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CHAPTER VI

SUMMARY AND CONCLUSIONS

6.1 THE STUDY IN RETROSPECT

The present study was undertaken to develop a training model for
minimising job stress and enhancing job satisfaction of teachers in Kerala.
After identifying the causes for stress and the factors influencing job
satisfaction of teachers in the special school, the investigator developed a
training model with the help of educationist and stress management trainers.
The investigator find out the effect of the developed training model based
on the data collected from the teachers who attended in the training model
developed by the investigator. In the light of the interpretation of the data,
the investigator reached a conclusion that the developed training model is
very successful to minimise job stress and enhancing job satisfaction of
teachers in the special school.

The final step of research process require a critical and logical thinking to
summarises the findings of the study and incorporate the hypothesis
formulated in the beginning.

This chapter gives a brief account of objectives, hypothesis, and summary
of procedure, findings, conclusions and suggestion for further research.
6.2 OBJECTIVE OF THE STUDY

1. To understand the level of job stress among teachers in the special schools of Kerala

2. To understand the level of job satisfaction among teachers in the special schools of Kerala

3. To find out whether there is any significant difference exist in job stress of teachers in the special schools for the subsamples based on
   a. Gender
   b. Qualification
   c. Locale of the School (Rural /Urban)
   d. Experience

4. To find out whether there is any significant difference exist in the job satisfaction of teachers in the for the subsamples based on
   a. Gender
   b. Qualification
   c. Locale of the School (Rural/Urban)
   d. Experience

5. To find out the relationship between job stress and job satisfaction of teachers in the special schools

6. To develop a training model for minimising job stress and enhancing job satisfaction of teachers in the special schools.
7. To test the effectiveness of the developed training model for minimizing job stress and enhancing job satisfaction of teachers in the special schools for the total sample and component wise

6.3 HYPOTHESES OF THE STUDY

1. Teachers in the special schools have adequate job stress.

2. Teachers in the special school do not have adequate job satisfaction

3. There exists significant difference in the job stress of teachers in the special school for the subsample
   a. Gender
   b. Qualification
   c. Locale of the school (Rural/Urban)
   d. Experience

4. There will be significant difference in the job satisfaction of teachers in the special schools with respect to
   a. Gender
   b. Qualification
   c. Locale of the school (Rural/Urban)
   d. Experience

5. There exist significant relationships between job stress and job satisfaction of teachers in the special schools.
6. The developed training model is effective for minimizing job stress and enhancing job satisfaction for the total sample and for the components

**6.4 METHODOLOGY IN BRIEF**

From the different approaches that may be employed in descriptive research ‘normative survey’ was adopted for collecting data relevant for the study, since ‘it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effect that are evident or trends that are developing’ (Best, 1995, p.96). Survey cum experimental method was adopted for the study. Survey method was used for measuring existing job stress and job satisfaction of teachers in the special school of Kerala. The data were collected randomly from the sample size of 250 teachers of special schools from various districts of Kerala. Due representation was given to variable like gender of subject, locality of the school and qualification and experience of the teachers.

Experimentation was executed for testing the effectiveness of the developed training model prepared by the investigator. The experimental design adopted was single group pre-test post-test design. For experimentation the investigator selected a sample of 60 special school teachers of Trissur district. The data collected was analysed using appropriate statistical techniques and the results obtained were discussed and conclusions drawn, followed by some suggestions.
6.4.1 Tools Used for the Study

For the purpose of the study the investigator used the following tools

1. Personal data sheet
2. Job stress scale for special school teachers
3. Job satisfaction scale for special school
4. Training Model developed by the investigator

6.4.2 Statistical Techniques Used

1. Descriptive statistics like mean, median, Mode, Standard Deviation
2. Percentages
3. Test of significant difference between the means’ t’ test
4. Pearson’s Product Moment Coefficient of Correlation

6.5 MAJOR FINDINGS OF THE STUDY

The major findings deduced from the study are presented below.

