Chapter - Five

Conclusions and Further Research Suggestions
The results of the present study have laid to the following conclusions:

- Teachers as compared to clerks perceived more stress for 'responsibility for persons' factors of occupational stress.

- Semi-professionals perceived more occupational stress as compared to teachers and clerks for 'responsibility for persons', factor of occupational stress.

- Semi-professionals perceived more stress as compared to teachers and clerks for 'powerlessness' factor of occupational stress.

- Teachers as compared to clerks and semi-professionals perceived more stress because of 'poor peer relations' factor of occupational stress.

- Semi-professionals perceived less occupational stress for intrinsic impoverishment as compared to teachers and clerks.

- Semi-professionals perceived more stress as compared to teachers and clerks for 'low status' factor of occupational stress.

- Teachers as compared to clerks and semi-professionals perceived less stress for 'strneous working conditions' factor of occupational stress.

- Semi-professionals as compared to clerks and teachers perceived more stress for 'unprofitability' factor of occupational stress.
Teachers as compared to clerks and semi-professionals gave more importance to ‘universalism’ factor of personal values.

Teachers in comparison of clerks and semi-professionals gave more importance to ‘hedonism’ factor of personal values.

Teachers in comparison of clerks were found less desirous for ‘power’ factor of personal values.

Clerks and semi-professionals as compared to teachers gave more importance to ‘achievement’ factor of personal values.

Teachers as compared to clerks and semi-professionals attached more importance to ‘conformity’ factor of personal values.

Clerks as compared to teachers and semi-professionals attached more importance to extrinsic work-related values.

Clerks as compared to teachers and semi-professionals gave more importance to mixed work related values.

Male teachers perceived more stress than the female teachers for ‘role ambiguity’ factor of occupational stress.

Male teachers perceived more stress than the female teachers for ‘poor peer relations’ factor of occupational stress.

Male teachers as compared to female teachers perceived more stress due to overall occupational stress.
• Male clerks perceived more stress than the female clerks for ‘unprofitability’ factor of occupational stress.

• Male semi-professionals perceived more stress than the female semi-professionals for ‘responsibility for persons’ factor of occupational stress.

• Older clerks perceived more stress than the younger clerks for ‘responsibility for persons’ factor of occupational stress.

• Younger semi-professionals as compared to older semi-professionals perceived more stress for ‘underparticipation’, ‘strenuous working conditions’ as well as overall stress scale.

• The high job tenures semi-professionals perceived more stress than the low job tenure of semi-professionals for ‘role overload’ and overall occupational stress.

• Female clerks as compared to male clerks gave more importance to ‘achievement’ factor of personal values.

• Younger clerks as compared to older clerks gave more importance to ‘benevolence’ value in particular and overall personal values in general.

• Low job tenure teachers as compared to high job tenure teachers gave more importance to ‘power’ factor of personal values.

• High job tenure clerks as compared to low job tenure clerks gave more importance to ‘benevolence’, factor of personal value.
Female teachers as compared to male teachers gave more importance to 'extrinsic' work-related values.

Male teachers as compared to female teachers gave more importance to 'mixed' work-related values.

Younger clerks as compared to older clerks gave more importance to 'social' work-related values.

High job tenure clerks as compared to low job tenure clerks gave more importance to 'social' as well as overall work-related values.

Further Research Suggestions

It has been suggested that there are two points at which it is possible to provide interventions to manage occupational stress. The first type of intervention may focus on the stressors and aims to modify the organizational environment. This may involve changes in the educational organization (for example, teaching methods or jobs may need to be redesigned to reduce stressors). The second aim is to change the teacher's/clerk's/semi-professional's cognitions (for example, through stress management training courses).

Considering the available occupational stress literature, stress researchers should identify different aspects of the job which they expect to be particularly stressful and what could be done to improve them.
The impact of personal (individual) values/work-related values on the subjective well-being of the teachers, clerks or semi-professionals should be investigated in further studies.

As is identified the personal values and work-related values in various occupational groups, we still need to study the relationship between individual values and work-related values in various types of professional and paraprofessional groups.

Further research should identify the desirable individual values of the personnel in maintaining the healthy organization.