SUMMARY

There is a large and growing number of persons with disabilities in the world today. “The estimated figure of 500 million is confirmed by the result of surveys of segments of population, coupled with the observations of experienced investigators. In most countries, at least one person out of 10 is disabled by physical, mental or sensory impairment, and at least 25 percent of any population is adversely affected by the presence of disability” (UN, 2003). Many persons with disabilities are denied employment or given only menial and poorly remunerated jobs. In times of unemployment and economic crises, the disabled are the first to be fired and last to be hired. “Many disabled persons are excluded from the active participation in society because of doorways that are too narrow for wheelchairs; steps that cannot be mounted leading to buildings, buses, trains and aircraft; telephones and switches that cannot be reached; sanitary facilities that can not be used. Similarly they can be excluded by other types of barriers, e.g. oral communication which ignores the needs of hearing impaired and written information which ignores the needs of visually impaired” (UN, 2003). These barriers exist because of lack of concern, and awareness about the special needs of disabled persons. Many of these can be removed without incurring heavy cost but just through careful planning and a little bit concern for the persons with disabilities. Human resource management can perform vital role in formulating policies and procedures in critical Human Resource (HR) matters like equal employment opportunities for disabled, compensation, promotion, job security, working conditions, career development and advancement, fair treatment, reward systems, and job design.

The concept of disability is as much ideological as it is theoretical. A starting point to understand this is the social model of disability. The social model of disability is a term coined by Oliver (1990). The essence of this perspective is that it is society that is disabling rather than the physiological and psychological characteristics of individuals. Socially disabling effects can be multiple and varied. For example, they might take the form of the physical barriers in the built
environment (such as flights of steps being the only means of access to a building); they might be attitudinal barriers – such as a company’s unwillingness to use adaptive technology to employ a visually impaired person. To paraphrase this view, it is the absence of lifts and ramps or an organisation’s employment practices that disable people’s mobility, employment and other opportunities.

**VISUAL IMPAIRMENT**

Visual impairment is vision loss, due to low vision or blindness, that significantly limits visual capability. It may be the result of disease, trauma, or a congenital or degenerative condition, and cannot be improved by conventional means, such as refractive correction, medication, or surgery (Arditi and Rosenthal, 1998). Carrying out daily activities adequately is often a major problem, making visual impairment one of the most important barriers to participation. In the Netherlands, adults with severe, irreversible visual impairment can attend a comprehensive rehabilitation programme. Information on the efficacy of these programmes becomes more and more important: patients are asking for the best treatment available in order to improve their participation, and government institutions and insurance companies are demanding a cost-effective treatment.

**OCCUPATIONAL SATISFACTION**

The term occupation relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling-stage accompanying the attainment of any goal. It is feeling accompanying the attainment by an impulse of its objectives. Thus, occupational satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job dissatisfaction means absence of motivation at work.

Human resource is sum-total of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons comprising executives, supervisors, and the rank and file employees. Human resources should be utilized to the maximum possible extent, in order to achieve individual and organisational goals. The employee's performance ultimately decides the attainment
of goals. The employee performance in its turn is influenced by motivation and occupational satisfaction.

The importance of occupational satisfaction in the workplace is underscored by its inextricable connection to a person’s entire life. Since a person’s job is an all important part of his life, it follows that occupational satisfaction is part of life satisfaction. The nature of the environment outside of the job directly influences a person’s feelings and behaviour on the job (Hadebe, 2001). Judge and Watanabe (1993) reinforced this idea by stating that there exists a positive and reciprocal relationship between job and life satisfaction in the short term, and that over time, general life satisfaction becomes more influential in a person’s life. Schultz and Schultz (1998) emphasised that people spend one third to one half of their waking hours at work, for a period of 40 to 45 years, and that this is a very long time to be frustrated, dissatisfied and unhappy, especially since these feelings carry over to family and social life, and affect physical and emotional health. A concept with such tremendous effect on personal and organisational life clearly deserves a corresponding amount of attention.

