CHAPTER - V

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR EDUCATIONAL IMPLICATIONS AND FURTHER RESEARCH

5.1 SUMMARY

INTRODUCTION

Teachers are very important assets and play very crucial role in every society as they are the backbone of educational system. Health of each individual is the vital issue. Everybody should be healthy as well in a state of health to shoulder his day to day responsibilities. Teachers cannot be an exception to this. Well being of teachers is a matter of concern to all as teachers do special duty of preparing our youth to be good citizens and to face the challenges of tomorrow.

It is also very necessary to “recognise that teachers are human beings who basically seek growth and fulfillment of their needs, values and aspiration. The teacher’s appraisal is based on the two basic components of his work life: The work related attitude i.e. work involvement and intrinsic motivation and work adjustment. These are directly related to the work of the teacher organizational involvement are those attitudes which are more related to organization’s conditions which comprise the organizational climate. Researches have been examining the psychological and physical demands of the work environment may be business concern or educational setting that trigger stress. Research has identified many organizational factors contributing to increased stress levels. Reciprocally, elevated stress levels in all organization are associated
with performance and teaching profession is no exception. Depending upon stress conditions and organizational climate, individuals including teachers are prone to adopt strategies that may be detrimental to their well being in one way or the other.

The research evidence on the variables of psychological well being, coping strategies and school organizational climate is indicative of the fact that such variables, that are of utmost importance, one still far away to be conclusive to identify specific conditions. These can enhance productivity and well being of an individuals. It is more true in case of teaching profession. Hence the present study is an endeavour in this direction. Except for a few sporadic investigations where the efforts have been directed to study these variable in different combinations and constellations, most of them have been studied in piecemeal and thus not giving global picture of the whole phenomenon. Hence, the present study is stated as follows:-

In the light of the above facts, while keeping in view the theoretical rationale, the present study attempts to look into well being among senior secondary school teachers in terms of different types of school climate and use of different coping strategies in the research problem stated as:

A STUDY OF WELL BEING AMONG SENIOR SECONDARY SCHOOL TEACHERS OF PUNJAB IN RELATION TO COPING STRATEGIES AND SCHOOL ORGANIZATIONAL CLIMATE

OBJECTIVES

1. To study the nature of distribution of well being among senior secondary school teachers of Punjab.

2. To study the relationship of well being among senior secondary school teachers of Punjab in relation to school organizational climate.

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3. To study the relationship of well being among senior secondary school teachers of Punjab in relation to coping strategies.

4. To study the interactive effect of coping strategies adopted by senior secondary school teachers and school organizational climate on well being among senior secondary school teachers of Punjab.

5. To study well being among senior secondary school teachers of Punjab in relation to certain demographic variables of:
   (i) Gender
   (ii) Location of school (rural/urban)
   (iii) Teaching Experience
   (iv) Type of stream (arts/science/commerce)

HYPOTHESES

The following hypotheses were formulated in order to fulfill the objectives:

1. The senior secondary school teachers perceiving school organizational climate to be either 'open', autonomous' or 'familiar' will exhibit higher levels of well being in comparisons to their counterparts perceiving school climate to be either 'controlled', 'paternal' or closed.

2. The senior secondary school teachers adopting dominant approach coping strategy will exhibit higher levels of well being in comparison to those adopting dominant avoidance coping strategy.

3. The senior secondary school teachers adopting dominant approach coping strategy and perceiving school
organizational climate to be either 'open', 'autonomous' or familiar' will exhibit higher levels of well being as compared to their counterparts adopting dominant avoidance strategy and perceiving school organizational climate to be either 'controlled', paternal or 'closed'.

4. Mean differences in well being among senior secondary school teachers of Punjab in terms of certain demographic variables were tested with the help of following hypotheses:

(i) The male-senior secondary school teacher will not differ significantly in their well being as compared to their female counter parts.

(ii) There will be no significant difference in well being of teachers working in rural and urban senior-secondary schools.

(iii) The senior secondary school teachers with teaching experience of ten or more years in comparison to those with a teaching experience of less than ten years will not differ significantly in their well being.

(v) The senior secondary school teachers teaching in 'arts', 'science' and 'commerce' streams will not differ significantly amongst each other in their well being.

DELIMITATIONS

1. The present study was delimited to government senior secondary schools of Punjab.
2. The demographic variables were studied independently and not in combination with school climate and coping strategies adopted by senior secondary school teachers.

3. Analytical approach i.e. analysis of variance was used to study well being in relation to school organizational climate and coping strategies, and t-test was used to test significance of mean differences in well being in terms of selected demographic variables.