6.5.1 Finding related to level of Job Stress of teachers in the special schools for the total sample

- A considerable percentage of teachers in the special schools have average (52%) job stress.
- 22% of teachers have high job stress and the rest with low (26%) job stress.
- The mean value for the total sample of job stress is 85.78 and the standard deviation 13.38.
CONCLUSION

- A considerable proportion of teachers in the special schools exhibit job stress at average level.
- The percentage of teachers having high job stress is lower than the average job stress teachers.

6.5.2 Level of job stress of teachers in the special schools based on relevant subsample

Gender

- Based on Gender, both male and female teachers have average job stress with 49.2% and 49.7% respectively. The high and low ‘level of job stress’ of male teachers is 25.4% each.; and that of female teachers is 24% and 26% respectively.

Qualification

- A considerable percentage of the teachers, both Graduates and Diploma holders have an average job stress with 46.6% and 52.5% respectively.
- High job stress for the male teachers is 25.4%, but for the female teachers it is 24%; similarly the percentage of low job stress for male and female are 26.2% and 25.4 respectively.
**Locale of school**

- Based on the Locale of school, a remarkable percentage of teachers, both rural and urban has average job stress with 49.5% and 51% respectively.
- The high and low % of job stress for rural teachers are 24.2% and 26.3%; and that of urban are 23.2% and 25.8% respectively.

**Experience**

- A considerable percentage of the teachers, both up-to 5 years and above 5 years has an average job stress with 50.6% and 56.2% respectively.
- The high and low ‘level of job stress’ of up-to 5 years teachers are 22.7% and 26.7% and that of above 5 years are 18.8 % and 25 % respectively.

**CONCLUSION**

- Considerable percentage of teachers of the subsamples (Gender, Qualification, Locale of the school, and Experience) have an average job stress
- The percentage of low job stress is markedly less than the average job stress.
- The percentage of high job stress is less than the average job stress.
6.5.3 Comparison of Subsample of teachers under study with respect to their Level of Job Stress

**Gender**

- The subsample group revealed that obtained mean score of male and female teachers are 84.85 and 86.13 with SD 15.36 and 12.61
- The value of critical ratio obtained for the gender is 0.67. It is not significant at 0.05 level (CR=0.67; p>0.05).

**Qualification**

- The job stress scores of the teachers based on qualification revealed that mean score for the graduation is 84.21 with SD 15.34; mean score for the diploma is 86.44 with SD 12.47
- The value of critical ratio obtained for the qualification of teachers is 1.10. It is not significant at 0.05 level (CR=1.10; p>0.05).

**Locale of School**

- The value of critical ratio obtained for teachers based on locale of school is 0.86. it is not significant at 0.05 level (CR=0.86; p>0.05).

Comparison of the job stress scores of the teachers based on years of experience shows that mean score of up-to 5 years, and above 5 years’ experience are 84.91 and 87.19 respectively.
Experience

- Job stress scores of teachers on the basis of experience showed that mean value for up-to 5 years experiences is 84.91 and for the above 5 years teachers is 87.19, with SD of 13.22 and 1.59 respectively.
- The value of critical ratio obtained for ‘experience’ is 1.31. It not significant at 0.05 level (CR=1.31; p>0.05).

Conclusion

- The analysis on gender scores reveals that, gender is not a significant factor in job stress of teachers in the special schools.
- The analysis on the subsample qualification proved that there is no ‘qualification’ difference with respect to the job stress of teachers in the special schools.
- The analysis of teachers from rural and urban school revealed that locale of school is not a significant factor in the job stress of teachers in the special schools.
- The analysis on the subsample ‘experience of teachers’ proved that experience of the teacher does not differ significantly with respect to their level of job stress.

6.5.4 Findings related to level of Job Satisfaction of teachers in the special schools for the total sample

- The mean value for the total sample of job satisfaction is 55.83 and the standard deviation 16.35.
A considerable percentage of teachers in the special schools have average (51%) job satisfaction

21.2% teachers in the special schools has high job satisfaction and 27.6% have low job satisfaction

CONCLUSION

Remarkable percentage (51.2%) of teachers in the special schools possess average level of job satisfaction

The percentage of teachers having high job satisfaction is less than the average job satisfaction teachers.