A great many definitions of the concept of occupational satisfaction have been formulated over time. Arnold and Feldman (1986) described occupational satisfaction as “the amount of overall affect that individuals have toward their job”. High occupational satisfaction therefore means that an individual likes his or her work in general, appreciates it and feels positive about it. McCormick and Ilgen’s (1980) definition rings similar. They also regarded occupational satisfaction as a person’s attitude towards his or her job, and added that an attitude is an emotional response to the job, which may vary along a continuum from positive to negative. Beck (1983) added that since a occupation has many characteristics, occupational satisfaction is necessarily a summation of worker attitudes regarding all these. The good features are balanced against the bad, so that the overall occupational satisfaction is perceived as high or low. It appears that occupational satisfaction may be studied from two slightly different perspectives. Firstly, occupational satisfaction may be treated as a single, overall feeling towards a person’s job. Alternatively, researchers may focus on the different aspects that impact upon a job, e.g. its rewards and social environment, and
even characteristics of the job itself, such as its content. It is believed that this latter view permits a more comprehensive picture of occupational satisfaction, as an individual typically experiences different levels of satisfaction across different job aspects (Spector, 2003). It is this summed total of satisfaction with the different aspects of the job that many authors collectively refer to as occupational or job satisfaction.

Cognitive ability alone appears not to be a significant determinant of occupational satisfaction, but may be very important when considered in relation to type of work. A person too intelligent for his or her job is likely to experience insufficient challenge from his job, and become bored and dissatisfied. On the other hand, someone not intelligent enough is likely to experience frustration at not being able to handle the demands of the job. In addition, the relationship between occupational satisfaction and intelligence may be found in education. A number of studies have indicated a slight negative relationship to occupational satisfaction. This may be related to better-educated people having higher expectations of their jobs, and believing that their work should provide greater fulfillment and responsibility – and unfortunately, most jobs do not (Fried & Ferris, 1987).

Job experience is another factor that influences occupational satisfaction. In the early stages of employment, when the situation is still new and exciting, many employees are more satisfied than later on due to the stimulation and challenge of developing new skills and abilities. However, disenchantment sets in if regular evidence of progress and growth is not forthcoming. After a few years discouragement is quite common, due to disappointment about especially advancement in the job. Interestingly, occupational satisfaction appears to increase again after a number of years’ experience, and improve steadily from there on. This relationship parallels the occupational satisfaction / age relationship, and some researchers therefore regard it as the same phenomenon (Schultz & Schultz, 1998).

Personal characteristics also include skills and abilities. Many studies have shown that people are happier at work if they use the abilities they believe they possess (Schultz & Schultz, 1998). Personality-job fit (Gouws, 1995), or job congruence, refers to the match between an employee’s abilities and the requirements
of the job. A positive correlation with occupational satisfaction is generally confirmed (Fricko & Beehr, 1992, Gottfredson & Holland, 1990).

In terms of personal characteristics affecting occupational satisfaction, it appears that higher occupational levels are generally associated with higher occupational satisfaction (Busch & Bush, 1978; Daftuar, 2001). It is believed that this is so because people at these levels have greater opportunities to satisfy their motivator needs, as well as greater autonomy, challenge and responsibility at work. These have great value in building self-esteem and self-actualisation needs, which boost satisfaction.

**ADJUSTMENT**

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs.

Adjustment and adaptations are frequently used in the same sense. Initially, ‘adaptation’ was used by biologists. It means an attempt to survive in physical conditions of environment. Later on, behavioural psychologists came out with the new term ‘adjustment’, denoting a broader concept i.e. ‘Adjustment’ means behavioural reactions to personal demands and social pressures.

Many psychologists have given various definitions of the term ‘adjustment’ to clarify the meaning and to help in understanding the concept properly. Some of these definitions stand out to make the concept clear.

According to James Drever (1952) “Adjustment means the modification to compensate for or meet specific conditions”, while Webster (1951) defines adjustment as “The establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like”. Similarly Good (1959) defines adjustment “The process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment.” Adjustment, according to
Warren’s Dictionary of Psychology means. “Any operation whereby an organism or organ becomes more favourable related to the environment or to the entire situation, environmental and internal. In this way, as per dictionary meanings, adjustment is to be understood as a means ‘to fit’, ‘to make correspondent’, ‘to adapt’, or ‘to accommodate.’ Thus, when one adjusts something, one changes it in some way to make it appropriate to certain requirements, for example, extending a ladder to the right height so it may reach a second storey window. According to Shaffer (1961), “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”. Shaffer’s definition lays stress on needs and their satisfaction. Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent one’s needs are gratified or are in the way of being gratified. The individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes, he reduces the quantum of his needs so that he may feel satisfied within the limited resources of his environment. In this way, he tries to keep a balance between his needs and the capacity of realising these needs. As long as this balance is maintained, he remains perfect understanding between one and one’s environment. For example, if an urban girl is married to a rural boy and made to lead a village life, she is to change her behaviour, her habits and her ways of life for accommodating herself in the changed circumstances.