OPERATIONAL DEFINITION OF TERMS

The key terms used in the study are operationally defined as under:

1. **WellBeing**: Well being is viewed as the 'process and state of quest for maximum human functioning that involves the body, mind and spirit' (Archer et al., 1987) and as the 'conscious and deliberate process by which the people are actively involved in enhancing their overall well being: intellectual, physical, social, emotional, occupational and spiritual' (Hatfield and Hatfield, 1992). Well being, in the present study, been conceptualized in terms of physical, mental, social, emotional and spiritual dimensions of a healthy individual that facilitates harmonization of personal experiences with universal hamanness, measured by Well being Scale (Singh and Gupta, 2001).

2. **Coping**: When individuals experience stress, they adopt various ways of dealing with it as they cannot remain in continual state of tension, and two dominant ways of coping have been used in the present study i.e. Approach Coping (when the person faces the realities of stress consciously and
takes some action to solve the problem himself or with the help of other people. These are active approaches and are termed as 'functional styles' of dealing with stressful situation) and Avoidance coping (when the person may decide to suffer from, accept or deny the experience stress or put the blame on somebody (self or other) or something for being in that stressful situation. These are passive strategies and are termed as 'dysfunctional styles' of coping with stressful situation), as measured by Organizational Role Pics as (Pareek, 1982).

3. **School Organizational Climate** : It refers to school organization and functioning which may be classified into six types of organizational climate, namely open climate, autonomous climate, familiar climate, controlled climate, paternal climate and closed climate, as measured by School Organisational Climate Description Questionnaire (Sharma, 1973).

4. **Senior Secondary School Teachers** connote teachers teaching at +2 state in government secondary schools of Punjab. The word senior secondary school is being used for secondary school since 4-tier school system i.e. primary, middle, secondary and senior secondary was vogue during the conduct of study (Now school system is two tier since session 2005-06 i.e. elementary and secondary).

**METHODOLOGY**

Descriptive research method was employed in the conduct of study as briefly explained here under.

**Universe and Sample**

The senior secondary school teachers of Punjab constituted universe of the study. Stratified random sample was used to select 8
out of 17 (now 18) districts of Punjab from which 149 senior secondary schools (81 rural and 68 urban) and all teachers teaching at +2 stage were selected for the study. A sample of 700 senior secondary school teachers (331 male and 369 female; 363 rural and 337 urban; 455 Arts, 176 Science and 69 Commerce) was obtained in the conduct of study.

**Research Tools**

Following research tools were employed for the collection of the data:

2. Organizational Role Pics by Udai Pareek (1982)
3. School Organizational Climate Description Questionnaire (SOCDQ) by M.L. Sharma (1973)

**ANALYSIS OF DATA**

The scoring of research tools was done following scoring pattern given in the manuals. On the basis of scores obtained on school organizational climate description questionnaire schools were classified into six types of school climate. Further scoring on Role Pics provided rationale to classify each teacher either into dominant avoidance coping strategy. The dimensional scores on well being scale and total well being scores were treated as dependent variable. Analysis of variance and t-test were used to analyse data in order to test hypotheses framed to meet the objectives of the study.

**5.2 CONCLUSIONS**

On the basis of analysis of data and interpretation of results following conclusions may be drawn:

1. The senior secondary school teachers of Punjab have satisfactory level of well being, as observed from mean
scores on physical, mental, social, emotional, spiritual dimensions of well being and total well being.

2. The senior secondary school teachers perceiving school organizational climate as open, autonomous and familiar have significantly higher levels of physical and mental well being as compared to their counterparts perceiving school organizational climate as controlled, paternal and closed.

3. The senior secondary school teachers perceiving school organizational climate as open, autonomous and familiar exhibit higher levels of social well being than those perceiving school organizational climate as paternal and closed.

4. The senior secondary school teachers perceiving school organizational climate as open, autonomous, familiar, controlled, paternal or closed do not differ significantly in their emotional and spiritual well being.

5. The senior secondary school teachers perceiving school organizational climate as open, autonomous and familiar have significantly higher levels of total well being as compared to their counterparts perceiving school organizational climate as controlled, paternal and closed.

6. The senior secondary school teachers adopting dominant approach coping strategy exhibit significantly higher levels of emotional, spiritual and total well being as compared to those adopting dominant avoidance coping strategy.
7. The senior secondary school teachers adopting either dominant approach coping strategy or dominant avoidance coping strategy do not differ significantly in their physical, mental and social well being.

8. School organizational climate and coping strategies do not interact significantly to explain dimensional and total well being among senior secondary school teachers. In other words, the significant and non-significant results obtained on physical, mental, social, emotional and spiritual well being as well as total well being across types of school climate and approach or avoidance coping strategies are independent of each other.

