CHAPTER-V

FINDINGS, CONCLUSIONS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This chapter is, therefore, devoted to focusing the findings, conclusion, discussion of results of the study and for indicating their implications and suggestions for further studies or research. These are presented below in the same sequence.

- Main findings
- Conclusion
- Discussion of the Result
- Educational Implications
- Suggestions for further Researches
5.1 MAIN FINDINGS

On the basis of the analyses and interpretations in the previous chapter the following findings have been drawn out.

5.1.1 CO-RELATION BETWEEN ADJUSTMENT AND JOB STRESS:

Negatively significant co-relation was found between adjustment and job stress of secondary school teachers. In case of female and male secondary school teachers, the co-relation is very significant. As job stress of secondary school teachers increases their adjustment decreases.

5.1.2 CO-RELATION BETWEEN ADJUSTMENT AND JOB INVOLVEMENT:

Positively significant co-relation was found between adjustment and job involvement of secondary school teachers. The co-relation between female and male secondary school teachers is also significant. As job involvement of secondary school teachers increases their adjustment also increases.

5.1.3 CO-RELATION BETWEEN ADJUSTMENT AND JOB SATISFACTION:

Positively significant co-relation was found between adjustment and job satisfaction of secondary school teachers. In case of female and male secondary school teachers also the co-relation is very significant. As job satisfaction of secondary school teachers increases their adjustment also increases.

5.1.4 COMPARISON OF ADJUSTMENT ON THE BASIS OF JOB STRESS, JOB INVOLVEMENT AND JOB SATISFACTION

(a) High job stress group of secondary school teachers were found to have significantly less adjustment with their job in comparison to low job stress group of secondary school teachers.

(b) High job involvement group of secondary school teachers were found to have significantly better adjustment with their job in comparison to low job involvement group of secondary school teachers.
High job satisfaction group of secondary school teachers were found to have significantly better adjustment with their job in comparison to low job satisfaction group of secondary school teachers.

5.1.5 COMPARISON OF ADJUSTMENT IN RELATION TO DEMOGRAPHIC VARIABLES

(a) No significant difference was found in adjustment between Govt./Govt. aided and private secondary school teachers.

(b) P.G./B.Ed. secondary school teachers were found to possess significantly better adjustment than Graduate/B.Ed. secondary school teachers.

(c) Above 40 years secondary school teachers were found to possess significantly better adjustment than below 40 years secondary school teachers.

(d) Secondary school teachers having teaching experience more than six years were found to possess significantly higher adjustment than secondary school teachers having teaching experience up to six years.

(e) No significant difference was found in adjustment of Arts and Science subjects secondary school teachers.

5.1.6 COMPARISON OF JOB-STRESS IN RELATION TO DEMOGRAPHIC VARIABLES:

(a) Govt./Govt. aided secondary school teachers were found to have significantly less job stress in comparison to private teachers.

(b) No significant difference was found between teachers having P.G./B.Ed. and Graduate/B.Ed. qualification.

(c) Secondary school teachers having age above 40 years were found to have significantly less job stress in comparison to below 40 years secondary school teachers.

(d) Secondary school teachers having teaching experience up to six years were found to have significantly more job stress than above six years experienced secondary school teachers.
(e) No significant difference was found in job stress of Arts and Science secondary school teachers.

5.1.7 COMPARISON OF JOB-INVOLVEMENT IN RELATION TO DEMOGRAPHIC VARIABLES

(a) Secondary school teachers of Govt./Govt. aided schools were found to have significantly less job involvement than secondary school teachers of private schools.

(b) P.G./B.Ed. Secondary school teachers were found to have significantly higher job involvement than Graduate./B.Ed. secondary school teachers.

(c) Below 40 years secondary school teachers were found to have significantly better job involvement in comparison to secondary school teachers who were above 40 years.

(d) Up to 6 years experienced secondary school teachers were found to have significantly more job involvement than above 6 years experienced secondary school teachers.

