CHAPTER-VII
CONCLUSION

CHAPTER—VII.

CONCLUSION AND EDUCATIONAL- IMPLICATIONS

7.1. CONCLUSION

To sum up, it can be claimed that valuable information has been obtained in Analytical study of Innovative Behaviour and Occupational Stress in Primary grade teachers of Bilaspur Division.

7.2. Innovative Behaviour:

All the teaches of the sample possess Innovative Behaviour as without it teaching could not be carried out at primary level. Female teachers proved to be having more innovative proneness and as such more effective in teaching than Males. There was no noticeable difference in the Innovative Behaviour of Rural and Urban teachers.

In the factor wise analysis female teachers were more concerned towards Class-room Behaviour and Time Management than males where as male teachers were more sociable than their counter parts. Both type teachers expressed nearly equal level of job involvement.

The locality of teachers did not affect significantly for the above factors except the Job Involvement. Urban teachers were more involved in their jobs than rural.
7.3. Occupational Stress:

Teaching is not so stressful job to the teachers as more than three fourths of the sample scored less than the average for this variable. Sex wise female teachers expressed more stress than male. No difference was found in the views of rural and urban teachers.

In the factor wise analysis of Occupational Stress reveals the facts that female felt more stressful due to Pupil-Misbehaviour, Time-Pressure and Personal-Factors than males where as male teachers felt teaching stressful due to Poor Working Conditions. There was no sex wise difference for the factor unhealthy staff relations.

The locality of teachers did not effect considerably to the factors of Occupational Stress except the unhealthy staff relations. Rural teachers felt lacking of healthy relations among the staff members causing more stress than their counter parts.

7.4. Impact of Occupational Stress upon teachers' Innovative Behaviour.

There was a significant effect of Occupational Stress upon Innovative Behaviour of teachers noticed. In the factor wise analysis, Pupil-Misbehaviour, Unhealthy Staff Relations and Personal Factors had significant effect upon teachers Innovative Behaviour. Where as Poor Working Conditions and Time Pressure did not effect much.

7.5. Impact of Innovative Behaviour upon teachers' Occupational Stress.

There was a significant effect of Innovative Behaviour upon teachers Occupational stress. In the factor wise analysis it was found that factors Classroom behaviour, Job involvement and Social behaviour had a significant effect upon teachers Occupational Stress. Time Management had no effect upon it.
7.6. **EDUCATIONAL IMPLICATIONS**

The present study is worthwhile if the findings attract the attention of the policy makers, administrators, supervisors, headmasters and Primary School Teachers. The educational implications of this study lie in their special attention.

The policy makers, administrators and supervisors can use the findings of the Occupational Stress and its impact on teachers Innovative Behaviour while making educational policies, rules and supervising primary schools.

The headmasters can use the findings of Occupational Stress for improving healthy staff relations, working conditions and by improving school discipline reduce the pupil misbehaviour.

Primary school teachers can use the findings Innovative Behaviour to improve their personality within the class-room and outside as well as in better management of the time available.

They can also use the findings of Occupational Stress in improving staff relations and adjusting themselves in the school atmosphere.
7.7. **SUGGESTIONS FOR FURTHER RESEARCH**

The present study paves the scope for further studies regarding teachers' Innovative Behaviour and Occupational Stress by taking some more factors into both scales.

A comparative Study of Innovative Behaviour of Primary, Secondary and Collegiate level Teachers can be made.

A comparative Study of Innovative Behaviour of S.C., S.T., O.B.C. and General category Teachers can be made.

A comparative Study of Innovative Behaviour of Teachers of Central, Navodaya, Govt. and Privately run schools can be made.

A comparative Study of Occupational Stress of Primary, Secondary and Collegiate level Teachers can be made.

A comparative Study of Occupational Stress of S.C., S.T., O.B.C. and General category Teachers can be made.

A comparative Study of Occupational Stress of Teachers of Central, Navodaya, Govt. and Privately run schools can be made.

The effect of religion, culture upon Innovative Behaviour of Primary, Secondary and Collegiate level Teachers can be made.

A study of the role of *Jila Sarkar* and Teachers Occupational Stress could be made.

The results obtained by the study made on large area say region or state level and large sample of more than 2000 will be helpful in generalising theories.