9. There are no significant gender differences in physical, mental, social, emotional, spiritual and total well being among senior secondary school teachers.

10. The urban senior secondary school teachers have significantly higher levels of physical, mental, social, emotional, spiritual and total well being as compared to their rural counterparts.

11. The more experienced senior secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well being as compared to their less experienced counterparts.

12. The senior secondary school teachers have satisfactory level of well being, both dimension wise and total, irrespective of being in arts, science or commerce stream of discipline.
It may be stated once again that senior secondary school teachers of Punjab have overall satisfactory level of well being and the conclusions are to be seen in reference with overall satisfactory level of well being.

5.3 SUGGESTIONS FOR EDUCATIONAL IMPLICATIONS AND FURTHER RESEARCH:

The scope of the present study was delimited in terms of only three psychological variables, namely, well being, school organizational climate and coping strategies, and senior secondary school teachers of Punjab. Keeping in view the delimitations of the study and conclusions, certain suggestions may be laid down for educational implications and further research.

5.3.1 Suggestions for Educational Implications:

The findings of the study are suggestive of the fact that senior secondary school teachers have satisfactory level of well being and open, autonomous and familiar types of school climate as well as approach coping strategies are conducive in enhancing well being among them. Hence some suggestions may be laid down in the light of these findings:

1. The administrators of the schools should consider the findings of this study as guidelines for further improving the level of well-being of teachers as well as school organizational climate. The administrators should diagnose the causes of poor school climate being known as controlled, paternal and closed and make efforts to provide healthy and congenial environment, thereby, enabling the teaching profession to grow to the maximum.
2. The teacher should be guided and motivated towards adaptive coping strategies i.e. approach coping strategies rather than avoidance.

3. Institutions should also adopt coping strategy resources to mediate the stressor effect of organizational climate (role overload) to foster well being of teachers.

4. The teachers working in rural schools should be given more incentives including promotion avenues in rural cadre, increasing salary structure and providing them welfare and health care schemes.

5. The young and less experienced teachers need a protective and guiding umbrella so as to enhance their well being. Since such teachers, treated as juniors, by virtue of young age, should be better treated by heads of schools and should be involved in school's various multidimensional academic activities.

6. All educational settings be contextual for positive socialization, strengthen the abilities of teachers, gear the interventions and encourage teachers to promote effective coping skills to buffer the influence of stress.

7. No doubt, gender differences did not emerge in well being among teachers, still there is felt need to provide more security to female teachers since they are more overloaded due to domestic responsibilities.

5.3.2 Suggestions for Further Research:

1. Well being in relation to school climate and coping strategies may be replicated on a large sample of schools.
2. Replicative studies involving other schools (private, recognized, novodyas vidyalaya be undertaken to extend the results of the present research for broad generalizations.

3. Similar kind of studies can be undertaken on elementary, school and college teachers.

4. Similar investigations may be carried out on professional and technical college teachers.

5. A comparative study of well being of teachers in diverse educational settings across different regions of country may also be undertaken.

6. Well being may be studied in relation to other psychological variables viz. locus of control personality, hardiness occupational role stress, emotional intelligence etc.

7. Multiple factorial designs should be used to analyse the data for the better understanding of well-being of teachers in terms of institutional climate, social and organizational support and pertinent socio-demographic variables.

8. Since well being is a multifaceted construct, new instruments to assess well being may be developed in local cultural millieu.

9. Research studies on well being among school teachers with different tools of coping strategies and school organizational climate may also be conducted to arrive at global and more specific conclusions regarding the relationship of these variables with well being.

10. Correlational studies may be undertaken to explore well being among teachers vis-à-vis other pertinent psychological variables such as teacher stress, burnout, hardiness, social and organizational support to identify
effective teachers and psychological characteristics associated with teacher effectiveness.

11. Institutional climate in educational setting is most important aspect in teaching-learning process that needs to be researched in more exploratory manner at different stages of school education in order to enhance school effectiveness.

12. Qualitative studies may also be conducted through personal interviews and observation, especially at secondary stage to improve the quality of school education, to equip the students with desirable intellectual, social and vocational skills, needed for success in their future life.

13. The on-going in-service teacher education programmes need to be evaluated in terms of their effectiveness in inculcating wellness, professional attitude and values among teacher trainees.

14. The in-service teacher education programmes meant for upgrading communication skills among teachers may be evaluated in a comprehensive manner so as to make them more effective in the school.

15. Experimental studies need to undertaken to assess impact of stress reduction strategies on teachers' well being and effectiveness at different stages of school education.