CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The present era is the age of science and technology. The advancement in socio-economic and technological field apart from bringing progress has also created complexities, stress and anxiety in the daily life of people. No longer are the civilized men the victims of famines and epidemics – but the black plague has been replaced by a host of subtler, psychological plagues – worry, insecurity, disillusionment and doubts which have made it difficult for the modern man to lead a happy life. The basic requisite for leading a happy life is the provision of appropriate environment and the adequate means for living – first survival and then a full term, long, healthy life full of happiness.

Modern man’s path to happiness is not an easy one. It is beset with seemingly endless personal and social problems. Excessive competition, conflicting pressures, rapid social change and threat of global wars have aggravated man’s insecurities and emotional scars, drained human energy and happiness in a way that can be seen in the millions of victims of depression. Depression triggered by stress has led to dissatisfaction. The growth of prosperity and march of consumerism has not generated the hope for satisfaction in life. What was once a luxury has now become a common expectation. This makes its absence a source of dissatisfaction. The craving for more has become the way of life. Some want more money while others crave for good job and so on and so forth. Life is mostly seen from a quantitative rather than qualitative point of view. The materialistic attitude is prevalent globally and in all spheres. Man has become a victim of passion, jealousy and arrogance. He is dissatisfied, unhappy and discontented due to unaccomplished tasks and desires. There is no harmony between his inner and outer self. The feeling of emptiness, tension and meaninglessness prevails everywhere and in all walks of life.

Every individual has different desires, wishes, ambitions and aims in life that are to be satisfied. Some want to gain recognition, appreciation while others crave for...
long life and security not only from physical dangers but also from socio-
psychological dangers.

Maslow strongly believes that human being is a wanting animal and he never
reaches a state of satisfaction. According to him, when certain needs and desires are
satisfied, at once, others and higher needs emerge and when these in turn are satisfied,
again new and still higher needs emerge and so on and so forth.’ Man experiences
obstacles and interference in his attempt to achieve them. This creates problems and
serious and deliberate efforts have to be made to overcome these impediments. The
obstruction, internal or external barrier, restriction or interference in accomplishment
leads to dissatisfaction and discontentment thus leading to disharmony between inner
and outer self. All this creates confusion, chaos and turmoil in life whereas the
successful accomplishment always leads to happiness and contentment. This is
termed as satisfaction. The extent to which individual perceives satisfaction as
stemming from his total life situation is referred to as life satisfaction (Guion 1958).

Satisfaction mainly depends upon the individual’s environment, calibre,
behaviour and proper understanding of man and nature. It is mainly concerned with
mind than with material things. It is measured by the spirit in which a man meets the
problems of life. Satisfaction in life can be attained by overcoming blocks, reaching
goals, satisfying motives, relieving frustration and maintaining equilibrium between
his needs and his capacity of realizing these needs.

The future of a country depends on its educated human resources. A person
who is satisfied is happy and leads a comfortable life and is not jealous of others and
has peace of mind. He can realize his aims and ideals in life. Where there is
dissatisfaction no improvement or betterment is possible. A highly satisfied person
has high morale and has favourable life attitudes. Only a satisfied man can lead fuller
and prosperous life and can make maximum contribution to the welfare of the nation.

Education is an instrument as well as catalyst for the attainment of a better and
higher quality of life. The teacher being the kingpin of the entire education system,
all development activities related to social, cultural, intellectual, aesthetic and
emotional aspects revolve around him. The report of Kothari Commission (19660
rightly says that of all the different factors that influence the quality of education and
its contribution to national development, the quality, competence and character of
teachers is undoubtedly the most significant. The program of Action and National Policy on Education (1988) states that the status of teachers reflects the socio-cultural ethos of a society, no people can rise above the level of its teachers. The teacher is the principle means for implementing educational programmes.

All the above is more true for the elementary school teachers because the foundation of child’s personality, attitude, habits, learning skills and communicating capabilities is laid down at the primary stage. It is the stage when basic language skills of reading, writing and arithmetic are acquired, values are internalized and environmental consciousness is sharpened. The Nobel Laureate Amartya Sen has rightly put it, ‘as you reap what you sow’ and you don’t reap what you don’t sow’, which makes the role of elementary school teachers all the more crucial as it is they who sow the seeds of future generation. If they are conscientious, dedicated to their profession and satisfied in personal and professional life the future of the nation can be said to be in safe hands. Dissatisfaction in the life of a teacher can result in personal disadvantage as well as disadvantage to the entire society. The consequences of dissatisfaction are severe particularly in the human service profession like teaching. Perhaps it is responsible for a significant number of indifferent, uncommitted teachers who have brought such a disgrace to the otherwise noble profession of teaching. The overt manifestations of dissatisfied teachers are generally intense reactions of anger, anxiety, restlessness, depression, boredom, psychosomatic symptoms and in extreme cases nervous breakdown.

Dissatisfaction in the life of teachers can lead to exaggerated rigidity and inflexibility. The dissatisfied teachers display low tolerance, feel emotionally and physically exhausted and display low commitment to teaching ((Maslach, 1976, Cherniss, 1980, Farber and Mitter 1981, Basi, 1990).Job satisfaction is the most crucial factor for life satisfaction (Yelamanchile, 2006)

What really satisfies a worker and acts as a motivation to work is the nature of the job he does and its content in relation to social environment he works in. Although wages, working conditions and welfare are important, the extent to which the job gives him satisfaction motivates him to work.

Stress at work resulting from increased complexity of work and its divergent demands has become prominent feature of modern organizations extending impairing
effects on employees’ physical as well as mental ill health (Kyriacou, 1987; Rastogi and Kashyap, 2001). Stress at work has been reported to significantly impair the relationship of teacher with his students and the quality of teaching and commitment that he is able to display (Davis, 1981; Srivastava 1983; Bekarthu and Gold, 1984; Shaan, 1998). Though a moderate degree of stress has been noted creating as well as promoting employees inclination towards the job, excessive and consistent job stress results in job dissatisfaction, tension, anxiety, depression and in some cases even serious, mental and physical disabilities ranging all the way to diseases (Srivastava, 1991)

Job stress has roots in work environment but adversely affects attitude, behaviour and health of the individual. Mental health is absolutely necessary if one has to face all personal and professional problems adequately. The emotional difficulties of the teachers are often revealed in their treatment of students. When teachers lose control or resort to sadistic forms of punishment there is little doubt that their behaviour springs from some emotional instability. The highest degree of mental health permits an individual to realize the greatest success with his capabilities and derive maximum satisfaction in life.