(e) Science teachers of secondary schools were found to show significantly more job–involvement in comparison to arts subject secondary school teachers.

5.1.8 COMPARISON OF JOB-SATISFACTION IN RELATION TO DEMOGRAPHIC VARIABLES

(a) Govt./Govt. aided secondary school teachers were found to have significantly better satisfaction with their job than private secondary school teachers.

(b) P.G./B.Ed. secondary school teachers were found to have significantly better satisfaction with their job than Graduate/B.Ed. secondary school teachers.

(c) Above 40 years secondary school teachers were found to have significantly better satisfaction with their job than secondary school teachers belonged to below 40 years of age.

(d) Above six years experienced secondary school teachers were found to have significantly better satisfaction with their job than only six years experienced secondary school teachers.

(e) No significant difference was found in job-satisfaction of art and science subjects secondary school teachers.
5.2  CONCLUSION

On the basis of analysis and interpretation of data, the following conclusions can be drawn.

5.2.1  Adjustment and Job Stress

From the results, it may be concluded that adjustment and job stress of secondary school teachers have negative correlation that is as the job stress increases adjustment decreases and vice-versa. Also, in case of male and female secondary school teachers’ adjustment and job stress have negative correlation that is as job stress of male or female secondary school teachers increases adjustment decreases and vice-versa.

5.2.2  Adjustment and Job Involvement

From the results, it may be concluded that adjustment and job involvement of secondary school teachers have positive correlation that with the increase in job-involvement, the adjustment of secondary school teachers increases and vice-versa. In case of male secondary school teachers, it may be concluded that higher score in job-involvement of male secondary school teachers demonstrate more adjustment and vice-versa. Same is in case of females i.e., with the increase in job involvement of female secondary school teachers, the adjustment will also increases and vice-versa.

5.2.3  Adjustment and Job Satisfaction

It may be concluded from the results that adjustment and job satisfaction of secondary school teachers have positive correlation that is with increase in job satisfaction, the adjustment of secondary schools male or female teachers will also be increased and vice-versa. Adjustment and job satisfaction have positive correlation that is as job satisfaction of secondary school teachers increases, the adjustment also increase and vice-versa.

5.2.4  Adjustment and Independent Variables (Job Stress, Job Involvement and Job Satisfaction)

a)  From the results, it may be concluded that there exists significant difference in adjustment of secondary school teachers with high and low level of job stress. It means that higher the job stress, lesser the adjustment.
b) From the results, it may be concluded that there exists significant difference in adjustment of secondary school teachers with high and low level of job involvement. It means that high job involvement group of secondary school teachers have significantly better adjustment with their job in comparison to low job involvement group.

c) From the results, it may be concluded that there exists significant difference in adjustment of secondary school teachers with high and low level of job satisfaction. It means that high job satisfaction group of secondary school teachers have significantly better adjustment with their job in comparison to low job satisfaction group.

5.2.5 Comparison of Adjustment with respect to Demographic Variables

a) Secondary school teachers teaching in government/government-aided secondary school teachers were found to possess significantly better adjustment than private secondary school teachers.

b) Secondary school teachers having PG/B.Ed. qualifications were found to possess higher or better adjustment than secondary school teachers having qualifications of graduation/B.Ed..

c) Above 40 years secondary school teachers were found to have significant better adjustment than below 40 years of age secondary school teachers.

d) Adjustment of secondary school teachers having six years and above six years experience were to have almost same.

c) Adjustment of arts and science subject-teachers was found to be almost same.

