CHAPTER-5
SUMMARY, CONCLUSION, SUGGESTIONS AND LIMITATION

5.1 SUMMARY
5.2 CONCLUSIONS
5.3 SUGGESTIONS
5.4 LIMITATIONS
5.1 SUMMARY:

The main problem of the present research is as under:


The main objectives of the present research were as under:

1. To study and compare Government and Non-Government schools teachers with regards to their occupational stress.
2. To study and compare below 15 years experience teachers and above 15 years teachers with regards to their occupational stress.
3. To study and compare male and female teachers with regards to their occupational stress.
4. To study interaction effect between type of school and experience of teachers with regards to their occupational stress.
5. To study interaction effect between type of school and gender of teachers with regards to their occupational stress.
6. To study interaction effect between experience and gender of teachers with regards to their occupational stress.
7. To study interaction effect among type of school, experience and gender of teachers with regards to their occupational stress.
8. To study and compare Government and Non-Government schools teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.
9. To study and compare below 15 years experience teachers and above 15 years teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution,
socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

10. To study and compare male and female teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

11. To study interaction effect between type of school and experience of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

12. To study interaction effect between type of school and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

13. To study interaction effect between experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

14. To study interaction effect among type of school, experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

15. To study and compare Government and Non-Government schools teachers with regards to their psychological well being.

16. To study and compare below 15 years experience teachers and above 15 years teachers with regards to their psychological well being.

17. To study and compare male and female teachers with regards to their psychological well being.
18. To study interaction effect between type of school and experience of teachers with regards to their psychological well being.

19. To study interaction effect between type of school and gender of teachers with regards to their psychological well being.

20. To study interaction effect between experience and gender of teachers with regards to their psychological well being.

21. To study interaction effect among type of school, experience and gender of teachers with regards to their psychological well being.

The major hypotheses of the present research were as under:

1. There will be no significant difference between Government and Non-government schools teacher with regards to their occupational stress.

2. There will be no significant difference between below 15 years experience teacher and above experience teacher with regards to their occupational stress.

3. There will be no significant difference between male and female with regards to their occupational stress.

4. There will be no significant interaction effect between type of school and experience of teachers with regards to their occupational stress.

5. There will be no significant interaction effect between type of school and gender of teachers with regards to their occupational stress.

6. There will be no significant interaction effect between experience and gender of teachers with regards to their occupational stress.

7. There will be no significant interaction effect among type of school, experience and gender of teachers with regards to their occupational stress.

8. There will be no significant difference between Government and Non-Government schools teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

9. There will be no significant difference between below 15 years experience teachers and above 15 years teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of
the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

10. There will be no significant difference between male and female teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

11. There will be no significant interaction effect between type of school and experience of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

12. There will be no significant interaction effect between type of school and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

13. There will be no significant interaction effect between experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

14. There will be no significant interaction effect among type of school, experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

15. There will be no significant difference between Government and Non-Government schools teachers with regards to their psychological well being.

16. There will be no significant difference between below 15 years experience teachers and above 15 years teachers with regards to their psychological well being.
17. There will be no significant difference between male and female teachers with regards to their psychological well being.

18. There will be no significant interaction effect between type of school and experience of teachers with regards to their psychological well being.

19. There will be no significant interaction effect between type of school and gender of teachers with regards to their psychological well being.

20. There will be no significant interaction effect between experience and gender of teachers with regards to their psychological well being.

21. There will be no significant interaction effect among type of school, experience and gender of teachers with regards to their psychological well being.

In the present research sample comprised of 120 teachers, Total sample were equally categorized according to their type of school, experience and gender. Total sample were selected randomly from different schools of Bharuch and Anand District.

In present research Type of School, Experience of teacher and gender are considered as Independent variable. And Scores of Occupational Stress, Scores of various areas of teachers adjustment and Scores of Psychological well-being are considered as dependent variables.

In order to study main interaction effect of three independent variable such as type of school, experienced and gender of teacher on scores of three dependent variable like; Occupation Stress, various areas of adjustment and psychological well being, 2 x 2 x 2 factorial design was used.

Following Tools were used for Data Collection for the present research.

- Occupational stress index by A.P. Singh and A. K. Srivastav.
- Mangal Teacher Adjustment Inventory
- Psychological Well Being Index

After establishing the rapport with selected teacher occupational stress index. Adjustment inventory and psychological well being, index were administered in individual setting. After completion of data collection scoring of all collected data was done according to the manual of each tool.
The find out main and interaction effects of all three independent on scores of each dependent variable. Three way Analysis of variance (Three way ANOVA) was done with the help of SPSS.

5.2 CONCLUSIONS:

1. Significant difference is existed between government school's teacher and private school's teacher on occupational stress. Government school teachers have less occupational stress than private school teachers.

2. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on occupational stress. Below 15 years of experience of teachers have less occupational stress than above 15 years of experience of teachers.

3. Significant difference is not existed between male and female teachers on occupational stress.

4. Significant interaction effect is existed between type of school and experience of teacher on occupational stress. Below 15 years experience of government school teachers have less occupational stress than remaining three groups of teacher.

5. Significant interaction effect is not existed between types of school and gender of the teacher on occupational stress.

6. Significant interaction effect is existed between experience and gender of teacher on occupational stress. Below 15 years of experience male teachers have less occupational stress than below remaining three groups of teachers.

7. Significant interaction effect is not existed between type of school, experience and gender of teacher on occupational stress.

8. Significant difference is existed between government school's teacher and private school's teacher on adjustment with academic and general environment of the institution. Private school teachers have better adjustment with academic and general environment of the institution than government school teachers.

9. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on adjustment with academic and general environment of the institution. Above 15 years of
experience of teachers have better adjustment with academic and general environment of the institution than below 15 years of experience of teachers.

10. Significant difference is existed between male and female teachers on adjustment with academic and general environment of the institution. Female teachers have better adjustment with academic and general environment of the institution than male teachers.

11. Significant interaction effect is not existed between type of school and experience of teacher on adjustment with academic and general environment of the institution.

12. Significant interaction effect is not existed between types of school and gender of the teacher on adjustment with academic and general environment of the institution.

13. Significant interaction effect is not existed between experience and gender of teacher on adjustment with academic and general environment of the institution.

14. Significant interaction effect is existed between type of school, experience and gender of teacher on adjustment with academic and general environment of the institution. Government school above 15 years of experience female teachers have better adjustment with academic and general environment of the institution than remaining other groups of teachers.

15. Significant difference is existed between government school's teacher and private school's teacher on Socio-Psycho Physical Adjustment. Government school teachers have better Socio-Psycho Physical Adjustment than private school teachers.

16. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on Socio-Psycho Physical Adjustment. Below 15 years of experience of teachers have better Socio-Psycho Physical Adjustment than above 15 years of experience of teacher.

17. Significant difference is not existed between male and female teachers on Socio-Psycho Physical Adjustment.

18. Significant interaction effect is existed between type of school and experience of teacher on Socio-Psycho Physical Adjustment. Above 15 years experience
of government school teacher have better Socio-Psycho Physical Adjustment than remaining 3 groups of teachers.

19. Significant interaction effect is existed between types of school and gender of the teacher on Socio-Psycho Physical Adjustment. Government school female teachers have better Socio-Psycho Physical Adjustment than remaining 3 groups of teachers.

20. Significant interaction effect is not existed between experience and gender of teacher on Socio-Psycho Physical Adjustment.

21. Significant interaction effect is not existed between type of school, experience and gender of teacher on Socio-Psycho Physical Adjustment.

22. Significant difference is existed between government school's teacher and private school's teacher on Professional Relationship Adjustment. Government school teachers have better Professional Relationship Adjustment than private school teachers.

23. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on Professional Relationship Adjustment. Below 15 years of experience of teachers have better Professional Relationship Adjustment than above 15 years of experience of teachers.

24. Significant difference is not existed between male and female teachers on Professional Relationship Adjustment.

25. Significant interaction effect is existed between type of school and experience of teacher on Professional Relationship Adjustment. Above 15 years experience of government school teacher have better Professional Relationship Adjustment than remaining 3 groups of teachers.

26. Significant interaction effect is existed between types of school and gender of the teacher on Professional Relationship Adjustment. Government school female teachers have better Professional Relationship Adjustment than remaining 3 groups of teachers.

27. Significant interaction effect is existed between experience and gender of teacher on Professional Relationship Adjustment. Below 15 years of experience female teachers have better Professional Relationship Adjustment than remaining 3 groups of teachers.

28. Significant interaction effect is not existed between type of school, experience and gender of teacher on Professional Relationship Adjustment.
29. Significant difference is existed between government school's teacher and private school's teacher on Personal life Adjustment. Private school teachers have better Personal life Adjustment than government school teachers.

30. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on Personal life Adjustment. Below 15 years of experience of teachers have better Personal life Adjustment than above 15 years of experience of teachers.

31. Significant difference is not existed between male and female teachers on Personal life Adjustment.

32. Significant interaction effect is not existed between type of school and experience of teacher on Personal life Adjustment.

33. Significant interaction effect is not existed between types of school and gender of the teacher on Personal life Adjustment.