A satisfied teacher will have positive attitude towards his profession and will be in a position to apply modern sophisticated and scientific technology to teaching. On the other hand a dissatisfied teacher can do incalculable harm to the nation as he won’t be able to do justice to his duties. Satisfaction results from fruitful synthesis of thought and action.

But, the present scenario is quite discouraging. In the last two decades, probably no professional group has been criticized as frequently and as intensely as teachers. Society perceives the present generation of teachers as unprofessional and irresponsible, lacking in dedication and commitment which teachers of past were reputed to possess.

The role of teachers in today’s climate is complex and demanding. Teachers faced with competing expectations from government and school system, unions, parents and the media have frequently been found to display symptoms of job stress. The daily interactions with students and coworkers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges which may
lead to stress. Where work stress is unrelenting, some negative psychological, physiological and behavioral consequences may result. (De Robbio and Iwanicki, 1996) Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paperwork and lack of resources have all been identified as factors that can cause stress among school staff. (Hammond and Onikama, 1997)

A large number of studies have investigated causes/factors affecting life satisfaction Kaur (1984), Sunanda (1991), Mira Khur, Deepika (1992), Simon (1995), Sharma (1980), Shahpur, Nagappa, Doraswami and Venkataiah (1996), Saxena and Rani (1996), Pinquart and Sorenson (2000) focusing on personality factors (age, sex, temperament, leadership behaviour, coping strategies) work related factors (inadequate salary, low status, organizational climate, insensitive administration, low status; general factors (teacher effectiveness, frustration, self acceptance, modernization, socio economic status intelligence). In the studies, the teacher is perceived as a person exposed to pressures from variety of sources. Out of the various possible predictors of life satisfaction among teachers as evident from earlier researches job stress, locus of control and mental health were selected for the present study since not much work has been done on these variables. Hence the present study.

5.2 STATEMENT OF THE PROBLEM

LIFE SATISFACTION IN RELATION TO JOB STRESS MENTAL HEALTH AND LOCUS OF CONTROL OF ELEMENTARY SCHOOL TEACHERS

5.3 RATIONALE OF THE STUDY

We are living in the age of growing complexities and pressures where human constitution and capacities are being taxed severely. Stress has become a predominant feature of modern life exerting far reaching effect on the behaviour and adjustment on as well as off the job. The stress and strains experienced in one domain are carried to the other. Bottling up of stress makes the situation worse at later stage when one has reached he limits of one’s capacity to endure it. This adversely affects physical, mental and emotional health of the individual, which reduces person’s ability to perform well in his/her daily life. Only a mentally healthy person is able to deal
with the problems as and when they arise. One enjoys mental health to the fullest extent if one accepts and respects oneself in the very shape and existence. On the other hand a mentally unhealthy person fails to develop a positive healthy self concept and does not attain a happy concept of life. At the same time, such a person has poor perception and lacks proper adjustment in life. A satisfied and healthy person has a state of mind that enables him to experience the greatest amount of happiness and attain the maximum sufficiency in life in spite of the presence of strain and conflict. Dissatisfaction can lead to reactions like empathy, aggression, anxiety and neurosis. It is injurious in terms of money, time, services, job efficiency etc. Since the teachers are the nation builders and minds of young future citizens are moulded by them, the teachers must be satisfied in their life so that they can deliver the goods to the best of their ability. Researchers have drawn attention towards various institutional and personal factors leading to dissatisfaction among teachers. However the problem of dissatisfaction among elementary school teachers still lacks attention and probe. Hence the present study.

5.4. OPERATIONAL DEFINITIONS

Life Satisfaction

“A man would be completely happy if he is satisfied in all respects of life. A life that involves the satisfaction of very many simple desires gives us pleasure. These desires arise due to a number of behavioural actions that are related to overt or covert behaviour of the concerned individual or these may be environmental i.e. related to social, mental and physical environment.” (Wilson, 1968)

Job Stress

Job is a task or an occupational activity performed by an individual in return for a monetary reward (Encyclopedia of Psychology (1972).

Job Stress is any characteristic of job environment that poses a threat to the individual. Job stress is a negative emotion resulting from one’s job experience. (Caplan, Cobb and French (1975)

Maryolis and Kores (1974) defined job stress “as a condition worth interacting with worker characteristics to disrupt psychological or physiological homeostasis. The causal situation conditions are job stresses and disrupted homeostasis is job related strain.
Mental Health

Mental health is a condition which permits optimal development i.e. physical, intellectual and emotional aspect of the individual so far as this is compatible with that of other individuals (World Health Organisation, 1983)

Locus of Control

Rotter (1966) defined internal external control of reinforcement as, “when reinforcement is perceived as entirely contingent upon his actions then it is typically perceived as a result of luck, chance, fate as under the control of powerful others or as unpredictable because of the great complexity of the forces surrounding him. We have labelled this a belief in external control. If the person perceives that the event is contingent upon his own behaviour or his own relative permanent characteristics, we have termed this a belief in internal control.

5.5 OBJECTIVES OF THE STUDY

Every research is done keeping in view certain objectives which are to be accomplished during the study. The present study was undertaken keeping in view the following objectives:

1. To study the Life Satisfaction of elementary school teachers in relation to Job Stress.
2. To study the Life Satisfaction of elementary school teachers in relation to Mental Health.
3. To study the Life Satisfaction of elementary school teachers in relation to Locus of Control.
4. a) To study the difference between various groups of elementary school teachers on the basis of gender (male or female), location of school (urban or rural), type of school (govt. or private), marital status (married or unmarried), and the length of service on the variable of Life Satisfaction.
   b) To study the difference between various groups of elementary school teachers on the basis of gender (male or female), location of school (urban or rural), type of school (govt. or private), marital status (married or unmarried) and the length of service on the variable of Job Stress.
c) To study the difference between various groups of elementary school teachers on the basis of gender (male or female), location of school (urban or rural), type of school (govt. or private), marital status (married or unmarried) and the length of service on the variable of Mental Health.

d) To study the difference between various groups of elementary school teachers on the basis of gender (male or female), location of school (urban or rural), type of school (govt. or private), marital status (married or unmarried) and the length of service on the variable of Locus of Control.

