CHAPTER-V

FINDINGS, CONCLUSIONS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This chapter is, therefore, devoted to focusing the findings, conclusion, discussion of results of the study and for indicating their implications and suggestions for further studies or research. These are presented below in the same sequence.

- Main findings
- Conclusion
- Discussion of the result
- Educational implications
- Suggestions for further researches
5.1 MAIN FINDINGS

1. It was found that there is significant and positive relationship between occupational satisfaction and adjustment among visually challenged adult teachers. The positive correlation shows that with increase in occupational satisfaction of visually challenged adult teachers, the adjustment increases and vice-versa.

2. It was found that there is no significant difference between male and female visually challenged adult teachers in relation to their occupational satisfaction.

3. It was found that there is significant difference between rural and urban visually challenged adult teachers in relation to their occupational satisfaction. Rural visually challenged adult teachers are more satisfied with their occupation as compared to urban visually challenged adult teachers.

4. It was found that there is significant difference between low socio-economic status and high socio-economic status visually challenged adult teachers in relation to their occupational satisfaction. Low socio-economic status visually challenged adult teachers are more satisfied with their job as compared to visually challenged adult teachers belonged to high socio-economic status.

5. It was found that there is significant difference between male and female visually challenged adult teachers in relation to their adjustment. Female visually challenged adult teachers were more adjusted as compared to male visually challenged adult teachers.

6. It was found that there is no significant difference between rural and urban visually challenged adult teachers in relation to their adjustment. Rural and urban visually challenged adult teachers almost have the same level of adjustment.

7. It was found that there is significant difference between low socio-economic status and high socio-economic status visually challenged adult teachers in relation to their adjustment. Low socio-economic status visually challenged adults are more adjusted with their job as compared to visually challenged adult teachers belonged to high socio-economic status.
8. There was significant interaction effect of locality and socio-economic status on occupational satisfaction of visually challenged adult teachers.

9. There was significant interaction effect of gender and socio-economic status on adjustment of visually challenged adult teachers.

5.2 CONCLUSION

“We are disable people. People want to keep us in the boundary of charity and alms. They think it is enough for us.”

This dialogue reveals the real situation of disable people in India. People think that disability is a curse; it is a matter of hiding and feels embarrassed for it. Visually challenged people are deprived in every aspect of life. They are neglected and counted as a burden. It is compulsory to eradicate negative attitude from the society to count them as an equal participation of the society. Besides, it is a mandatory to determine their Right to Education. The study concluded that literacy is a good contributor in the job satisfaction and adjustment of visually challenged people. It is quite impossible to make them independent and self-sufficient without literacy. The study will be successful if we can eradicate/ overcome the negative attitude and make equal opportunities in education and employment for the people with visual impairment.

On the basis of analysis and interpretation of data, the following conclusions can be drawn. It may be concluded from the results that adjustment and occupational satisfaction of visually challenged adult teachers have positive correlation that is with increase in occupational satisfaction, the adjustment of visually challenged adult teachers will also be increased and vice-versa.

The findings of the study reveal that there is no significant difference among visually challenged male and female adult teachers, while significant difference was found between rural and urban visually challenged adult teachers and between visually challenged adult teachers belonging to low and high socio-economic status. Rural with low socio-economic status visually challenged adult teachers have better occupational satisfaction than urban with high socio-economic status teachers are less satisfied with their occupation.

The findings of the study further revealed that visually challenged female adult teachers are better adjusted as compared to visually challenged male adult
teachers. While no significant difference was found in rural and urban visually challenged adult teachers and visually challenged adult teachers having low socio-economic status was found better adjusted as compared to visually challenged adult teachers having high socio-economic status.

It was further found that there was a significant interaction effect of locality and socio-economic status on occupational satisfaction of visually challenged adult teachers. It was also found that there is a significant interaction effect of gender and socio-economic status on adjustment of visually challenged adult teachers.

5.3 DISCUSSION OF RESULTS

The present study was conducted with respect to occupational satisfaction and adjustment of visually challenged adult teachers in relation to their gender, locality and socio-economic status. The findings of the present study are in consonance or contrast with the findings of following studies in the area and hence are supported by empirical evidences also. The findings of the present investigation show the positive and significant relationship between occupational satisfaction and adjustment of visually challenged adult teachers. This finding is in consonance with the findings of Namdeo (2012) and Goyal (1980) who found a significant relationship between professional adjustment and occupational satisfaction of primary and secondary school teachers; this means that adjusted teachers are more satisfied with their occupation.

