Chapter - V

CONCLUSION AND SUGGESTIONS

In the last chapter IV, results were described and discussed for the two groups namely, sample group of private school teachers and sample group of government school teachers separately and thereafter, for the entire sample group of teachers in quest of seeing the influence of Type A and Type B behavioural patterns. The conclusions drawn from the findings of the study are being enumerated below in the same fashion as results were described and discussed. It is imperative and mentioned here that a chart depicting the results at a glance have been prepared which provides clear picture of the results, and also conveniently helped in drawing conclusions of the present study that follow.

Sample Group of Private School Teachers

A look at Table-5 showing results at a glance very clearly highlights differential significant influence of behavioural patterns (Type A and Type B) on job-satisfaction and work commitment and on their different dimensions. In case of private school teachers only satisfaction with 'social need' – a dimension of job-satisfaction; and two dimension of work commitment viz., 'effective commitment and normative commitment' were found significant as function of differential influence of Type A and Type B personalities.

It is witnessed from the pattern of results that teachers possessing Type A behavioural patterns are found to have better satisfaction and commitment in
Table 5

Findings At A Glance

<table>
<thead>
<tr>
<th>IVs</th>
<th>DVs</th>
<th>Job Satisfaction</th>
<th>Work Commitment</th>
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<tbody>
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<td>Private School Teachers</td>
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<tr>
<td>Type-A</td>
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<td>Ks. =</td>
<td>Insig.</td>
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<td>Govt. School Teachers</td>
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<td>Teachers as a whole</td>
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these dimensions compared to the teachers possessing the Type B personality pattern. Other dependent variables found insignificant so far as differential influence of behavioural pattern were concerned.

**Sample Group of Government School Teachers:**

It is also evident from the Table-5 showing finding at glance that Type A and Type B behavioural patterns failed to differential influence job-satisfaction and work commitment and their numerous dimensions of government school teachers as obtained results concerning these were found insignificant.

**Sample group of teacher as a whole:**

The teachers in general irrespective of their affiliation to different types of schools could not also be found to be different as the function of the personality patterns viz., Type A personality and Type B personality on either job satisfaction and work commitment and their different dimensions. This clearly indicate that teachers personality patterns has nothing to do with job satisfaction and work commitment.

In the light of the overall findings of present investigation it, seems that satisfaction, work commitment and other work related behaviour of school teachers are not the function of personality patterns especially, Type A and Type B. It has already been pointed out earlier in chapter I and chapter II that no investigation have been conducted on any work related behavioural phenomena as function of personality patterns and whatever studies have been
conducted in this regard are on psycho-physiological diseases as are evident from literature review.

However, the present investigation was an effort to investigate the differential significance of the influence of behavioural patterns viz., Type A and Type B on job satisfaction and work commitment and results obtained. On the basis of the findings of the present investigation, it cannot be concluded and subsequently suggested with firm conviction that there is no use of such investigations, studying behavioural patterns in relation to work related attitude and behaviour like job satisfaction and work commitment but such studies may have some fruitful findings and/or guidelines if such investigations are conducted on larger and varied sample groups.

At length, it can be concluded that behavioural patterns are usually inborn which can be slightly modified during the process of socialization (acculturation) and through exposure to the environment but whatever, the personality types are there, it may be further modified when an individual joins a job and the need of social assimilation at the work place force them to get adjusted with the social situation for self adjustment in the social setup. It is imperative to mention here as the last word that personality of an individual is a highly complex phenomena that may get re-shaped in any form in accordance with the situation in quest of confirming the expectations of work group and the work organizations for their sustainability and experiencing both psycho-physical comfort at work.
REFERENCES


Yousef, D.A. (2002). Job satisfaction as a mediate of the relationship between role stressors and organizational commitment; A study from an Arabic cultural perspective. *Journal of Managerial Psychology*, 17(4), 250-266.