5. To find out the difference between elementary school teachers with high and low Job Stress on the variable of Life Satisfaction

6. To find the difference between the elementary school teachers with high and low Mental Health on the variable of Life Satisfaction

7. To study the difference between the elementary school teachers with internal and external Locus of Control on the variable of Life Satisfaction.

5.6. HYPOTHESES

The following hypotheses were formulated after seeing the trends in the related literature

H.1.1 There exists a significant relationship between Life Satisfaction and ‘Role Overload’ dimension of Job Stress of elementary school teachers.

H.1.2 There exists a significant relationship between Life Satisfaction and ‘Role Ambiguity’ dimension of Job Stress of elementary school teachers.

H.1.3 There exists a significant relationship between Life Satisfaction and ‘Role Conflict’ dimension of Job Stress of elementary school teachers.

H.1.4 There exists a significant relationship between Life Satisfaction and ‘Unreasonable Group and Political Pressure’ dimension of Job Stress of elementary school teachers.

H.1.5 There exists a significant relationship between Life Satisfaction and ‘Responsibility for Persons’ dimension of Job Stress of elementary school teachers.
H.1.6 There exists a significant relationship between Life Satisfaction and ‘Underparticipation’ dimension of Job Stress of elementary school teachers.

H.1.7 There exists a significant relationship between Life Satisfaction and ‘Powerlessness’ dimension of Job Stress of elementary school teachers.

H.1.8 There exists a significant relationship between Life Satisfaction and ‘Poor peer Relations’ dimension of Job Stress of elementary school teachers.

H.1.9 There exists a significant relationship between Life Satisfaction and ‘Intrinsic Impoverishment’ dimension of Job Stress of elementary school teachers.

H.1.10 There exists a significant relationship between Life Satisfaction and ‘Low Status’ dimension of Job Stress of elementary school teachers.

H.1.11 There exists a significant relationship between Life Satisfaction and ‘Strenuous Working Conditions’ dimension of Job Stress of elementary school teachers.

H.1.12 There exists a significant relationship between Life Satisfaction and ‘Unprofitability’ dimension of Job Stress of elementary school teachers.

H.1.13 There exists a significant relationship between Life Satisfaction and Job Stress of elementary school teachers.

H.2.1. There exists a significant relationship between Life Satisfaction and ‘Personal Well being’ dimension of Mental Health of elementary school teachers.

H.2.2. There exists a significant relationship between Life Satisfaction and ‘Anxiety Factor’ dimension of Mental Health of elementary school teachers.

H.2.3. There exists a significant relationship between Life Satisfaction and ‘Disabling Symptoms’ dimension of Mental Health of elementary school teachers.

H.2.4. There exists a significant relationship between Life Satisfaction and ‘Capacity to establish Constructive Relationships’ dimension of Mental Health of elementary school teachers.

H.2.5. There exists a significant relationship between Life Satisfaction and ‘Capacity to cope with Ordinary Demands and Stresses of Life’ dimension of Mental Health of elementary school teachers.

H.2.6 There exists a significant relationship between Life Satisfaction and Mental Health of elementary school teachers.

H.3 There exists a significant relationship between Life satisfaction and Locus of control of elementary school teachers.
H.4.1 There exists a significant difference between male and female elementary school teachers on the variable of Life Satisfaction.

H.4.2 There exists a significant difference between male and female elementary school teachers on the variable of Job Stress.

H.4.3 There exists a significant difference between male and female elementary school teachers on the variable of Mental Health.

H.4.4 There exists a significant difference between male and female elementary school teachers on the variable of Locus of Control.

H.5.1 There exists a significant difference between rural and urban elementary school teachers on the variable of Life Satisfaction.

H.5.2 There exists a significant difference between rural and urban elementary school teachers on the variable of Job Stress.

H.5.3 There exists a significant difference between rural and urban elementary school teachers on the variable of Mental Health.

H.5.4 There exists a significant difference between rural and urban elementary school teachers on the variable of Locus of Control.

H.6.1 There exists a significant difference between married and unmarried elementary school teachers on the variable of Life Satisfaction.

H.6.2 There exists a significant difference between married and unmarried elementary school teachers on the variable of Job Stress.

H.6.3 There exists a significant difference between married and unmarried elementary school teachers on the variable of Mental Health.

H.6.4 There exists a significant difference between married and unmarried elementary school teachers on the variable of Locus of Control.

H.7.1 There exists a significant difference between govt. and private elementary school teachers on the variable of Life Satisfaction.

H.7.2 There exists a significant difference between govt. and private elementary school teachers on the variable of Job Stress.

H.7.3 There exists a significant difference between govt. and private elementary school teachers on the variable of Mental Health.

H.7.4 There exists a significant difference between govt. and private elementary school teachers on the variable of Locus of Control.

H.8.1 There exists a significant difference between elementary school teachers with
• 0-9 years and 10-19 years of teaching experience.
• 0-9 years and 20-29 years of teaching experience.
• 10-19 years and 20-29 years of teaching experience on the variable of Life Satisfaction.

H.8.2 There exists a significant difference between elementary school teachers with
• 0-9 years and 10-19 years of teaching experience.
• 0-9 years and 20-29 years of teaching experience.
• 10-19 years and 20-29 years of teaching experience on the variable of Job Stress.

H.8.3 There exists a significant difference between elementary school teachers with
• 0-9 years and 10-19 years of teaching experience.
• 0-9 years and 20-29 years of teaching experience.
• 10-19 years and 20-29 years of teaching experience on the variable of Mental Health.

H.8.4 There exists a significant difference between elementary school teachers with
• 0-9 years and 10-19 years of teaching experience.
• 0-9 years and 20-29 years of teaching experience.
• 10-19 years and 20-29 years of teaching experience on the variable of Locus of Control.

H.9.1 There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Overload’ dimension of Job Stress of elementary school teachers.

H.9.2. There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Ambiguity’ dimension of Job Stress of elementary school teachers.

