (spousal support) and role conflict among married women college teachers.

50. Age did not have any moderating impact on the relationship of all the four components (emotional, instrumental, informational and appraisal) of spousal support with role conflict among married women college teachers.

51. Age did not significantly moderate the relationship between social support (spousal support) and quality of life among married women college teachers.

52. Age did not have any moderating impact on the relationship of all the four components (emotional, instrumental, informational and appraisal) of spousal support with quality of life among married women college teachers.
53. Age significantly moderate the relationship between hardy personality and social support (spousal support) among married women college teachers.

54. Age had significantly moderating impact on the relationship between instrumental as well as appraisal spousal support and hardy personality among married women college teachers, however this impact was not observed in the case of other three components (emotional and informational) relationship with hardy personality.

55. Age did not significantly moderate the relationship between hardy personality and role conflict among married women college teachers.

56. Age significantly moderates the relationship between hardy personality and quality of life among married women college teachers.

57. Age did not significantly moderate the relationship between role conflict and quality of life among married women college teachers.

5.3 Limitations of the present study:

It is rightly remarked that in research the researcher not only describes her successes but also indicates her failures. The drawbacks, loop holes, failures and limitations should be pointed out by the researcher. The research should pay attention towards the reasons working behind the limitations. Goode and Hatt (1952) agree with the statement.

In the present study in spite of careful attention certain limitations were found. The limitations are furnished below:

1. Sample was selected from in and around Rajkot city. Naturally broad generalizations of the findings should not be made.
2. In the present study only married working women were selected as respondents. Thus, the findings cannot convey on men and/or single women.
3. Only college level teachers were included. Thus, researcher cannot suggest any findings for another fields or organizations.
4. The booklet was given to those married women college teachers who know Gujarati language.
5. Respondents were bound to reply within the provided alternatives.

5.4 Implications of the present study:

The main objective of the present investigation was to study social support, hardy personality and role conflict among married women college teachers. Several other objectives were also decided upon. Research was encircled in two phases. In the first phase of research it was designed to measure the impact of independent variables like type of family, shift of occupation, spousal support, hardy personality, age, number of family members, numbers of children, family monthly income, social relations responsibility and physical exercise on role conflict and quality of life among married women college teachers.

Present research obtained findings show that type of family, spousal support, hardy personality, age and number of family members has significant impact on role conflict. Moreover, spousal support, hardy personality, age, number of children and social relations responsibility have significant impact on quality of life of married women college teachers.

Women who choose to combine family and career generally find their multiple roles satisfying and fulfilling. Considerable conflicts in meeting the demands of their professional and parental roles, however, also occur (Gilbert, Holahan and Manning, 1981; Hall, 1972; Holahan and Gilbert, 1979 and Johnson and Johnson, 1977). In addition to the time conflicts experienced by all professionals who are parents, professional women must cope with societal values and with their own internalized beliefs about what is required of the “component professional” and “good mother” – values which are sometimes incompatible. To cope with role conflict it can be suggested that these women should use some cognitive and behaviour coping strategies.

Elman and Gilbert (1984) explored that increased role behaviour and cognitive restructuring were the most highly endorsed coping strategies. As expected, personal and situational resources (i.e., self-esteem, career engagement, spouse and social support) were associated with lower role conflict and greater coping effectiveness. The results are
explained in terms of the realities of the work world for women and the continued societal emphasis on the greater importance of parenting for mothers than for fathers.

An individual can alter external, structurally imposed expectations held by others, regarding the appropriate behaviour of a person in his or her position (Hall, 1972). The most effective alteration is change in the workplace. If the job is a "family-friendly" environment, the needs of a parent may be met easier. One of the biggest stress-relievers for working parents is paid time off including family sick days. A parent may feel trapped if he or she needs to stay home with their child but knows that missing a day of work will, in return, dock them a day of pay. If they have a few days of paid leave they will be able to take care of their child and not have to worry about losing money for doing so. Another workplace support of work-family conflict is child-care. Some jobs have a day care facility on site or nearby, assisting parents in knowing their children are well taken care of while they are working (Leifting, 2012). The latter example distributes role expectations to others in order to alleviate role conflict.

Another approach involves changing one's attitude toward and perceptions of one's role expectations, as opposed to changing the expectations themselves. An example is setting priorities among and within roles, being sure that certain demands are always met (for example, the needs of sick children), while others have lower priority (such as dusting furniture) (Hall, 1972).

In the second phase of research it was planned to study the interrelationship among variables like social support (spousal support- total and its components), hardy personality, role conflict and quality of life. Obtained findings of the present study described that social support (spousal support- total and its components), hardy personality, role conflict and quality of life have significant correlated each other.

Furthermore, it was also planned to find out moderating impact of type of family and age on the relationships of social support (spousal support- total and its components), hardy personality, role conflict and quality of life among married women college teachers. Results shows that type of family does significant effect on relations between spousal
support component-4 appraisal support and role conflict, spousal support component-4 appraisal support and quality of life, hardy personality and spousal support and hardy personality and spousal support component-2 instrumental support. As well as, age does moderating effect on relations between hardy personality and spousal support, hardy personality and spousal support component-2 instrumental support, hardy personality and spousal support component-4 appraisal support and hardy personality and quality of life.

“Research is not research until it is useful to society.” As results shows hardy personality and spousal support does effect on work family conflict and quality of life, in keeping with these results to decrease the level of work family conflict among married working women, marital counselling programs should be planned at work organization when information to increase spousal support disseminated through various practically approached ways. As well as by hardiness knowledge and awareness program women can improve her hardiness and can decrease work family conflict.

In other ways to less work family conflict among married working women it could be suggests that time management is very important thing, by learning to carry out and manage the roles in require time working married women can experience less stress.

Government and private organizations can help to reduce stress among married working women by giving facility of children care centre, flexible job timing, supportive organizational environment, required salary.

By using these techniques married working women can experience less work family conflict, which is lead to better quality of life.

5.5 Suggestions for future study:

Goode and Hatt (1952) believe that suggestions for future research should not be treated as mere formality. Suggestions made by the researcher spread her span of research. Through suggestions the investigator indicates of his/her limitations faced during study so that future investigators may overcome these limitations.
The present investigation has certain limitations. The forthcoming researchers should try to avoid these limitations.

1. Reliable and valid information can be obtained through selecting a large sample from population for findings.
2. Job satisfaction, coping strategies, work environment, self-efficacy can be also studied on married women college teachers.
3. The present study included only married women college teachers, in the future study researcher can do comparative study among men and women on the same present research topics or they can modify also.
4. Only college level teachers were included, future researcher can study in another organizations or fields or people; like, doctors, bankers, students.
5. Moderating variables like, work environment, salary, personality can be also measured.
6. With the new research topics researcher can study with the different design.
7. Reviewing the findings of the present study further research can be undertaken.