The other findings of the present study show that male and female visually challenged adult teachers do not differ significantly on occupational satisfaction. The findings of the present study are in consonance with the findings of Naik and Yadav (2013) who found no difference in male and female teachers of tribal area. Rathod and Verma (2006) and Clark, et al. (1996) also supported our finding, they found no significant difference on job-satisfaction of teachers regarding their gender. Prior research evidences are in favour of women satisfaction than males across most worksites (Lambert, et al., 2001; Ma & MacMillan, 1999; Watson, et al., 1991). It is contrary to many studies that male workers satisfied toward their job while many studies did not found any difference (Al-Mashaan, 2003). This finding does not
support the study of Witt and Nye (1992) due to lower expectations and more satisfaction at work by females.

The present study reveals that rural and urban visually challenged adult teachers differ significantly on occupational satisfaction. The findings of the study is in consonance with the finding of Mahmood, Nudrat and Asdaque (2011) and Kainth and Kaur (2010) who found that rural urban teachers are more satisfied in comparison to urban teachers. This finding is also in contrast with the findings of Rathod and Verma (2006) who found significant influence of location of residence on occupational satisfaction of visually challenged adult teachers. The teachers belong to urban areas, were found more satisfied with their jobs than rural areas, while Mishra (1999) found no significant difference in rural and urban teachers regarding their occupational satisfaction.

The findings of the present study stated that visually challenged adult teachers belonging to low and high socio-economic status differ significantly on occupational satisfaction. The finding of the present study is in consonance with the findings of Kainth and Kaur (2010) who found that low socio-economic status teachers are better satisfied with the job as compared to high socio-economic status teachers. The reason behind that is the need and expectations of teachers having low socio-economic status are less as compared to the need and expectations of teachers having high socio-economic status.

Another finding of the study reveals that female visually challenged adult teachers were more adjusted as compared to male visually challenged adult teachers. The findings of the present study is also supported by the findings of Saxena (1995) who found that female, teachers are relatively better adjusted as compared to male teachers. The finding of Shakuntala and Satapathy (1999), Kumar (2001) and Malik (1996) are also in consonance with the present findings. They found that female teachers were better adjusted than male teachers. But Nara (2007) found no significant difference in male and female teachers regarding their occupational satisfaction and adjustment.

The finding of the present study reveals that rural and urban visually challenged adult teachers does not differ regarding their occupational satisfaction and
adjustment. The present findings also supported with the findings of Nadeem, Ahmad, and Zahoor (2013), Saxena (1995). They found no significant difference among rural and urban teachers regarding their adjustment. The finding of Shakuntala and Satapathy (1999) and Kumar (2001) are also in consonance with the present findings. They found that female teachers were better adjusted than male teachers. But Nara (2007) found no significant difference in male and female teachers regarding their occupational satisfaction and adjustment. The finding of Dave and Kulshrestha (2004) also supported the findings of the present research. They reveal that the teachers belong to urban areas, seem to be least adjusted in social life and better adjusted in professional life than their rural counterparts. Kumar (2001) also found significant difference among rural and urban teachers. The finding of his study revealed that female teachers of rural background, were better adjusted than the teachers belonged to urban areas. The findings of the present study also reveal significant difference in occupational satisfaction and adjustment among teachers belonged to low and high socio-economic status. The finding of the present study is in consonance with the findings of Gupta (1989) who found that teachers belonged to high socio-economic status are least adjusted as compared to the teachers belonged to low socio-economic status.

5.4 EDUCATIONAL IMPLICATIONS

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem selected, must have an impact for improvement on the academic as well as education side also. The present study is concerned with occupational satisfaction and adjustment of visually challenged adult teachers in relation to their gender, locality and socio-economic status.

Occupational satisfaction and adjustment of employees play a vital role at the workplace. Though the present study is restricted to only 200 visually challenged adult teachers of three district of Haryana, its findings have important educational implications for all the visually challenged adult teachers of the state as well as in other states.
For having more occupational satisfaction the work load should be less on visually challenged adult teachers. Misbehavior of the students and poor colleague relationship are the factors of dissatisfaction which should be stopped. Good pay-scale and better promotional opportunities for visually challenged adult teachers should be given to attain high occupational satisfaction. The private school teachers should get the same pay scale and other facilities that of the government school teachers. The school teaching work load should be divided equally among the male and female teachers for having more occupational satisfaction. The institutional head should be cooperative, impartial with problem solving approach with the teachers for increasing occupational satisfaction. Unless the teacher is satisfied with his occupation, he cannot deliver the lecture properly. He will be a loss not to himself only but also to the country’s future. Achieving a high level of occupational satisfaction from the teachers need some simple strategies to be adopted by the Principal. The teachers should be provided opportunity to self-pace themselves and the supervision should be done unobtrusively. Fairness in school policies affects occupational satisfaction and work motivation positively; this suggests the utility of the Principals to explain and discuss these policies to the teachers, emphasizing and catching attention towards their fairness. The teachers’ value interpersonal interaction, so the schools can make formal and informal arrangements for improving the relationships among the staff members. Teachers’ participation in decision-making, proper communication of role expectations and recognition of good work are some concrete, easily applicable modifications which can enhance the occupational satisfaction of teachers. The school authorities can organize special welfare programs for teachers’ well-being and positive changes in their level of satisfaction. As far as improving the factors related to the job, the management should provide the opportunity for suitable working space, facilities to achieve one’s status and prestige in occupation etc.