H.9.3. There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Conflict’ dimension of Job Stress of elementary school teachers.

H.9.4. There exists a significant difference in Life Satisfaction of low and high groups on ‘Unreasonable Group and Political Pressure’ dimension of Job Stress of elementary school teachers.
H.9.5. There exists a significant difference in Life Satisfaction of low and high groups on ‘Responsibility for Persons’ dimension of Job Stress of elementary school teachers.

H.9.6. There exists a significant difference in Life Satisfaction of low and high groups on ‘Under participation’ dimension of Job Stress of elementary school teachers.

H.9.7. There exists a significant difference in Life Satisfaction of low and high groups on ‘Powerlessness’ dimension of Job Stress of elementary school teachers.

H.9.8. There exists a significant difference in Life Satisfaction of low and high groups on ‘Poor peer Relations’ dimension of Job Stress of elementary school teachers.

H.9.9. There exists a significant difference in Life Satisfaction of low and high groups on ‘Intrinsic Impoverishment’ dimension of Job Stress of elementary school teachers.

H.9.10 There exists a significant difference in Life Satisfaction of low and high groups on ‘Low Status’ dimension of Job Stress of elementary school teachers.

H.9.11 There exists a significant difference in Life Satisfaction of low and high groups on ‘Strenuous Working Conditions’ dimension of Job Stress of elementary school teachers.

H.9.12 There exists a significant difference in Life Satisfaction of low and high groups on ‘Unprofitability’ dimension of Job Stress of elementary school teachers.

H.9.13 There exists a significant difference in Life Satisfaction of low and high groups of Job Stress of elementary school teachers.

H.10.1. There exists a significant difference in Life Satisfaction of low and high groups on ‘Personal Well being’ dimension of Mental Health of elementary school teachers.

H.10.2. There exists a significant difference in Life Satisfaction of low and high groups on ‘Anxiety Factor’ dimension of Mental Health of elementary school teachers.

H.10.3. There exists a significant difference in Life Satisfaction of low and high groups on ‘Disabling Symptoms’ dimension of Mental Health of elementary school teachers.

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H.10.4. There exists a significant difference in Life Satisfaction of low and high groups on ‘Capacity to establish Constructive Relationships’ dimension of Mental Health of elementary school teachers.

H.10.5. There exists a significant difference in Life Satisfaction of low and high groups on ‘Capacity to cope with Ordinary Demands and Stresses of Life’ dimension of Mental Health of elementary school teachers.

H.10.6. There exists a significant difference in Life Satisfaction of low and high groups of Mental Health of elementary school teachers.

H.11. There exists a significant difference in Life Satisfaction of internally and externally controlled elementary school teachers.

5.7 DELIMITATIONS OF THE STUDY

The field of research is very wide and vast. There are numerous problems. Taking in view the limited time and resources available for the investigator the problem was limited to the following fields:

1. The study was conducted on the elementary school teachers of Punjab
2. The study was delimited to the elementary school teachers of five districts of Punjab, namely Jalandhar, Ludhiana, Amritsar, Patiala and Sangrur.
3. The study was restricted to 680 elementary school teachers

5.8 DESIGN OF THE STUDY

The present study can be described as exploratory descriptive survey. It is exploratory in the sense that it sets out to find the relationship between Life satisfaction, Job Stress, Mental Health and Locus of Control of elementary school teachers which is almost an unexplored area. A descriptive study is concerned with functional relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (Best 1999). The survey method gathers data from a relatively large number of respondents representing specific population. The survey method of research involves a clearly defined problem and definite objectives. In order to find out the nature and extent of relationship of Life Satisfaction with variables Job Stress, Mental Health and Locus of Control product moment correlation was worked out; t-ratio was employed to find out difference
between various groups of elementary school teachers on the basis of gender (male or female), location of school (urban or rural), marital status (married or unmarried), type of school (govt. or private) and length of service on Life Satisfaction, Job Stress, Mental Health and Locus of Control.

5.9. SAMPLE

The present study was conducted on a sample of 680 elementary rural school teachers. Males and females from govt. and private schools were selected on the basis of multi-staged randomization technique. Sample was drawn from five districts of Punjab, namely Jalandhar, Ludhiana, Amritsar, Patiala and Sangrur. For the applicability of results, male or female, urban or rural, married or unmarried, govt. or private school teachers were included in the study.

5.10. TOOLS EMPLOYED

In the present investigation, data was collected with the help of the following tools:

3. Teacher’s Mental Health Scale by Catherine Wanjiku Kama and A. Gupta (1994)
4. Rotter’s Internal – External Scale by J.B. Rotter (1966)

5.11 MAJOR CONCLUSIONS

On the basis of results obtained during the course of the present investigation, the following conclusions have been drawn.

5.11.1 CONCLUSIONS BASED ON DESCRIPTIVE ANALYSIS

(i) The teachers in this study have high average level of life satisfaction.
(ii) The teachers in this study experience average level of stress due to various factors related to job.
(iii) The teachers in this study have high average mental health.
The teachers in this investigation are internally controlled, they believe they are skilled in manipulating the environment to get what they want.

5.11.2 CONCLUSIONS BASED ON INTER CORRELATION BETWEEN LIFE SATISFACTION AND JOB STRESS.

Life Satisfaction ($LS_{v1}$) and the measures of Job Stress ($V_{2}-V_{14}$) are all negatively and significantly correlated. This shows that the teachers who are stressed due to factors on the job are dissatisfied in life. The results show that excessive work load, lack of clarity about the objectives of occupation, more group and political pressure, increased responsibility for the future of people, lack of participation in decision making, poor relations with colleagues, low status attached to job, bad working conditions and poor salary structure lead to dissatisfaction in life of teachers. From the above discussion, it is revealed that increase in stress due to the various factors related to occupation decreases the satisfaction in life of teachers.

Thus the hypotheses that

H.1.1 There exists a significant relationship between Life Satisfaction and ‘Role Overload’ dimension of Job Stress of elementary school teachers is accepted.

H.1.2 There exists a significant relationship between Life Satisfaction and ‘Role Ambiguity’ dimension of Job Stress of elementary school teachers is accepted.

H.1.3 There exists a significant relationship between Life Satisfaction and Role Conflict’ dimension of Job Stress of elementary school teachers is accepted.

