Chapter-5

CONCLUSION, SUGGESTION AND LIMITATIONS

5.1 CONCLUSIONS
5.2 SUGGESTIONS FOR FURTHER STUDIES
5.3 IMPLICATIONS
5.4 LIMITATIONS OF THE STUDY
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CONCLUSION, SUGGESTION AND LIMITATIONS

5.1 CONCLUSIONS

1. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale A (Role Overload).
2. Male teachers differ significantly as compared to female teachers on occupational stress sub scale A (Role Overload).
3. Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale A (Role Overload).
4. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale A (Role Overload).
5. Significant interaction effect is existed between designation and experience of teachers on occupational stress sub scale A (Role Overload).
6. Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale A (Role Overload).
7. Significant interaction effect is existed among designation, gender and experience of teachers on occupational stress sub scale A (Role Overload).
8. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale B (Role Ambiguity).
9. Male teachers differ significantly as compared to female teachers on occupational stress sub scale B (Role Ambiguity).
10. Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale B (Role Ambiguity).
11. Significant interaction effect is existed between designation and gender of teachers on occupational stress sub scale B (Role Ambiguity).
12. Significant interaction effect is existed between designation and experience of teachers on occupational stress sub scale B (Role Ambiguity).
13. Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale B (Role Ambiguity).

15. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale C (Role Conflict).

16. Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale C (Role Conflict).

17. Up to 5 years teaching experience teachers do not differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale C (Role Conflict).

18. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale C (Role Conflict).

19. Significant interaction effect is existed between designation and experience of teachers on occupational stress sub scale C (Role Conflict).

20. Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale C (Role Conflict).

21. Significant interaction effect is not existed among designation, gender and experience of teachers on occupational stress sub scale C (Role Conflict).

22. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale D (Unreasonable group and political pressure).

23. Male teachers differ significantly as compared to female teachers on occupational stress sub scale D (Unreasonable group and political pressure).

24. Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale D (Unreasonable group and political pressure).

25. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale D (Unreasonable group and political pressure).

26. Significant interaction effect is existed between designation and experience of teachers on occupational stress sub scale D (Unreasonable group and political pressure).
27. Significant interaction effect is existed between gender and experience of teachers on occupational stress sub scale D (Unreasonable group and political pressure).

28. Significant interaction effect is existed among designation, gender and experience of teachers on occupational stress sub scale D (Unreasonable group and political pressure).

29. Higher Secondary school teachers do not differ significantly as compared to college teachers on occupational stress sub scale E (Responsibility for persons).

30. Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale E (Responsibility for persons).

31. Up to 5 years teaching experience teachers do not differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale E (Responsibility for persons).

32. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale E (Responsibility for persons).

33. Significant interaction effect is not existed between designation and experience of teachers on occupational stress sub scale E (Responsibility for persons).

34. Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale E (Responsibility for persons).

35. Significant interaction effect is not existed among designation, gender and experience of teachers on occupational stress sub scale E (Responsibility for persons).

36. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale F (Under participation).

37. Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale F (Under participation).

38. Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale F (Under participation).

39. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale F (Under participation).

40. Significant interaction effect is not existed between designation and experience of teachers on occupational stress sub scale F (Under participation).
41. Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale F (Under participation).
42. Significant interaction effect is existed among designation, gender and experience of teachers on occupational stress sub scale F (Under participation).
43. Higher Secondary school teachers do not differ significantly as compared to college teachers on occupational stress sub scale G (Powerlessness).
44. Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale G (Powerlessness).
45. Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale G (Powerlessness).
46. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale G (Powerlessness).
47. Significant interaction effect is not existed between designation and experience of teachers on occupational stress sub scale G (Powerlessness).
48. Significant interaction effect is existed between gender and experience of teachers on occupational stress sub scale G (Powerlessness).
49. Significant interaction effect is not existed among designation, gender and experience of teachers on occupational stress sub scale G (Powerlessness).
50. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale H (Poor peer relation).
51. Male teachers differ significantly as compared to female teachers on occupational stress sub scale H (Poor peer relation).
52. Up to 5 years teaching experience teachers do not differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale H (Poor peer relation).
53. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale H (Poor peer relation).
54. Significant interaction effect is existed between designation and experience of teachers on occupational stress sub scale H (Poor peer relation).
55. Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale H (Poor peer relation).
56. Significant interaction effect is not existed among designation, gender and experience of teachers on occupational stress sub scale H (Poor peer relation).
57. Higher Secondary school teachers do not differ significantly as compared to college teachers on occupational stress sub scale I (Intrinsic improvement).
58. Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale I (Intrinsic improvement).
59. Up to 5 years teaching experience teachers do not differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale I (Intrinsic improvement).
60. Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale I (Intrinsic improvement).
61. Significant interaction effect is not existed between designation and experience of teachers on occupational stress sub scale I (Intrinsic improvement).
62. Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale I (Intrinsic improvement).
63. Significant interaction effect is not existed among designation, gender and experience of teachers on occupational stress sub scale I (Intrinsic improvement).
64. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale J (Law status).
65. Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale J (Law status).
66. Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale J (Law status).
67. Significant interaction effect is existed between designation and gender of teachers on occupational stress sub scale J (Law status).
68. Significant interaction effect is not existed between designation and experience of teachers on occupational stress sub scale J (Law status).
69. Significant interaction effect is existed between gender and experience of teachers on occupational stress sub scale J (Law status).
70. Significant interaction effect is existed among designation, gender and experience of teachers on occupational stress sub scale J (Law status).
Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale K (Strenuous working condition).

Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale K (Strenuous working condition).

Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale K (Strenuous working condition).

Significant interaction effect is existed between designation and gender of teachers on occupational stress sub scale K (Strenuous working condition).

Significant interaction effect is existed between designation and experience of teachers on occupational stress sub scale K (Strenuous working condition).

Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale K (Strenuous working condition).

Significant interaction effect is not existed among designation, gender and experience of teachers on occupational stress sub scale K (Strenuous working condition).

Higher Secondary school teachers do not differ significantly as compared to college teachers on occupational stress sub scale L (Unprofitability).

Male teachers do not differ significantly as compared to female teachers on occupational stress sub scale L (Unprofitability).

Up to 5 years teaching experience teachers differ significantly as compared to 5 years and above experience teachers on occupational stress sub scale L (Unprofitability).

Significant interaction effect is not existed between designation and gender of teachers on occupational stress sub scale L (Unprofitability).

Significant interaction effect is existed between designation and experience of teachers on occupational stress sub scale L (Unprofitability).

Significant interaction effect is not existed between gender and experience of teachers on occupational stress sub scale L (Unprofitability).

Significant interaction effect is not existed among designation, gender and experience of teachers on occupational stress sub scale L (Unprofitability).

Higher Secondary school teachers differ significantly as compared to college teachers on Mental Health.
86. Male teachers do not differ significantly as compared to female teachers on Mental Health.
87. Up to 5 years teaching experience teachers do not differ significantly as compared to 5 years and above experience teachers on Mental Health.
88. Significant interaction effect is existed between designation and gender of teachers on Mental Health.
89. Significant interaction effect is not existed between designation and experience of teachers on Mental Health.
90. Significant interaction effect is not existed between gender and experience of teachers on Mental Health.
91. Significant interaction effect is not existed between designation, gender and experience of teachers on Mental Health.
92. Higher Secondary school teachers differ significantly as compared to college teachers on Job Satisfaction.
93. Male teachers do not differ significantly as compared to female teachers on Job Satisfaction.
94. Up to 5 years teaching experience teachers do not differ significantly as compared to 5 years and above experience teachers on Job Satisfaction.
95. Significant interaction effect is not existed between designation and gender of teachers on Job Satisfaction.
96. Significant interaction effect is existed between designation and experience of teachers on Job Satisfaction.
97. Significant interaction effect is existed between gender and experience of teachers on Job Satisfaction.
98. Significant interaction effect is not existed among designation, gender and experience of teachers on Job Satisfaction.

5.2 SUGGESTIONS FOR FURTHER STUDY:

1. Study out which specific roles of college teachers lead to a feeling of being overloaded?
2. Find out which specific roles of higher secondary teachers make them feel overloaded?
3. Analyze the specific ambiguities in their roles felt by college teachers.
4. Find out the specific role ambiguities felt by higher secondary teachers.
5. Find out the specific roles of college teachers that conflict with each other.
6. Find out the specific roles of higher secondary teachers which conflict with each other.
7. Find out the specific group/political pressures which the college teachers find unreasonable.
8. Find out the specific group/political pressures felt as unreasonable by higher secondary participation.
9. Find out the specific occasions of under participation that lead to occupational stress to college/higher secondary teachers.
10. Find out occupational situations that make the teachers feel powerless.
11. Find out the incidents and experience in teachers life that lead to poor peer relations.
12. Investigate the incidents and situations in teachers life that make him feel a low status.
13. Find out the working conditions of a teacher which are felt as strenuous by him.
14. Find out the occupational conditions of a teacher which make him feel his occupation as unprofitable.
15. Find out the dimensions of mental health of teachers.
16. Find out the aspects of job of a teacher which make him satisfied with his job.

5.3 IMPLICATIONS

(A) Implications for school/college management and principals:
1. Take steps to reduce role overload of teachers.
2. Clearly specify duty and role of teachers. Give them status.
3. Prevent conflict between expected roles of teachers.
4. Do not allow any outside group and political pressure on them.
5. Encourage teachers to enthusiastically participate in activities.
6. Allow reasonable amount of power to teachers.
7. Motivate teachers to develop good peer relations.
8. Improve working conditions within the school/college.
9. Develop environment that makes teachers realize that their job is profitable.

Implementations : Actions to be taken :
1. With help of psychologists, prepare and put into action a plan for removing/reducing difficulties that arise in performance of teachers’ role.
2. With the help of psychologists, prepare and implement a plan for psychological training and personality development of teachers with emphasis on mental health and job satisfaction.
3. Prepare and implement a plan for developing and sharpening teaching skills in the teachers.
4. Prepare and put into effect a special training programme for female teachers and teachers with lower degree of experience.
5. Implement a plan for training school/college personnel in maintaining status of teachers.
6. Prepare and implement a special programme of training a team of school/college assistants for keeping vigilance and preventing attempts of external groups or political persons/parties to pressurize the students or teachers.
7. With help of Psychologists, make and implement a plan from removing situations of strain arising in teachers’ work.
8. Depending upon the level of students and parents, get feedback from them after implementing these programmes.
9. Implement a programme for encouragement of mutual understanding and cooperation between teachers.

5.4 LIMITATIONS :
1. Sample size of each group was small (n-30) so the results can not be generalized.
2. The sample was selected from Ahmedabad, Gandhinagar and Mehsana district only.
3. Socio-Economic status of the teacher was not taken in this research.

4. Type of school, college (self finance - granted) of teacher was not included in present research.

5. Only Gujarati medium of school and college teacher were taken in this research.

6. For data analysis 3 way analysis of variance was done.