6.5.5 Level of job satisfaction of teachers in the special schools based on the subsample

Gender

A remarkable percentage of the teachers, both male and female have average job satisfaction with 46.2% and 51.9% respectively.

The high and low level of job satisfaction of female teachers is 22.4% and 25.7% and that of male is 23.9% and 29.9% respectively.

Qualification

A noticeable percentage of the teachers, both graduates and Diploma holders have an average job satisfaction with 49.3% and 53.1% respectively.
The high and low ‘level of job satisfaction’ of graduate teachers are 24.7% and 26%; and that of diploma holders are 19.8% and 27.1% respectively.

**Locale of School**

- Based on Locale of School, a considerable percentage of the teachers, both rural and urban have average job satisfaction with 51.6% and 48.4% respectively.
- The high and low ‘level of job satisfaction’ of rural teachers are 23.2% and 25.2%; and that of urban are 23.9% and 27.7% respectively.

**Experience**

- Based on the experience of teachers, remarkable percentage of the teachers, both up-to 5 years and above 5 years has average job satisfaction with 48.7% and 51% respectively.
- The high and low ‘level of job satisfaction’ of up-to 5 years are 26% and 25.3%; and that of above 5 years are 20.8% and 28.2% respectively.

**CONCLUSION**

- Considerable percentage of teachers in the special schools of the subsamples (Gender, Qualification Locale of the school, and Experience) have average job satisfaction
The percentage of high job satisfaction is markedly less than the average job satisfaction.

The percentage of low job satisfaction is less than the average job satisfaction.

### 6.5.6 Comparison of relevant Subsample of teachers under study with respect to their level of Job Satisfaction

#### Gender

- Mean score for the male is 54.00 and for the female is 56.50 with SD for the male and female is 15.52 and 16.63 respectively.
- The value of critical ratio is 1.07. The obtained critical ratio is not significant at 0.05 level (CR=0.107; p>0.05), shows that the male and female teachers group do not differ significantly with respect to their level of job satisfaction.

#### Qualification

- Mean score for the Graduation is 55.93 with SD 16.63; for the Diploma it is 55.79 and 16.28 respectively.
- The value of critical ratio obtained for the ‘qualification’ group is 0.06 which is not significant at 0.05 level (CR=0.06; p>0.05). It shows that the qualification of teachers do not differ significantly with respect to their level of job satisfaction.
**Locale of school**

- For the rural school the mean value is 54.51 with SD 15.11 and for the urban school it is 56.64 and 17.06 respectively.
- Critical ratio obtained for the Locale of the school is 1.002. It is not significant at 0.05 level (CR=1.002; p>0.05). It revealed that the "locale of school" do not differ significantly with respect to their level of job satisfaction.

**Experience**

- Comparison of the job satisfaction scores on ‘Experience’ shows that up-to 5 years category teachers have mean value of 55.92 and that of above 5 years have 55.68 with SD 16.07 and 16.87 respectively.
- The value of critical ratio obtained for the subsample ‘Experience’ is 0.11 it is not significant at 0.05 level (CR=0.11; p>0.05). It shows that the experience of teachers do not differ significantly with respect to their level of job satisfaction.

**CONCLUSION**

- Result proved that there exists no significant difference in the mean score of job satisfaction of teachers in the special schools based on the subsample gender.
The analysis revealed that qualification is not a significant factor to the level of job satisfaction of teachers in the special schools of Kerala.

The analysis revealed that locale of the school is not a significant factor to the level of job satisfaction of teachers in the special schools of Kerala.

The analysis on the subsample ‘experience’ proved that there exists no significant difference in the mean score of job satisfaction of teachers in the special schools based on the subsample experience.

**6.5.7 Coefficient of correlation between Job Stress and Job Satisfaction of teachers in the special schools of Kerala**

The relationship between job stress and job satisfaction was found using coefficient of correlation.