H.1.4 There exists a significant relationship between Life Satisfaction and ‘Unreasonable Group and Political Pressure’ dimension of Job Stress of elementary school teachers is accepted.

H.1.5 There exists a significant relationship between Life Satisfaction and ‘Responsibility for Persons’ dimension of Job Stress of elementary school teachers is accepted.

H.1.6 There exists a significant relationship between Life Satisfaction and ‘Underparticipation’ dimension of Job Stress of elementary school teachers is accepted.
H.1.7 There exists a significant relationship between Life Satisfaction and ‘Powerlessness’ dimension of Job Stress of elementary school teachers is accepted.

H.1.8 There exists a significant relationship between Life Satisfaction and ‘Poor peer Relations’ dimension of Job Stress of elementary school teachers is accepted.

H.1.9 There exists a significant relationship between Life Satisfaction and ‘Intrinsic Impoverishment’ dimension of Job Stress of elementary school teachers is accepted.

H.1.10 There exists a significant relationship between Life Satisfaction and ‘Low Status’ dimension of Job Stress of elementary school teachers is accepted.

H.1.11 There exists a significant relationship between Life Satisfaction and ‘Strenuous Working Conditions’ dimension of Job Stress of elementary school teachers is accepted.

H.1.12 There exists a significant relationship between Life Satisfaction and ‘Unprofitability’ dimension of Job Stress of elementary school teachers is accepted.

H.1.13 There exists a significant relationship between Life Satisfaction and Job Stress of elementary school teachers is accepted.

5.11.3 CONCLUSIONS BASED ON INTERCORRELATION BETWEEN LIFE SATISFACTION AND MENTAL HEALTH

Life satisfaction is positively and significantly correlated with all the components of Mental Health ($V_{15}$-$V_{20}$). This shows that satisfaction in life is related to feelings of personal well being, low anxiety, few disabling symptoms, capacity of establishing constructive relationship, capacity to cope with ordinary demands and stress of life and a high level of mental health.

Thus the hypotheses

H.2.1. There exists a significant relationship between Life Satisfaction and ‘Personal Well being’ dimension of Mental Health of elementary school teachers is accepted.
H.2.2. There exists a significant relationship between Life Satisfaction and ‘Anxiety Factor’ dimension of Mental Health of elementary school teachers is accepted.

H.2.3. There exists a significant relationship between Life Satisfaction and ‘Disabling Symptoms’ dimension of Mental Health of elementary school teachers is accepted.

H.2.4. There exists a significant relationship between Life Satisfaction and ‘Capacity to establish Constructive Relationships’ dimension of Mental Health of elementary school teachers is accepted.

H.2.5. There exists a significant relationship between Life Satisfaction and ‘Capacity to cope with Ordinary Demands and Stresses of Life’ dimension of Mental Health of elementary school teachers is accepted.

H.2.6. There exists a significant relationship between Life Satisfaction and Mental Health of elementary school teachers is accepted.

5.11.4 CONCLUSIONS BASED ON INTER-CORRELATION BETWEEN LIFE SATISFACTION AND LOCUS OF CONTROL.

There exist negative and significant relationship between Life Satisfaction (LS_v) and Locus of Control (LOC_v). It may be inferred that the teachers who are more satisfied in life tend to have internal locus of control while lack of satisfaction in life is related to belief in external forces such as luck, chance and powerful others leading to an external locus of control.

Thus the hypotheses
There exists significant relationship between Life Satisfaction and Locus of Control of elementary school teachers is accepted.

5.11.5. CONCLUSIONS BASED ON GENDER ANALYSIS
1) The male teachers are more satisfied in life than female teachers.
2) The females experience more stress due to excessive work load, ambiguity of the scope of their jurisdiction, role conflict, political/group intervention, non consideration of interest and opinion in making appointments and decisions concerning distribution of work, disenchantment with other members of staff, lack of provision of opportunities to utilize abilities and experiences independently lack of respect, social status and unsatisfactory working
conditions. The males are more stressed than female teachers due to lack of participation in decision making regarding work system and conditions, provision of less salary, lack of incentives and rewards. On the whole the female elementary schools experienced more job stress as compared to male teachers.

3) The males are more concerned about their personal well being, are less anxious, have less disabling symptoms, are better off in their capacity to establish constructive relationships than females, are more capable of coping with ordinary demands and stress of life than females. The overall mental health of males is better than female teachers.

4) The male teachers are more internally controlled than the female teachers.

Thus the hypotheses that:

H.4.1 There exists a significant difference between male and female elementary school teachers on the variable of Life Satisfaction stands rejected.

H.4.2 There exists a significant difference between male and female elementary school teachers on the variable of Job Stress is accepted.

H.4.3 There exists a significant difference between male and female elementary school teachers on the variable of Mental Health is rejected.

H.4.4 There exists a significant difference between male and female elementary school teachers on the variable of Locus of Control is accepted.

5.11.6 CONCLUSIONS BASED ON URBAN AND RURAL ELEMENTARY SCHOOL TEACHERS

1. The teachers teaching in rural areas are more satisfied as compared to teachers teaching in urban areas.

2. The urban elementary school teachers experience more stress due to group and political pressure, low status, strenuous working conditions, unprofitability, powerlessness, powerlessness and poor relations with colleagues, monotonous nature of work as compared to rural elementary school teachers. The rural teachers on the other hand are stressed due to role conflict, role ambiguity and role overload as compared to their urban counterparts. The urban elementary school teachers experience more job stress as compared to rural elementary school teachers.
3. The urban teachers are more concerned about their personal well being than the rural teachers, have less disabling symptoms. The rural teachers are more anxious but have better capability to establish constructive relationship, have better capacity to cope with demands and stress of life. The overall mental health of rural teachers is better than that of urban elementary school teachers.

4. The rural teachers are more internally controlled than their urban counterparts. Thus the hypotheses that:

H.5.1 There exists a significant difference between rural and urban elementary school teachers on the variable of Life Satisfaction is rejected.

H.5.2 There exists a significant difference between rural and urban elementary school teachers on the variable of Job Stress is rejected.

H.5.3 There exists a significant difference between rural and urban elementary school teachers on the variable of Mental Health is rejected.