5.2.6 Job Stress and Demographic Variables

a) Government/Government-aided secondary school teachers were found to have less job stress than private teachers.

b) No significant effect of higher qualification on job-stress was found.

c) Above 40 years secondary school teachers were found to have less job stress in comparison to below 40 years secondary school teachers.

d) Upto six years experienced secondary school teachers were found to have higher job stress than above 6 years experienced secondary school teachers.

e) No significant difference in job stress of science and arts subjects was found.
5.2.7 Job-Involvement and Demographic Variables

a) Secondary school teachers of Government / Government-Aided schools were found to have less job involvement than private secondary school teachers.

b) It was found that P.G./B.Ed. educated teachers have more job-involvement in comparison to Graduate/B.Ed. educated secondary school teachers.

c) Secondary school teachers who were below 40 years of age were found to have more job-involvement than secondary school teachers who were above 40 years of age.

d) Six years’ experienced secondary school teachers were found to get more job involved than above 6 years experienced secondary school teachers.

e) Science teachers were found to show more job-involvement at secondary school level in comparison to arts subject teachers.

5.2.8 Job Satisfaction and Demographic Variables

a) Government / Government-aided secondary school teachers were found to have better job satisfaction than private secondary school teachers.

b) P.G./B.Ed. secondary school teachers were found to have better job satisfaction than Graduate/B.Ed. secondary school teachers.

c) Above 40 years secondary school teachers were found to have better satisfaction with their job than secondary school teachers belonged to below 40 years of age.

d) Above six years experienced secondary school teachers were found to have significantly better satisfaction with their job than only 6 years experienced secondary school students.

e) No significant difference was found in job satisfaction between Arts and Science subjects secondary school teachers.

5.3 DISCUSSION OF RESULTS

The present study was conducted with respect to adjustment, job stress, job-involvement and job satisfaction of secondary school teachers. Secondary school teachers experience all the above mentioned variables but they varies with respect to aforesaid demographic variables. The findings of the present study are in consonance
or contrast with the findings of following studies in the area and hence are supported by empirical evidences also. The findings of the present investigation that P.G./B.Ed. educated teachers have more job-satisfaction than graduate/B.Ed. ones is in consonance with the findings of Negi (1974) who concluded that M.Sc. teachers have more job-satisfaction than B.Sc. ones.

On the basis of result of present study, it was concluded that there exist a positive co-relation between age and job-satisfaction, which is in consonance with the study of Gupta’s and Nisha (1978) who concluded highest consolation between age and job-satisfaction of teachers.

The present study indicates that both female and male teachers have positive correlation between adjustment and job satisfaction. But this finding is not in consonance with the finding of Porwal (1980) who worked on job-satisfaction of Sec. School teachers with respect to demographic variables and found that their sex produced difference in the level of job-satisfaction this may be due to the schools situation i.e. whether they situated in rural areas or in urban areas.

The present study reveals that Govt./Govt.-aided secondary school teachers have significantly better satisfaction with their job than private secondary school teachers. The possible reason for this may be that the govt./govt. aided teachers have less chance of to get out off their job than private ones. But this finding is similar with the findings of Kulsum (1985) who found that corporation and government school teachers are more satisfied in comparison to private school teachers. The present study also shows significant difference in job-satisfaction among teachers below 40 years and above 40 years of age i.e. above 40 years age secondary school teachers have significantly better satisfaction with their job than below 40 years secondary school teachers. But this finding is not in consonance with the finding of Subhdhi (2002) who found that young teachers were more satisfied with their jobs than the old ones.

The present study reveals that their exist a significant difference in adjustment between below 40 years and above 40 years age of secondary teachers. It was found that 40 years secondary school teachers have significantly better adjustment than below 40 years secondary school teachers, which is not in consonance with the
findings of Shakuntala and Sabapathy (1999) who concluded that young teachers make better adjustment than older teachers. This may because of starting enthusiasm for one’s job in young teachers.

The present study reveals that their exist no significant difference in adjustment between six years experienced and above six years experienced secondary school teachers which is in consonance with the study of Malhotra (2001), who found that teaching experience is effective but its effect was not significant.

The present study also shows significant difference in adjustment between Govt./Govt. aided and private secondary school teachers i.e. Govt./Govt. aided secondary school teachers have significant better adjustment than private school teachers, which is not in consonance with Singh (2002) who found no significant difference between adjustment of Govt./Govt. aided and private secondary school teachers. This may be due to the development of concern area of the study.