The Process of Adjustment

The psychological study of personal adjustment is an examination of the process by which people fulfil their needs and cope with the frustrating situations. An individual behaviour is able to indicate the process and quality of one’s satisfactory adaptations. In general, the process of adjustment involves four main aspects as:

(i) Existence of a motive
(ii) Obstacles
(iii) Varied responses
(iv) Success/Goal
There are certain basic motives in all human beings: Biological, Psychological and Social. Their emergence energizes our behavioural efforts to satisfy them. If the motives are satisfied immediately without any problem, the adjustment is simple. Usually, the needs are not satisfied and are blocked by some obstacles. A person’s physical, not mental abilities, or the social factors might prove such barriers. Individuals make various attempts to win over and reach the goal. One of the results may be that if the obstacle is overcome through his increased effort, the person achieves adjustment. In another situation, the individual revises his plan, changes the goal and succeeds to reach the goal of adjustment. Besides the above two forms of adjustment, there is a third possibility also. A person not able to overcome the obstacle gets frustration. Sometimes, frustration might lead to minor or major personality maladjustment. The efforts which get success in response to particular motives or situations get reinforced and the person adopts them as his pattern of adjustment and habit.

**Areas of Adjustment**

Obviously, an individual adjustment should consist of personal as well as environmental factors. These two broad aspects of adjustment can further be subdivided into smaller aspects of personal and environmental factors/adjustment, in this way, although seeming to be a global characteristic or quality, may have different aspects or dimensions.

In various attempts of measuring adjustment through inventories and other techniques, these varying aspects have been identified and various tests have been constructed to assess these dimensions. For example, Bell (1958) has taken five areas or dimensions in his Adjustment Inventory i.e., Home, Health, Social, Emotional and Occupational. Similarly, Arkoff (1968) in his book, “Adjustment and Mental Health” has suggested family adjustment, school or college adjustment, vocational adjustment and marriage adjustment as important areas of adjustment. Recently, Joshi and Pandey in their mimeographed research study have given the following 11 areas of dimensions of an individual adjustment in respect of School or College Students i.e. health and physical development, finance living conditions and employment, social
and recreational activities, courtship sex and marriage, social and psychological relations, personal psychological relations, moral and religious, home and family, future vocational and education, adjustment to school and college work, curriculum and teaching. In this way, adjustment of a person is based on building harmony between his personal characteristics and the demands of the environment, of which he is a part. Personal and environmental factors work side by side in bringing about this harmony.

**Motives in Adjustment**

In its broadest sense, adjustment may be evoked by any kinds of motives. Vital psychological needs for air, water, food and the like, when thwarted arouse repeated adjustive behaviour. But they are not of wide psychological interest for two reasons. First, they are reasonably well satisfied under the usual conditions of civilized culture; and secondly, the thwarting of the most vital needs may lead not to substitute adjustment but to death.

Of greater significance in human adjustment are the social motives that are learned from the culture in which an individual develops. In our culture, the needs for affection, security, approval, recognition, mastery, prestige and self-realization are among the stronger social motives. This group also includes the sex motives which, although fundamentally biological, are strongly influenced by cultural learning. All strong motives are persistent; once aroused, they continue until reduced by an adjustive act. The principal psychological mechanism of social motives seems to be tension. Developmentally, the tension of strong motivation is related to the psychological changes that occur in emotional states.