H.5.4 There exists a significant difference between rural and urban elementary school teachers on the variable of Locus of Control is accepted.

5.11.7 CONCLUSIONS BASED ON COMPARISON OF MARRIED AND UNMARRIED ELEMENTARY SCHOOL TEACHERS

1) The married teachers are more satisfied in life as compared to unmarried teachers.

2) The unmarried teachers are more stressed due to high work overload, lack of incentives attached to performance and lack of participation in making decision with regard to changing or modifying the working system and conditions, distribution of work among employees and making new appointments, ambiguity of the scope of jurisdiction and authority, vague and inadequate information about job role, responsibility for the progress and prosperity of organization and future of efficiency of persons, poor relations with colleagues and subordinates, lack of opportunities to utilize abilities and experience and develop proficiency, monotonous nature of work and poor working conditions. The married teachers operate in stressful conditions in particular with regard to
unreasonable group / political pressure. The unmarried teachers experience more stress as compared to married teachers.

3) The married teachers are more concerned about their personal well-being, have low anxiety level, have less disabling symptoms, are more capable of establishing constructive relations and tend to cope more with demands and stresses of life. The married teachers tend to have a higher level of mental health.

4) The unmarried teachers are more internally controlled than married teachers.

Thus the hypotheses that:

H.6.1 There exists a significant difference between married and unmarried elementary school teachers on the variable of Life Satisfaction is accepted.

H.6.2 There exists a significant difference between married and unmarried elementary school teachers on the variable of Job Stress is accepted.

H.6.3 There exists a significant difference between married and unmarried elementary school teachers on the variable of Mental Health is accepted.

H.6.4 There exists a significant difference between married and unmarried elementary school teachers on the variable of Locus of Control is rejected.

5.11.8 CONCLUSIONS BASED ON GOVERNMENT AND PRIVATE ELEMENTARY SCHOOL TEACHERS.

1. The government school teachers are more satisfied as compared to private school teachers.

2. The factors Role Overload (RO$_{v2}$), Role Ambiguity (RA$_{v3}$), Role Conflict (RC$_{v4}$), Unreasonable group and political pressure (UGP$_{v5}$), Responsibility for persons (RP$_{v6}$), Powerlessness (PL$_{v8}$), Poor peer relations (PR$_{v9}$), Intrinsic Impoverishment (II$_{v10}$), Low status (LoS$_{v11}$) Strenuous working conditions (SC$_{v12}$), Unprofitability (UPr$_{v13}$) emerged as issues of stress for private school teachers as opposed to government school teachers. The private school teachers experience more stress as compared to government school teachers.
3. The government school teachers are more concerned about their well being, are less anxious, have less disabling symptoms and are capable of establishing constructive relationships, are capable of coping well with the ordinary demands of life as compared to private elementary school teachers. The government elementary school teachers have a high level of mental health as compared to private elementary school teachers.

4. The teachers of government elementary schools are more internally controlled than those in private elementary schools.

Thus the hypotheses that:

H.7.1 There exists a significant difference between govt. and private elementary school teachers on the variable of Life Satisfaction is accepted.

H.7.2 There exists a significant difference between govt. and private elementary school teachers on the variable of Job Stress is accepted.

H.7.3 There exists a significant difference between govt. and private elementary school teachers on the variable of Mental Health is accepted.

H.7.4 There exists a significant difference between govt. and private elementary school teachers on the variable of Locus of Control is accepted.

5.1.9 CONCLUSIONS BASED ON DIFFERENCE OF TEACHING EXPERIENCE

1. The teachers who have more teaching experience (20-29 years) are more satisfied as compared to teachers with least teaching experience (0-9 years).

2. The teachers with teaching experience 20-29 years are stressed due to role overload and low status, while the teachers who had teaching experience between 0-9 years were stressed due to role overload, role ambiguity, role conflict, responsibility for persons, Underparticipation and poor peer relations. Various factors like role ambiguity, role conflict, responsibility for persons, underparticipation, powerlessness, poor peer relations, intrinsic Impoverishment, strenuous working conditions, unprofitability were the main causes of stress for the teachers with teaching experience between 0-9 years. On the other hand, the teachers who had teaching experience between 10-19 years...
were stressed due to unreasonable group / political pressure, responsibility for persons, intrinsic impoverishment, strenuous working conditions and unprofitability as compared to teachers having teaching experience of 20-29 years.

3. The teachers with more teaching experience (i.e. 10-19 years) are more concerned about their personal well being, more anxious, have less disabling symptoms, have better capacity to establish constructive relationships and to cope with ordinary demands and stress of life as compared to teachers who have less teaching experience (0-9 years). The teachers with 20-29 years of teaching experience are more anxious, have less disabling symptoms, have better capacity to establish constructive relationships and to cope with ordinary demands and stress of life as compared to teachers with 0-9 years of teaching experience. This indicates that teachers with more teaching experience tend to have positive mental health. The teachers with more teaching experience (20-29 years) tend to have positive mental health as compared to the teachers with less working experience (10-19 years). This shows that the more the teaching experience the higher the level of mental health of the teachers.

4. The teachers who are less experienced (0-9 years) are likely to be internally controlled. The teachers with more teaching experience (20-29 years) tend to be more externally controlled.

Thus the hypotheses that:

H.8.1 There exists a significant difference between elementary school teachers with
   • 0-9 years and 10-19 years of teaching experience.
   • 0-9 years and 20-29 years of teaching experience.
   • 10-19 years and 20-29 years of teaching experience on the variable of Life Satisfaction is rejected.

H.8.2 There exists a significant difference between elementary school teachers with
   • 0-9 years and 10-19 years of teaching experience on the variable of Job Stress is rejected.
   • 0-9 years and 20-29 years of teaching experience on the variable of Job Stress is rejected.
10-19 years and 20-29 years of teaching experience on the variable of Job Stress is rejected.

H.8.3 There exists a significant difference between elementary school teachers with
- 0-9 years and 10-19 years of teaching experience on the variable of Mental Health is rejected.
- 0-9 years and 20-29 years of teaching experience on the variable of Mental Health is accepted.
- 10-19 years and 20-29 years of teaching experience on the variable of Mental Health is rejected.