The present study shows that their exist no significant difference between six years experienced and above six years experienced secondary school teachers which is not in consonance with the study of Kumar (2008) who concluded that their exist a significant difference between teachers having high teaching experience and low teaching experienced.

The present study reveals that below 40 years secondary school teachers have better job-involvement than above 40 years school teachers. The possible reason for this significant difference may be due to decreasing intensity with their profession which is in consonance with the result of Deo, J.M. and Singh A.K. (2004) also found the same result.

The present study reveals that Govt./Govt. aided secondary school teachers have less job-stress in comparison to private teachers which is in consonance with the study of Bharathi and Reddy (2002) who also concluded that Govt./Govt. aided school teachers experienced less job stress than private school teachers. This may be due to higher job stress in the area of time demand, job security in case of private school teachers.

The present study reveals that above 40 years secondary school teachers have less job stress in composition to below 40 years secondary school teachers which is
not in consonance with the study of Sabu and Jaugiah (2005) who found that in long run the tendency of features gets prove to older. The result of their study reveals that there exist no difference in adjustment, job-stress and job-satisfaction of Arts and Science teachers of secondary schools. But there exist difference in job-involvement of Arts and Science teachers of secondary schools. These may be due to practical subjects in case of science stream. It was found that there exist no significant difference between Arts and Science secondary school teachers in case of adjustment, job-stress and job-satisfaction.

5.4 EDUCATIONAL IMPLICATIONS

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. The present study was concerned with the comparison of job stress, job involvement and job satisfaction of secondary school teachers regarding their adjustment.

Job stress, job involvement and job satisfaction play a vital role in adjustment of teachers in schools. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming herself or himself into a powerful person. The present study is related to study of adjustment, job satisfaction, job involvement and job stress of secondary school teachers.

Though the present study was restricted to only five hundred teachers teaching at secondary level in secondary schools of two blocks of Rohtak district i.e. Rohtak and Kalanaur of Haryana, its findings have important educational implications for all teachers of the state as well as in other states.

The present study has its impact on educational implications especially for teachers. It shows that adjustment of the teachers is depended on their job satisfaction, job involvement and job stress. There is a significant relationship between them. In other words, degree of job satisfaction, job involvement and job stress have too much influence on the adjustment of teachers whether the teacher is male or female teachers. Therefore, they are dependent of each other. A teacher who is well adjusted have good job satisfaction, job involvements. Similarly a person have high job stress
may not be well adjusted.

It indicates that the teacher's adjustment may be depended on other variables. Degree of job satisfaction and job stress affect the teacher adjustment. Similarly, adjustment of teacher affects the job involvement of teacher. A well adjusted teacher has good job involvement.

In the present study, it was found that all the four variables i.e. adjustment, job satisfaction, job involvement and job stress have a significant relationship. Again, there is a significant difference between adjustment and job satisfaction of the male and female teachers.

The present study will undoubtedly enrich the existing stock of knowledge in the field of education. The study has great relevance for the teachers.

Thus, the finding may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators and policy makers especially concerned with the infrastructure of schools. The present study has given a clear picture of the current situation to help and identify the factors responsible for job stress, job involvement creating problems in the life of secondary school teachers and then how to cope with them to develop harmonious relationship between performance and adjustment of teachers.

5.5 SUGGESTIONS FOR FURTHER STUDY

1. The same study can be conducted on all the population of the school teachers of Haryana.
2. Study can be conducted on college lecturers.
3. Study can be conducted on teachers of other states.
4. A study can be conducted to compare adjustment of teachers of two different states.
5. A comparative study can be conducted on government and non-government school teachers.
6. Comparative study can be conducted on teachers of different economic classes and castes.
7. The present study has been conducted by using the statistical techniques like ‘t’ test and correlation. Similar study can be conducted by using ANOVA etc.

8. Present study was conducted on the teachers of secondary level only, similar attempt can be made at elementary as well as higher secondary school teachers.