**Adjustment of Disabled**

People with severe physical disabilities have a considerably lower participation rate in society due to their limited functioning, societal attitudes, and other environmental barriers. Therefore, they need to undergo a lifelong adjustment process in order to reach the proper balance between their personal goals, their performance, and societal demands (Kendall and Terry, 1996; Rimmerman et al., 2000; Tzonichaki and Kleftaras, 2002).
Most of the previous studies on people with severe disabilities have followed the medical model, with the primary focus on the impact of disability on functioning while minimizing the role of environment (Desrosiers et al., 2003; Lutz and Bowers, 2003; Liu et al., 2004). The current approach, represented by the World Health Organization (WHO) International Classification of Functioning, Disability and Health (ICF), is to shift the attention to social and environmental factors in the rehabilitation process. This means that the impact of the impairments on daily functioning is studied in parallel to the impact of social and environmental factors on the participation of people with disabilities (Bent et al., 2001).

IMPORTANCE OF THE STUDY

Visual impairment is not a curse, it is a reality. The visual impaired people of our country are deprived in every sector. Though we are developing, there is very little concern about visual impairment. Taking appropriate measures to give them equal opportunity, research in this sector is very necessary. But, it is sad that quality research in this sector is scarce. Visually impaired people acquire relevant qualifications necessary for employment through integrated programmes. Despite having the necessary qualifications many of the visually challenged people seen begging in streets of India are testimony of how they are discriminated in the labour market. The visually impaired who have suitable qualifications for the jobs they may want to do should be given equal chances of employment like their sighted counterparts.

Occupational satisfaction is the positive orientation of an individual towards all aspects of work situation. Occupational satisfaction is the resultant of a host of orientations to specific aspects of job and results when there is an agreement between job characteristics and wants of an employee. It expresses the amount of congruence between one's expectations and rewards. The importance of job satisfaction lies in the fact that it is closely linked with performance and productivity of a person and is affected by a number of factors. A variety of factors motivate people at work, some of which are tangible, such as money, and some of which are intangible, such as a sense of achievement (Spector, 2003). Although employees derive satisfaction from their work, or places of work, for different reasons, this study was concerned
specifically with the investigation of the relationship between levels of satisfaction and factors associated with the culture of the organisation, and with relating this relationship to the motivation of employees at work. The primary point of departure is that the success of any organisation is heavily dependent on the inputs of its workforce, and that such inputs are determined to a large extent by personal characteristics, and by those facets of people’s work environments that motivate them to invest more physical and mental energy into their work.

In this way, the organisation’s objectives are pursued and met. Job satisfaction regarded as key determinants of organisational success and influenced by aspects of corporate culture. A thorough understanding of the nature and significant sources of employee satisfaction, insofar as this concept is related to corporate culture, will enable employers to effect the required positive strategic changes, such as adapt their strategic human resource and organisational development planning and implementation towards optimal employee loyalty and retention. Examples of such strategies may include selecting incumbents with a high degree of potential fit with the organisation’s culture, and to adapt certain of its human resource policies and practices, where these have been shown to hamper employee’s satisfaction.

Occupational satisfaction is an important element from organizational perspective, as it leads to higher organizational commitment of employees and high commitment leads to overall organizational success and development additionally growth, effectiveness and efficiency of the organization and low employees’ intentions to leave the organization. Obstinately, dissatisfied individuals leave the organization and inflate the motivation of those staying there (Feinstein, 2000) and as a result workers loose performance and efficiency and might sabotage the work and leave the job.

Adjustment refers to a harmonious relationship between the person and his environment through which his needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behaviour of organism from the lowest species up to man. If individual experiences have so shaped his personality that he is well prepared to play the roles, which are expected of the status assigned to him within a given environment and if his needs are met by
playing such roles, then we say that he is well adjusted. On the other hand, if experience has not preferred him to play the roles of his assigned status if the environment is such that he is denied the normal status for which his experience has prepared him and his fundamental needs are not met, then we say he is maladjusted. Maladjustment is often termed as mental illness or psychopathology frequently considered the number one health problem of our era, which is characterized by pollution, corruption and dissolution of the stable social system.

It is also needed not only to save them from beggary or from an object of mockery but to give self employment schemes, engagement or employment in private as well as public sectors and to make proper use of this labour force. For the new millennium that is for 21st century different world agencies and with these collaboration, national and state level organisations will march ahead with a momentum speed to find out different employment units on their needs. Visually challenged will give a new vision in different regions in their hopes of new sky’s horizon. Not only, it gives a choice for earning but a chance for learning. It gives impetus with new prospectus to acquire new habits to save from abuse, to make them aware about the misuse of time, labour, energy, then minimum learning competency for day to day life’s management, save them from drugs and alcohols abuse, motivate them to arouse new interest and new hopes with all creative potentialities along with their disabilities for a new dawn to see a new sun.