H.8.4 There exists a significant difference between elementary school teachers with
- 0-9 years and 10-19 years of teaching experience.
- 0-9 years and 20-29 years of teaching experience.
- 10-19 years and 20-29 years of teaching experience on the variable of Locus of Control is rejected.

5.11.10 CONCLUSIONS BASED ON LOW AND HIGH GROUPS OF JOB STRESS

Summing up the comparison between two extreme groups (low and high) on all the measures of Job Stress ($V_2-V_{14}$) we find that teachers who have high job stress are less satisfied in life.

Thus the hypotheses that

H.9.1 There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Overload’ dimension of Job Stress of elementary school teachers is accepted.

H.9.2. There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Ambiguity’ dimension of Job Stress of elementary school teachers is accepted.

H.9.3. There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Conflict’ dimension of Job Stress of elementary school teachers is accepted.
H.9.4. There exists a significant difference in Life Satisfaction of low and high groups on ‘Unreasonable Group and Political Pressure’ dimension of Job Stress of elementary school teachers is accepted.

H.9.5 There exists a significant difference in Life Satisfaction of low and high groups on ‘Responsibility for Persons’ dimension of Job Stress of elementary school teachers is accepted.

H.9.6 There exists a significant difference in Life Satisfaction of low and high groups on ‘Underparticipation’ dimension of Job Stress of elementary school teachers is accepted.

H.9.7 There exists a significant difference in Life Satisfaction of low and high groups on ‘Powerlessness’ dimension of Job Stress of elementary school teachers is accepted.

H.9.8. There exists a significant difference in Life Satisfaction of low and high groups on ‘Poor peer Relations’ dimension of Job Stress of elementary school teachers is accepted.

H.9.9. There exists a significant difference in Life Satisfaction of low and high groups on ‘Intrinsic Impoverishment’ dimension of Job Stress of elementary school teachers is accepted.

H.9.10 There exists a significant difference in Life Satisfaction of low and high groups on ‘Low Status’ dimension of Job Stress of elementary school teachers is accepted.

H.9.11 There exists a significant difference in Life Satisfaction of low and high groups on ‘Strenuous Working Conditions’ dimension of Job Stress of elementary school teachers is accepted.

H.9.12 There exists a significant difference in Life Satisfaction of low and high groups on ‘Unprofitability’ dimension of Job Stress of elementary school teachers is accepted.

H.9.13 There exists a significant difference in Life Satisfaction of low and high groups of Job Stress of elementary school teachers is accepted.
5.11.11. CONCLUSIONS BASED ON LOW AND HIGH GROUPS OF MENTAL HEALTH

Summing up the comparison between two extreme groups (low and high) on all the measures of Mental Health ($V_{15} - V_{20}$) we find that teachers who have poor mental health are less satisfied in life.

Thus the hypothesis that

H.10.1 There exists a significant difference in Life Satisfaction of low and high groups on ‘Personal Well being’ dimension of Mental Health of elementary school teachers is accepted.

H.10.2 There exists a significant difference in Life Satisfaction of low and high groups on ‘Anxiety Factor’ dimension of Mental Health of elementary school teachers is accepted.

H.10.3 There exists a significant difference in Life Satisfaction of low and high groups on ‘Disabling Symptoms’ dimension of Mental Health of elementary school teachers is accepted.

H.10.4 There exists a significant difference in Life Satisfaction of low and high groups on ‘Capacity to establish Constructive Relationships’ dimension of Mental Health of elementary school teachers is accepted.

H.10.5 There exists a significant difference in Life Satisfaction of low and high groups on ‘Capacity to cope with Ordinary Demands and Stresses of Life’ dimension of Mental Health of elementary school teachers is accepted.

H.10.6 There exists a significant difference in Life Satisfaction of low and high groups of Mental Health of elementary school teachers is accepted.

5.11.12 CONCLUSIONS BASED ON INTERNALLY AND EXTERNALLY CONTROLLED TEACHERS

The comparison between the internally controlled and externally controlled teachers show that the internally controlled teachers are more satisfied in life than externally controlled teachers. On the basis of statistical analysis significant difference at 0.01 level of significance was observed on the variable of Life Satisfaction.

Thus the hypotheses (H.11.) that:
There exists a significant difference in Life Satisfaction of internally and externally controlled elementary school teachers is accepted.

5.12. RECOMENDATIONS

5.12.1. PERIODIC PSYCHOLOGICAL EXAMINATION:

Prior to appointment teachers should pass through psychological checkup. They should also have periodic psychological examinations during their period of service. The government should set up guidance and counseling centers to function as a ‘listening –post’ to teachers problems.

5.12.2. EXTENSION LECTURES:

The government should organize extension lectures by prominent educationists at district level periodically.

In-service courses should be organized during the holidays and the government should cater for all traveling, accommodation, food and entertainment facilities also so that teachers are motivated to attend. These courses should also be held on rotational basis i.e. from one district to another. Such vocational courses act as incentives to teachers for they involve social togetherness, promote participative spirit and cooperation among teachers.

5.12.3. EXCHANGE PROGRAMME FOR TEACHERS

There should be an occasional exchange of teachers especially after the end of the year, between the teachers serving in the rural schools and those serving in the urban schools. This will ensure uniform standards of teaching all over the country and will enable all teachers to keep abreast of their times.

5.12.4. STAFFING OF PRIVATE HIGH SCHOOLS:

The findings of this study have shown that teachers in private high schools are more stressed, are externally controlled and have a low level of mental health as compared to their counterparts in government high schools.

The failure of the privately managed high schools to provide accommodation or house allowance facilities for the teachers, the lack of learning packages i.e.
laboratories, text books etc., lack of adequate salaries, lack of pensionable conditions of service and motivating incentives have affected the teacher in the private schools which are solely managed by private owners. Teachers in government high schools are hardly affected by such factors because the government is responsible for the proper maintenance of the school and the teachers welfare.

Teachers in government employment are accorded high salaries and fringe benefits which the private high school owners cannot afford for their teachers. Thus they recruit untrained teachers living near the school surroundings and pay them inadequate salaries. Most teachers employed in such institutions are untrained youth who work just for passtime. Hence they lack professional commitment in that they are not trained teachers and do not intend to stay in the teaching profession. Thus they are affected by the factors of burnout, locus of control and mental health.