**Total sample**

The relationship between job stress and job satisfaction of teachers in the special schools of Kerala found. The coefficient of correlation between the scores of the total samples of job stress and job satisfaction revealed that

For the total sample the correlation between job stress and job satisfaction is 0.258, which is significant at 0.05 level of significance. Hence the relationship between these two variables is considered to be real.
The obtained correlation is negative. This means that increase in one variable will result a corresponding decrease on the other variable. Hence any increase in job stress will result in decrease in job satisfaction and vice versa.

The shared variance (percentage of overlap) of job stress with job satisfaction of teachers in the special schools of Kerala is 6.66. This means that 6.66 percent of what is measured by job satisfaction is related to job stress.

**Male**

For the male sample the ‘r’ obtained between job stress and job satisfaction of teachers in the special school is -0.02 and this value not exceed the value set for significance at 0.05 level. Hence it is interpreted that there is no relationship is seen or marked between job stress and job satisfaction of teachers in the special schools.

**Female**

For the female sample correlation between job stress and job satisfaction is -0.214, which is significant at 0.05 level of significance. Hence the relationship between job stress and job satisfaction is considered to be real.

The obtained correlation is negative. So when there is an increase the score in one variable congruently a decrease will occur on the other.
variable. Hence any decrease in job stress will result in increase in job satisfaction and vice versa.

- The shared variance (percentage of overlap) of job stress with job satisfaction for female teachers in the special schools of Kerala is 4.58. This means that 4.58 percent of what is measured by job satisfaction is related to job stress.

**Rural**

- For the rural sample correlation between job stress and job satisfaction is -0.27, which is significant at 0.05 level of significance. Hence the relationship between job stress and job satisfaction is considered to be tangible.
- The obtained correlation is negative. So when there increase the score on one variable congruently decrease the score on the other variable will occur. Hence any decrease in job stress will result in increase in job satisfaction and vice versa.
- The shared variance (percentage of overlap) of job stress with job satisfaction for rural teachers in the special schools of Kerala is 7.209. This means that 7.209 percent of what is measured by job satisfaction is related to job stress.

**Urban**

- For the urban sample the ‘r’ obtained between job stress and job satisfaction of urban teachers in the special school is -0.108 and this
value not exceed the value set for significance at 0.05 level. Hence it is interpreted that there is no relationship is seen or obvious between job stress and job satisfaction of teachers in the special schools.

**Graduation**

- For the sample graduate teachers the ‘r’ obtained between job stress and job satisfaction is -0.205 and this value not exceed the value set for significance at 0.05 level. Hence it is interpreted that there is no relationship seen or obvious between job stress and job satisfaction of teachers in the special schools.

**Diploma**

- For the sample of diploma holders the ‘r’ obtained between job stress and job satisfaction of diploma holders in the special school is -0.137 and this value not exceed the value set for significance at 0.05 level. Hence it is interpreted that there is no relationship perceived or apparent between job stress and job satisfaction of teachers in the special schools in this regard.

**Up-to 5 years’ experience**

- For the sample of teachers with Up-to 5 years of teaching experience the ‘r’ obtained between job stress and job satisfaction is -0.137 and this value not exceed the value set for significance at 0.05 level. Hence it is interpreted that there is no relationship perceived or
apparent between job stress and job satisfaction of teachers in the special schools in this regard.

**Above 5 years’ experience**

- For the teachers sample with above 5 years of experience correlation between job stress and job satisfaction is -0.201, which is significant at 0.05 level of significance. Hence the relationship between job stress and job satisfaction is considered to be tangible.
- The obtained correlation is negative. So when there is a positive change in one variable congruently a negative change will occur on the other variable. Hence any decrease in job stress will result in increase in job satisfaction and vice versa.
- The shared variance (percentage of overlap) of job stress with job satisfaction for teachers with above 5 years’ experience in the special schools of Kerala is 4.04. This means that 4.04 of what is measured by job satisfaction is related to job stress of teachers in the special schools.

**6.5.8 Effectiveness of the training Model for Minimising Job Stress for the total sample of teachers in the special schools**

The effectiveness of the training model for the total sample was evaluated.