Occupational satisfaction plays a vital role in adjustment of visually challenged adults. The present study is related to study of occupational satisfaction and adjustment of visually challenged adults. Now-a-days, there is a general feeling that the peoples do not have satisfaction in their job. Another problem is occupational adjustment. There is a growing discontentment on the part of the people towards their occupation as a result of which may peoples do not adjust in their present occupation.

Therefore, to identify the level of occupational satisfaction of visually challenged peoples in relation to adjustment regarding socio-demographic variables. The need for the study of occupational satisfaction and adjustment of visually challenged adults emphasized and is the formidable problem which may people face in our country. There are few studies to measure the effect of occupational satisfaction
and adjustment of visually challenged adults. Therefore, it is worthwhile to conduct the study in this area.

STATEMENT OF THE STUDY

A STUDY OF OCCUPATIONAL SATISFACTION AND ADJUSTMENT AMONG VISUALLY CHALLENGED ADULTS IN RELATION TO THEIR SOCIO-DEMOGRAPHIC VARIABLES.

DEFINITION OF THE TERMS TO BE USED

(i) Visually Challenged:

According to Online dictionary, visually challenged person “having greatly reduced vision dim-sighted, near-blind, purblind, sand-blind, visually impaired blind, unsighted - unable to see; "a person is blind to the extent that he must devise alternative techniques to do efficiently those things he would do with sight if he had normal vision"

--Kenneth Jernigan (1998)

(ii) Adult:

Period of life from puberty to adulthood characterized by marked physiological changes, development of sexual feelings, efforts towards the construction of identity & a progression from concrete to abstract thought. Adolescence is sometimes viewed as a transitional state during which youths begin to separate themselves from their parents but still lack a clearly defined role in Society. It is generally regarded as an emotionally intense & often stressful period.

(iii) Occupational Satisfaction

According to Locke (1969) job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences (Cook et. al. 1981).
(iv) **Adjustment:**

Adjustment may be defined as the process by means of which the individual seeks to maintain physiological and psychological equilibrium and propel himself towards self-enhancement. Adjustment implies a state of harmonious relationship between the problem and the individual under specific conditions (Collins, 1986).

**OBJECTIVES OF THE STUDY**

1. To study the relationship between occupational satisfaction and adjustment among visually challenged adult teachers.
2. To study the difference between male and female visually challenged adult teachers in relation to their occupational satisfaction.
3. To study the difference between rural and urban visually challenged adult teachers in relation to their occupational satisfaction.
4. To study the difference between low socio-economic status and high socio-economic status visually challenged adult teachers in relation to occupational satisfaction.
5. To study the difference between male and female visually challenged adult teachers in relation to their adjustment.
6. To study the difference between rural and urban visually challenged adult teachers in relation to their adjustment.
7. To study the difference between low socio-economic status and high socio-economic status visually challenged adult teachers in relation to their adjustment.
8. To study the interactional effect of socio-demographic variables viz. male and female, rural and urban, low and high socio-economic status in relation to occupational satisfaction of visually challenged adult teachers.
9. To study the interactional effect of socio-demographic variables viz. male and female, rural and urban, low and high socio-economic status in relation to adjustment of visually challenged adult teachers.
HYPOTHESES

1. There is no relationship between occupational satisfaction and adjustment among visually challenged adult teachers.
2. There is no significant difference between male and female visually challenged adult teachers in relation to their occupational satisfaction.
3. There is no significant difference between rural and urban visually challenged adult teachers in relation to their occupational satisfaction.
4. There is no significant difference between low socio-economic status and high socio-economic status visually challenged adult teachers in relation to their occupational satisfaction.
5. There is no significant difference between male and female visually challenged adult teachers in relation to their adjustment.
6. There is no significant difference between rural and urban visually challenged adult teachers in relation to their adjustment.
7. There is no significant difference between low socio-economic status and high socio-economic status visually challenged adult teachers in relation to their adjustment.
8. There exist no significant interaction of socio-demographic variables viz. male and female, rural and urban, low and high socio-economic status in relation to occupational satisfaction of visually challenged adult teachers.
9. There exist no significant interaction of socio-demographic variables viz. male and female, rural and urban, low and high socio-economic status in relation to adjustment of visually challenged adult teachers.