The adjustment should be improved in the visually challenged adult teachers by having, lovingly, cooperative, helpful and the family member should teach adjustment in the environment in any condition. The self-ruling should be avoided. For having good health-adjustment we should not be feared of the doctor, check-up should be taken from the doctor in case of any deficiency or disease and proper
medicine should be taken in time. The teacher should have freely friendly nature, able to express their views, not having hesitation to talk with others for better social-adjustment. For better emotional-adjustment we should control our emotions and having positive nature. The teacher should have good spirit, self-control, unstressed, anxiety less mind and slept fairly well for better well-being. The teacher should be emotionally stable and take interest in life and felt productive and creative.

Unless the teacher is satisfied with his job, he cannot deliver the goods properly. He will be a loss not to himself only but also to the country’s future. Achieving a high level of occupation satisfaction from the teachers needs some simple strategies to be adopted by the Principal. The teachers need to be empowered by giving autonomy. Autonomy enhances occupation satisfaction as it gives a sense of personal responsibility of getting a job done whereas lack of satisfaction from the job results in disinterest towards work. Therefore, the study of job satisfaction is of much value to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximise their potential and thus derive greater occupational satisfaction.

Therefore, the study of occupational satisfaction and adjustment of visually challenged adult teachers are much value to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximise their potential and thus derive greater occupational satisfaction and adjustment. The present study will undoubtedly enrich the existing stock of knowledge in the field of education. The study has great relevance for the teachers. The present study has given a clear picture of the current situation to help and identify the factors responsible for occupational satisfaction and adjustment in the life of visually challenged adult teachers and then how to cope with them to develop harmonious relationship between performance and adjustment of teachers.

5.5 RECOMMENDATIONS

- Orphans have no impairment and physical disable people have lower challenges than visually challenged persons have. So, orphans and physical disable are getting privilege in the government quota. For this reason, visually challenged people are getting fewer opportunities to Government jobs.
Reservation in posts only for visually challenged people may be a solution for this problem.

- Despite of hundred barriers, many visually challenged people are working at honorable positions. Their success stories may motivate other visually challenged persons, their guardians and the society. So, it is important to telecast and publish their success stories. Radio, television, newspapers, journals and other media can play a vital role in this area.
- The number of vocational training centers for visually challenged person are very limited. It is important to increase the number, scope and accessibility of such centers to make them more skilled.
- The infrastructure of most of the office buildings is not friendly for a visually challenged employee. If Government take initiatives to make all the office buildings convenient and friendly for visually challenged persons, they will face less difficulty in continuing their jobs.
- Literacy improves occupational satisfaction and adjustment level of visually challenged people. But many visually challenged people are not getting the opportunity for further studies. The Government has to strengthen the inclusive education and expand the scope and opportunities so that every visually challenged person for higher.

5.6 SUGGESTIONS FOR FURTHER STUDY

The result of the present study threw a valuable light on the occupational satisfaction and adjustment among visually challenged teachers in relation to their socio demographic variables. But the present study is based on a sample from a limited geographical and socio-cultural area for a wider generalization a study can be undertaken covering a wider geographical areas and different socio-cultural contents.

In the present study only the visually challenged teachers were studied. A study can be undertaken covering a variety a samples like visually challenged lecturers working in government, semi-government or public or private schools, colleges and others educational institution or visually challenged persons working in other skilled professions.
In the present study visually challenged adult teachers of Gurgaon, Faridabad and Rewari district of Haryana state were studied. A comparative study occupational satisfaction and adjustment of visually challenged adults of other states can be undertaken.

Also some follow up studies may be conducted to know about the continuation of the jobs of visually challenged person.

Role of family members and colleagues can also be included for future study. Exposure to latest techniques used during vocational training on increasing the efficiency of visually challenged persons can also be studied.