The result showed that

- Pre-test and post-test mean scores for the job stress were 83.43 and 61.27 respectively.
After the intervention of the training in the mean score a decrease of 22.16 are noted; and the paired ‘t’ value was 18.71 which is greater than the table value of 2.58 for 0.01 level of significance.

CONCLUSION

After the intervention of the training model Job stress of the total sample is reduced. So, the developed training model is effective for minimising job stress among the teachers in the special schools.

6.5.9 Effectiveness of the training Model for Minimising Job Stress for the component

The effectiveness of the training model was evaluated by using Paired ‘t’ for the total sample. The result revealed that

- The average score obtained before the intervention of the ‘developed training model’ is 83.43. After the intervention the score is decreased to 61.27; a decrease of 22.16 can be observed. The paired ‘t’ value obtained is 18.71 which is greater than the table value 2.58 for 0.01 level of significance.

- The average score for the component ‘interpersonal relationship’ before the intervention of the ‘developed training model’ is 13.05. After the intervention, the score is reduced to 7.58; a decrease of 5.47 is observed. The paired ‘t’ value obtained is 19.34, which is greater than the table value 2.58 for 0.01 level of significance.
The average score for the component ‘wage/salary’ before the intervention of the developed training model is 11.00. After the intervention, the score is reduced to 8.53; a decrease of 2.47 is observed. The paired ‘t’ value obtained is 21.42, which is greater than the table value 2.58 for 0.01 level of significance.

The average score for the component ‘administration’ before the intervention of the developed training model is 13.23. After the intervention, the score is reduced to 9.47; a decrease of 3.76 is observed. The paired ‘t’ value obtained is 18.89, which is greater than the table value 2.58 for 0.01 level of significance.

The average score for the component ‘teaching facility’ before the intervention of the developed training model is 13.27. After the intervention, the score is reduced to 9.67; a decrease of 3.6 is observed. The paired ‘t’ value obtained is 18.21, which is greater than the table value 2.58 for 0.01 level of significance.

The average score on the component ‘parental support’ before and after the intervention of the developed training model is 13.17 and 8.62 respectively; a decrease of 4.55 is observed. The paired ‘t’ value obtained is 18.30, which is greater than the table value 2.58 for 0.01 level of significance.

The average score for the component ‘in-service training’ before and the intervention of the developed training model is 9.53 and 6.53
respectively; a decrease of 3.00 is observed. The paired ‘t’ value obtained is 18.61, which is greater than the table value 2.58 for 0.01 level of significance.

- The average score of the component ‘family support’ before and after the intervention of the developed training model is 8.63 and 5.08 respectively; a decrease of 3.55 is observed. The paired ‘t’ value obtained is 29.05, which is greater than the table value 2.58 for 0.01 level of significance.

- The average score of the component ‘social recognition’ before and after the intervention of the developed training model is 8.37 and 6.20 respectively; a decrease of 2.17 is observed. The paired ‘t’ value obtained is 16.88, which is greater than the table value 2.58 for 0.01 level of significance.

**CONCLUSION**

- Job stress is significantly reduced as a result of the training model implemented. So, the developed training model is effective for minimising job stress among the teachers in the special schools.

- It is proved that scores of job stress on the component ‘interpersonal relationship’ reduces as a result of the training model implemented. Hence it can be interpreted that the developed training model is effective for minimising job stress in the component of ‘interpersonal relationship’ among teachers in the special schools.
The result revealed that job stress on the component ‘wage/salary’ reduces as a result of the training model implemented. It is proved that developed training model is effective for minimising job stress on the component of ‘wage/salary’ among the teachers in the special schools.

The analysis revealed that job stress on the component ‘administration’ reduces as a result of the training model implemented. So it is clear that the developed training model is effective for minimising job stress to the component of ‘administration’ among the teachers in the special schools.

The scores received before and after the intervention of the developed training model proved that it is effective for minimising job stress in the component ‘teaching facility’ among the teachers in the special schools.