34. Significant interaction effect is not existed between experience and gender of teacher on Personal life Adjustment.

35. Significant interaction effect is existed between type of school, experience and gender of teacher on Personal life Adjustment. Private school above 15 years of experience male teachers have better Personal life Adjustment than remaining groups of teachers.

36. Significant difference is existed between government school's teacher and private school's teacher on Financial Adjustment and Job Satisfaction. Government school teachers have better Financial Adjustment and Job Satisfaction than private school teachers.

37. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on Financial Adjustment and Job Satisfaction. Above 15 years of experience of teachers have better Financial Adjustment and Job Satisfaction than below 15 years of experience of teachers.

38. Significant difference is not existed between male and female teachers on Financial Adjustment and Job Satisfaction.

39. Significant interaction effect is existed between type of school and experience of teacher on Financial Adjustment and Job Satisfaction. Below 15 years experience of government school teachers have better Financial Adjustment and Job Satisfaction than remaining 3 groups.
40. Significant interaction effect is not existed between types of school and gender of the teacher on Financial Adjustment and Job Satisfaction.

41. Significant interaction effect is existed between experience and gender of teacher on Financial Adjustment and Job Satisfaction. Below 15 years of experience female teachers have better Financial Adjustment and Job Satisfaction than remaining 3 groups.

42. Significant interaction effect is not existed between type of school, experience and gender of teacher on Financial Adjustment and Job Satisfaction.

43. Significant difference is existed between government school's teacher and private school's teacher on Overall Adjustment. Government school teachers have better Overall Adjustment than private school teachers.

44. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on Overall Adjustment. Below 15 years of experience of teachers have better Overall Adjustment than above 15 years of experience of teachers.

45. Significant difference is not existed between male and female teachers on Overall Adjustment.

46. Significant interaction effect is existed between type of school and experience of teacher on Overall Adjustment. Above 15 years experience of government school teachers have better Overall Adjustment than remaining 3 groups.

47. Significant interaction effect is existed between types of school and gender of the teacher on Overall Adjustment. Government school female teachers have better overall adjustment than remaining 3 groups of teacher.

48. Significant interaction effect is existed between experience and gender of teacher on Overall Adjustment. Below 15 years of experience female teachers have better Overall Adjustment than remaining 3 groups.

49. Significant interaction effect is not existed between type of school, experience and gender of teacher on Overall Adjustment.

50. Significant difference is existed between government school's teacher and private school's teacher on Psychological Well-being. Government school teachers have better Psychological Well-being than private school teachers.

51. Significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on Psychological Well-
being. below 15 years of experience of teachers have better Psychological Well-being than above 15 years of experience of teachers.

52. Significant difference is existed between male and female teachers on Psychological Well-being. Male teachers have better Psychological Well-being than Female teachers.

53. Significant interaction effect is existed between type of school and experience of teacher on Psychological Well-being. Above 15 years experience of private school teachers have better Psychological Well-being than remaining 3 groups.

54. Significant interaction effect is existed between types of school and gender of the teacher on Psychological Well-being. Government school female teachers have better Psychological Well-being than remaining 3 groups of teacher.

55. Significant interaction effect is not existed between experience and gender of teacher on Psychological Well-being.

56. Significant interaction effect is existed between type of school, experience and gender of teacher on Psychological Well-being. Government schools above 15 years of experience male teachers have better Psychological Well-being than remaining groups of teachers.

**5.3 SUGGESTIONS:**

Keeping in view of study the following suggestions are proposed

1. Marital Satisfaction, Mental Health and Life Satisfaction of the Government and Private School teachers can be studied.

2. Variables like Job Satisfaction, and facility provided by public and private schools can be studied.

3. Study of Various personality dimensions, of public and private school teachers would through additional light.

4. Effect of organizational climate on various areas of adjustment of teachers can be studied.

5. Mental Health and Job Satisfaction of morning and noon school teachers can be studied.

6. Occupational stress and various areas of adjustment of teachers of Urban and Rural areas school can be studied.
7. Occupational stress and mental health of school teachers or college teachers can be studied.
8. Psychological wellbeing and job satisfaction of teachers of various faculties like arts, commerce, science, computer science etc can be studied.
9. Mental Health and Job satisfaction of teachers of CBSE Board and Gujarat Board can be studied.
10. Other statistical technique can be also applied on the same data.

5.4 LIMITATIONS
1. Sample size of each sub group is small so the findings of this research cannot be generalized on large sample but results of this research also useful for other researchers those who are working in this area.
2. Socio-economic status of the teacher is not studied in this research.
3. Type of faculty and Organizational climate are not controlled in present research.
4. Only secondary and Higher secondary school’s teachers are taken in this research.
5. Only Bharuch are Anand District teachers are taken as sample in this research.
6. Only Gujarat Education Board’s teachers are included in this research.