Chapter Four

CONCLUSIONS AND FURTHER RESEARCH

SUGGESTIONS

The findings of the present study can be summarised as:

**CONCLUSIONS**

-- Significant differences existed between the teachers of private schools and govt. schools on all the factors and the overall scores of psychic well-being scale. This finding led to the conclusions that the type of schools certainly affects the psychological well-being of the school teachers.

-- Social supports and work supports factors were found to be significantly associated with the teachers of nuclear family. Whereas the social stressors, work stressors, and personal stressors factors were found to be significantly associated with the teachers of joint family.

-- Teachers of govt. schools in comparison to the teachers of private schools have shown higher level of family adjustment with respect to and irrespective of factors of family adjustment inventory. From these findings it may be inferred that the type of schools were the teachers work certainly influences family adjustment.

-- Teachers of joint family scored significantly higher than the teacher of nuclear family on all the factors of family adjustment inventory and the
overall mean scores. From these findings it appears that family adjustment is found to be of greater extent among teachers of joint family than that of the teachers of nuclear family.

The present study makes it clear that scientific knowledge about psychological well-being and family adjustment of teachers are desirable for schools and family about how to increase happiness and satisfaction among them. To create a better society where happiness and excellence are the prerequisites, a major scientific effort to understand psychological well-being is needed. Nevertheless, in this democratic nation where the human relationships and adjustment are granted respect, people’s family adjustment must be even a priority in assessing the success in Indian society.

Although research into psychological well-being continues to grow rapidly, our understanding of the relationship among stressors, supports and mental health remains limited and strong conclusions about these relationships are not yet possible. Researchers studied the concept of psychological well-being from different perspectives. These different researches involve various conceptual and methodological issues.

On the basis of the findings of the present study one can make a case for including mental health, supports and stressors, as the indicator dimension of well-being. The aspect of organizational type (i.e. private / govt. schools) affect the psychological well being of the teachers.
FURTHER RESEARCH SUGGESTIONS

Studies are needed that consider both personality characteristics and organizational variables as combined predictors of psychological well-being.

Within each occupation, gender-related similarities and differences need to be identified in the factors of psychological well-being. Specifically, the differences between male and female professionals can be examined in terms of good/poor mental health, social work/personal supports and social/work/personal stressors dimensions of psychological well-being.

Future research should identify the moderators and mediators of psychological well-being which is being continuously neglected by Indian researchers. This study highlights the importance of examining various types of supports and stressors as the endogenous variable of psychological well-being.

The determination of the extent of family adjustment phenomenon in our society is also important for understanding whether this is related to the teachers of the private and govt. schools. A problem of nearly all previous research on adjustment has been confounded with the social, health, family, economic and educational areas of adjustment.
There is a need for exploring the relationship between work related values/individuals values and family adjustment among teachers of private and govt. schools and in teachers of colleges and universities.

There is a need to determine the personality traits associated with adjustment in general for the teachers’ healthy and effective living. The personality traits of the teachers can encourage a healthy and happy family life and can build a well-adjusted and harmonious personality.

There is a need to concern to develop the instruments or tools to be utilized for effective evaluation of successful adjustment.

Currently, the family has changed in its functions and adjustments to the changed conditions must be made. Hence, we need to determine the relative value of human needs and strengths operating in the nuclear and joint-family systems. This could lead to the development of an intervention programme in family life that can function as a basis for family adjustment. An educational intervention programme is essential to the development of teachers’ adjustment to personal and educational problems.