Based on the analysis it is proved that the developed training model is effective for minimising job stress in the component ‘parental support’ among the teachers in the special schools.

The analysis proved that the developed training model is effective for minimising job stress among the teachers in the special schools.

The scores on the component of ‘family support’ proved that the developed training model is effective for minimising job stress in the component ‘family support, among the teachers in the special schools.'
The result of the analysis proved that the developed training model is effective for minimising job stress in the component are of ‘social recognition’ among the teachers in the special schools.

6.5.10 Effectiveness of the Training Model for Enhancing Job Satisfaction of Teachers in the Special Schools for the Total Sample

The effectiveness of the developed training model for enhancing job satisfaction was found out by comparing the mean scores of pre-test and post-test and by using Paired ‘t’ test of the total sample. The result revealed that:

- Pre-test and post-test mean scores for the job satisfaction were 44.58 and 68.08 respectively.
- After the intervention of the training, an increase of mean value 23.5 are noted; and the paired ‘t’ value was 35.25 which is greater than the table value of 2.58 for 0.01 level of significance.

CONCLUSION

- After the intervention of the training model job satisfaction is significantly increased. So the developed training model is effective for enhancing job satisfaction among the teachers in the special schools.
6.5.11 Effectiveness of the Training Model for Enhancing Job Satisfaction of Teachers in the Special Schools for the Component

The effectiveness of the developed training model for enhancing job satisfaction was found out by comparing the mean scores of pre-test and post-test and by using Paired ‘t’ test of the component. The result revealed that

- The average score for the ‘interpersonal relationship’ before and after the intervention of the ‘developed training model’ is 10.83 and 15.18 respectively; an increase of 4.35 is observed. The paired ‘t’ value obtained is 17.08, which is greater than the table value 2.58 for 0.01 level of significance.

- The average score for the component ‘wage/salary’ before and after the intervention of the ‘developed training model’ is 7.43 and 9.08 respectively; an increase of 1.65 is observed. The paired ‘t’ value obtained is 15.21, which is greater than the table value 2.58 for 0.01 level of significance.

- The average score on ‘administration’ before and after the intervention of the ‘developed training model’ is 9.07 and 11.53 respectively; an increase of 2.46 is observed. The paired ‘t’ value obtained is 17.08, which is greater than the table value 2.58 for 0.01 level of significance.
The average score on ‘teaching facility’ before and after the intervention of the ‘developed training model’ is 9.17 and to 12.30 respectively; an increase of 3.13 is observed. The paired ‘t’ value obtained is 19.34, which is greater than the table value 2.58 for 0.01 level of significance.

The average score on ‘parental support’ before and after the intervention of the ‘developed training model’ is 9.43 and to 13.25 respectively; an increase of 3.82 is observed. The paired ‘t’ value obtained is 15.78, which is greater than the table value 2.58 for 0.01 level of significance.

The average score on the component ‘in-service training’ before and after the intervention of the ‘developed training model’ is 8.75 and 11.25 respectively; an increase of 2.5 is observed. The paired ‘t’ value obtained is 17.08, which is greater than the table value 2.58 for 0.01 level of significance.

The average score of the component ‘family support’ before the intervention of the ‘developed training model’ is 7.88. After the intervention, the score is increased to 10.07; an increase of 2.19 is observed. The paired ‘t’ value obtained is 14.81, which is greater than the table value 2.58 for 0.01 level of significance.

The average score regarding the component ‘social recognition’ before and after the intervention of the ‘developed training model’ is 7.75
and 9.97 respectively; an increase of 2.22 is observed. The paired ‘t’
value obtained is 16.21, which is greater than the table value 2.58 for
0.01 level of significance.