The Government should therefore take up the staffing of private schools to ensure that teachers in these schools are professionally trained. These teachers should also draw their salaries from the government but the private high school owner should provide consolidation facilities and other necessary requirements for the teachers.

To avoid the problem concerning learning packages and other facilities for teachers and students, the government should see to it that before a private school can be opened to serve the community, it should have all the necessary facilities required for an effective school environment and a certain fixed amount of money should be deposited by the private school owners with the government as security. Thus failure of the private school owners to maintain the school in proper standards, the government can utilize this security so that the students, teachers and parents do not suffer.

5.12.5 ESTABLISHMENT OF NATIONAL AWARDS:

There should be appreciation and recognition of the teachers capabilities arising out of the teachers performance in relation to his work. National awards should be established for teachers whose students excel in their particular subjects in the National Examinations or for other outstanding performance. Such awards can boost the morale of the teacher thereby making other teachers more motivated and geared towards their duty performance.
5.12.6 STAFF EMPLOYMENT

The government should provide staff development incentives for professionally trained teachers who are already in the field. A teacher who stops learning, stops educating; therefore teachers who show signs of intellectual stagnation are not worth and their services should be dispensed forthwith. Scholarships should be given and also the government should motivate the teachers to further their education by giving study leaves and paid study leaves where necessary. It is important to note that most teachers already in the field fall short of funds for continuing with their educational pursuits, therefore, the government should set norms concerning staff development to avoid intellectual stagnation of teachers.

Professionally trained teachers who improve on their educational qualifications should be promoted immediately to the next grade assigned to such an academic level. Emphasis for promotion to the next grade should be done without demanding for other meritorious performances as such. An academic pursuit is in itself a deserving effort on the part of the teacher.

5.12.7. SALARY

The government should introduce salary schedules which would provide incentives for staying in the profession and motivation for the improvement of service while in it.
5.12.8 RETIREMENT:

Due to pressing economic conditions in the developing countries, most people achieve academic qualifications at a very late age. There is need therefore for the government to increase the present teacher retirement age from 55 years to 65 years. Teachers who reach the age of 55 can be inducted in the Ministry of Education and other related bodies as policy makers or they can be retained as community service workers. Also considering the current problems that the government is facing in terms of trained teachers, such teachers can be retained on part time basis and can also act as substitute teachers in cases where the regular teacher is on leave.

5.12.9 TEACHING LOAD:

In the problem of teaching load, the teacher is concerned with seven principal factors, as follows:

1) The size of the classes.
2) The presence of problem children.
3) The number of teaching periods per week.
4) The amount of clerical work required.
5) The extra curricular duties that he/she is engaged in.
6) The number of professional duties assigned.
7) The amount of outside preparation required.

To encounter this problem, the government should increase the strength of the teaching staff in schools so that a conducive teacher/pupil ratio is established. The number of periods taught per week in schools should be reduced to enable the teachers to relax and prepare for the next day’s work and to check the assignments of students as this will enable the teacher to know the needs of the individual students and help them where necessary. Help for teachers can also be through a wider provision of special services for children in terms of vocational guidance specialists and school nurses.
5.12.10 ADMINISTRATIVE MEASURES:

Education Administrators, be they Directors of Education or Inspectors of Schools, who act like bureaucrats sitting in their offices, surrounded by files should leave their offices and their files from time to time and go into the schools to make first hand contact with the teachers and heads to consult them, to learn from them, to help them, encourage and guide them, to endeavour to find out what are the teachers real difficulties and what solutions they have to put forward to solve them.

Schools should be individually investigated in order to provide administrators with specific information on teacher stress and absenteeism. Workers need a caring government just as the latter need a committed work force. This need for an all – important climate of co-existence will mean that both the organs will find little merit in the need to undermine the ideals of the other.

5.12.11 PROFESSIONAL ORGANIZATION:

It is of the utmost importance that teachers form themselves into affective professional organizations not merely to provide an instrument for safeguarding their terms and conditions of service, but to provide an informed forum for the discussion of educational problems, to exert a professional influence on the thinking of the government and to give the general public guidance in respect of their educational interests.

5.12.12 TEACHER MAGAZINE:

A ‘Teachers Professional Magazine’ should be established. This will help teachers to learn from each other, it will serve as a guidance journal for teachers and it will help teachers to voice their grievance either individually or collectively.

5.12.13 PARENT – TEACHER ASSOCIATION:

Although the government has recommended that parent – teacher Association (P.T.A.) is mandatory to all educational institutions in the country, effective steps have not been taken both by the government and school administration to educate the parents on the role of parent – teacher association (P.T.A.) in an educational institution. Therefore, the government and the school administration should develop
effective measures to ensure that parents are involved in matters concerning the school for this will help in boosting a high morale in teachers.

5.12.14 CRITICISM OF TEACHERS:

Teachers tend to feel demoralized, and less motivated and some times feel like leaving the profession because each and every ranking officer from the rank of an administrator, judge to a cabinet minister criticizes teachers even without verifying the reasons, for example, students’ failure in national examinations, strikes, riots etc. This public criticism of teachers by people in high authority makes the community to undermine the teaching profession and thus accord it a low status. The government should discourage public criticism of teachers in order to uplift the morale of the teachers.

5.12.15 PROFESSIONAL ETHICS:

The professional ethics of the teacher should be periodically revised to incorporate the modern trends. Teachers code of ethics should be immediately revised so that teachers do not feel that the teaching profession is a stigma in their way of life.

5.12.16. SELECTION AND RECRUITMENT OF TEACHERS:

The first preference should be given to untrained Teachers (U.T.s) who are already serving in the field. These teachers have got fixed salaries and are less privileged as compared to their trained counterparts. The rest of the lot to be recruited should be based on meritorious basis after all the deserving Untrained Teachers (U.Ts) have been selected.

5.13. SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are submitted for further research in this field:

1. It would be worthwhile to conduct a survey on teachers mental health periodically in order to visualize the development pattern of teachers mental health.
2. Replica Studies involving larger and different sets of population and studies would enable to establish the validity of the findings of the study.

3. Cross-cultural studies can be conducted involving third world co between developed and developing countries.