Chapter-V
Conclusions and Suggestions
CONCLUSIONS AND SUGGESTIONS

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The results of the present study have led to the following conclusion

(1) Male teachers as compared to female teachers with low job strain adopted “use of humour” as a coping strategy.

(2) Temporary teachers as compared to permanent teachers perceived high job strain and adopted “positive reframing”, “behavioural disengagement” and “use of humour” coping strategies.

(3) Permanent teachers with low job strain in comparison to their counterparts used “behavioural disengagement” as coping strategy to a larger extent.

(4) “Use of emotional support” was found to be more in female teachers as compared to male teachers with high social family role stress.

(5) Male teachers as compared to female teachers with low social family role stress considered “acceptance” as a dimension of coping strategies.

(6) Male and female, permanent and temporary teachers did not use “alcohol” as a coping strategy either for minimizing job strain or social family role stress.

SUGGESTIONS FOR FUTURE RESEARCH

There are serious problems in generalizing findings from coping with stress in teachers. Future research based on a social representation (i.e. type of schools, colleges, universities teachers etc..) is needed to identify coping strategies and understanding the phenomenon of stress.
Since stress impacts greatly on teachers, there is a need to identify the prevalence rate of stress-related health problems including hypertension, insomnia, CAD, gastrointestinal disorders, etc.

There is a need to identify causal factors of stress in teachers into a number of broad areas: factors intrinsic to teaching, low salary, cognitive factors affecting the individual, vulnerability of teacher, residential facilities and factors operating at the institutional level.

In a large number of studies, teachers are reporting high levels of work-related stress. Much of the literature on stress in teachers has a major limitation i.e., self-report questionnaires that yield superficial or incomplete data. Stress researchers should employ more holistic survey methods. Qualitative methods can be used to conduct studies on teachers.