CONCLUSION

- So, the result proved that the developed training model is effective for
  enhancing job satisfaction among the teachers in the special schools
- The analysis proved that the developed training model is effective for
  enhancing job satisfaction in the component ‘interpersonal
  relationship’ among the teachers in the special schools.
- The increase in the score reveals that developed training model is
  effective for enhancing job satisfaction in the component of
  ‘wage/salary’ among the teachers in the special schools.
- The analysis result stated that the developed training model is effective
  for enhancing job satisfaction in the component of ‘administration’
  among the teachers in the special schools.
- The result cleared that the developed training model is effective for
  enhancing job satisfaction in the component of ‘teaching facility’
  among the teachers in the special schools.
- The scores proved that the developed training model is effective for
  enhancing job satisfaction in the component of ‘parental support’
  among the teachers in the special schools.
The increase in the cores revealed that the developed training model is effective for enhancing job satisfaction in the component of ‘in-service training’ among the teachers in the special schools.

The result revealed that the developed training model is effective for enhancing job satisfaction in the component of ‘family support’ among the teachers in the special schools.

The analysis cleared that the developed training model is effective for enhancing job satisfaction in the component of ‘social recognition’ among the teachers in the special schools.

6.6 TENABILITY OF THE HYPOTHESES

The study provided sufficient evidence to decide the validity of the hypothesis set for it. An attempt has been made by the investigator to study the validity of the hypotheses

Hypothesis 1

Teachers in the special schools have adequate job stress.

The percentage of analysis shows that 28% teachers in the special school have high job stress and 52% of teachers in the special schools have average job stress and 26% of the teachers have low job stress. Hence from the obtained percentage value the hypothesis 1 is accepted.
Hypothesis 2

Teachers in the special school do not have adequate job satisfaction

The percentage level of job satisfaction of teachers in the special schools shows that 27.5% of teachers possess low level of job satisfaction, 51.2% of teachers in the special school have average level of job satisfaction and Thus from the obtained result Hypothesis 2 is accepted

Hypothesis 3

There exists significant difference in the job stress of teachers in the special school for the subsample (1) Gender, (2) Qualification, (3) Locale of the school (4) Experience

- The value of critical ratio obtained for the male and female teachers with respect to their job stress is not significant at 0.05 level (CR=0.67; p>0.05); The value of critical ratio obtained for the graduate and Diploma teachers is not significant at 0.05 level (CR=1.10; p>0.05); value of critical ratio obtained for teachers from rural and urban schools is not significant at 0.05 level (CR=0.86; p>0.05); value of critical ratio obtained for teachers with up-to 5 years’ and above 5 years’ experience is not significant at 0.05 level (CR=1.31; p>0.05).
The analysis shows that there exists no significant difference based on the subsample in the job stress of teachers in the special schools. **Hence the Hypothesis 3 is rejected**

**Hypothesis 4**

There will be significant difference in the job satisfaction of teachers in the special schools with respect to Gender, Qualification, and Locale of the school and Experience

Critical ratio obtained for gender is not significant at 0.05 level (CR=0.1.07; p>0.05); The value of critical ratio obtained for the ‘qualification’ group is not significant at 0.05 level (CR=0.06; p>0.05); value of critical ratio obtained for the Locale of the school is not significant at 0.05 level (CR=1.002; p>0.05). value of critical ratio obtained for the subsample ‘Experience’ is not significant at 0.05 level (CR=0.11; p>0.05).

From the obtained result it is clear that there exist no significant difference in the job satisfaction with respect for the subsample. **So, the hypothesis 4 is rejected**

**Hypothesis 5**

There exist significant relationships between job stress and job satisfaction of teachers in the special schools.
For the total sample the correlation between job stress and job satisfaction is 0.258, which is significant at.05 level of significance; For the female sample correlation between job stress and job satisfaction is -0.214, which is significant at.05 level of significance; For the rural sample correlation between job stress and job satisfaction is -0.27, which is significant at.05 level of significance; the sample with above 5 years of experience correlation between job stress and job satisfaction is -0.201, which is significant at.05 level of significance. From the obtained result it is clear that there exists significant relationship. So, the Hypothesis 5 is accepted.

Hypothesis 6.