DELIMITATIONS OF THE STUDY

1. The present study is confined to visually challenged adult teachers only.
2. The sample is restricted to 200 adult teachers who are partially or fully visually challenged.
3. The present study is confined to three districts of Haryana, i.e. Gurgaon, Faridabad and Rewari only.
4. The present study is confined to occupational satisfaction and adjustment only.
VARIABLES OF THE STUDY

Dependent Variable

- Occupational Satisfaction
- Adjustment

Independent Variables

- Gender
- Locality
- Socio Economic Status

DESIGN OF THE STUDY

In the present study, Descriptive survey method was used. This method is concerned with the phenomena that are typical of the normal conditions. It investigates into the conditions or relationships that exist in practices, prevailing beliefs, point of view or attitudes that are held, processes that are going on, influences that are felt and trends that are developing. In this study the relationship between occupational satisfaction and adjustment of visually challenged adult teachers and significant differences were explored in occupational satisfaction and adjustment in relation to gender, locality and socio-economic status.

POPULATION AND SAMPLE

The Population:

Population in the present study comprises of the partially or fully visually challenged adult teachers of primary and secondary schools of the Haryana state.

Sample

In the present investigation, partially or fully visually challenged adult teachers were the field of study. As per sample for this work, 200 visually challenged adult teachers of Rewari, Gurgaon and Faridabad districts of Haryana were taken up on the basis of stratified random sampling technique.
So, out of 200 visually challenged adult teachers, 62 from Rewari, 76 from Gurgaon, and 62 from Faridabad districts of Haryana were taken as a sample on the basis of random sampling method. Out of them, 100 were male and 100 were female. After applying socio-economic scale, 60 visually challenged adult teachers were found to belong high socio-economic status, while 60 were found to belong low socio-economic status and 80 subjects were found belong to average socio-economic status.

TOOLS USED

2. Mangal Teacher Adjustment Inventory Hindi/English developed by Mangal (1996)
COLLECTION OF DATA:

Data collected from both urban and rural areas of three districts of Haryana by administering various tools of data collection and personal data sheet to get information about psychological and demographical variables gender i.e. male & female, locality of the subjects i.e., rural and urban and socio-economic status of the subjects i.e. low and high socio-economic status. Keeping all the objectives of the present study in mind, the investigator made full preparation and planning for administration of the tools. Having an authority letter the investigator visited the heads of the schools. He introduced himself to the heads and stated the purpose of coming over there. He asked for permission and time from the schools for the administration of the tools and then visited the schools one by one.

After getting permission, the investigator visited the teachers, introduced himself to them. Firstly he established rapport with the visually challenged teachers and then told them about the purpose of his visit to them and gave some hint about the tools he would administer. He also assured the subjects that their responses would be kept confidential and be used for research purpose only. Then all the tools were distributed to the visually challenged adult teachers one by one. They were asked to go through the instruction given in the tools. Due to visually impairedness of the subject, the researcher has verbally told the questions mentioned in the tests to the subjects and took their responses. They were also instructed to complete their profile given in the beginning of the tools and to go through each and every item. The subjects were also encouraged to enquire about any item from the investigator if they find it difficult. After collecting the data the investigator thanked the teachers for their cooperation.

STATISTICAL TECHNIQUES USED

For analysis of data, it must be organized in a proper manner. In order to find out relationship between occupational satisfaction and adjustment, the coefficient of correlation techniques was used. In order to find out the significance of difference in occupational satisfaction and adjustment among male and female, rural and urban and subjects having high and low socio-economic status, ‘t’ test technique was employed.
and to see the interactional effect, $2 \times 2 \times 2$ way ANOVA was used by using Statistical Package for Social Sciences (SPSS) version 17.0.

**FINDINGS OF THE STUDY**

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 a 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.

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.

**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 counter parts. 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.

**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.
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.

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 of 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.