The developed training model is effective for minimizing job stress and enhancing job satisfaction for the total sample and the components

➢ The average score for the job stress obtained before and after the intervention of the ‘developed training model’ is 83.43 and 61.27; a decrease of 22.16 can be observed. The paired ‘t’ value obtained is 18.71 which is greater than the table value 2.58 for 0.01 level of significance and the average score of job satisfaction for the total sample before and after the intervention of the ‘developed training model’ is 44.58 and 68.08; increase of 23.5 can be observed. The paired ‘t’ value obtained is 35.25 which is greater than the table value 2.58 for 0.01 level of significance. Thus, the Hypothesis 6 is accepted.
6.7 SUGGESTIONS FOR IMPROVEMENT

Suggestions to teachers

- Keep better interpersonal relationship among teaching and non-teaching staff; share the ideas and innovative teaching and training techniques among staff.
- Utilise the leisure time in an effective way
- Attend the stress management training course provided by various organisations
- Try to utilise all the educational resources to empower the way of teaching
- Interact with the parents of the students on all possible occasions of school activities.
- Assign activities to children to develop their innate potential abilities and try to understand their level of intelligence and power.
- Convince the management of the problems faced by teachers in their financial issues in a congenial way.

Suggestions to management

- Provide adequate infrastructural facilities for the school
- Organize adequate in-service training for the teachers to enrich their skill and to adapt innovative teaching techniques.
• Ensure the participation of parents in all the activities and in the meeting of PTA held at school

• Ensure the co-operation of public personalities/politicians on all the special occasions of the school.

• Ensure the service of a psycho-therapist and a councillor in the school.

• Make available essential reference materials.

6.8 EDUCATIONAL IMPLICATIONS OF THE STUDY

• The main objective of the present study was to develop a training model for minimising job stress and enhancing job satisfaction of teachers in the special schools. The findings of the study throw light on the fact that the developed training model is significantly effective in minimising job stress and enhancing job satisfaction of teachers in the special schools. The findings of the study have certain educational implications also. They are outlined below:

• The developed training model can be used as a changing agent, as a consultant model with a wide range of implications for teachers in the special schools. The educational practitioners, teachers, stress management trainers can use this model as the best training technique and best practices for any educational problem.

• An effective school is one where the teachers have ‘sound minds’ to perform their duty in an effective way. The present study reveals the
importance of infrastructural facilities, interpersonal relationship of teachers, and support from parents, society and family.

- The model incorporated face to face interaction, individual and group processing. The face to face interaction boosts the efficiency of communication, individual and group accountability. Hence the developed model ensures desirable changes among teachers

- Special training based on psychoanalytic approach should be given to the teachers to cope with the stress as they experience high stress. Opportunities should be given to develop good adjustment capacity among them.

- It can be learned that the present in-service programmes do not come up to the expected level to minimise job stress and enhancing job satisfaction so the expected outcomes. They have no influence on the problems related with their stress. This study is an eye opener for the educational planners.

Findings of this study proposes that the in-service programmes that are in out-dated should be modified and restructured to meet the needs and requirements of the educational system, which help the teachers in the special schools to modify classroom techniques and to develop more favourable attitude, help them to cope with stress, improve their abilities to adjust with all the situations.
6.9 SUGGESTIONS FOR FURTHER RESEARCH

In the light of the valuable experience gained by the investigator during the research period, the following topics are suggested for further research:

1. The present study is limited to teachers of the mentally challenged schools. The same study may conducted in other type of disabled special schools.

2. The present study was conducted on a sample of 250 teachers in the special schools. The same study may be conducted with more samples from all the districts.

3. Studies can be carried out to find out the effectiveness of training strategies on the intellectual development of the special school students.

4. Studies can be done to understand the attitude of public towards the special schools and special education.

5. Further research can be done the about attitude of parents and local governing bodies to improve the learning climate of the special school.

6. Studies can be done the attitude of siblings of the mentally challenged child towards their rehabilitation.

7. Studies can be done to find out the effectiveness of the present curriculum on the development of the behaviour modification of the mentally challenged children.
8. Research can be done to identify the difficulties faced by the parents to educate their disabled child compared with that of their normal child.

9. Further research may be done to identify the difficulties faced by the management to run the special school in an effective way.