CHAPTER-V

CONCLUSION

Findings and Conclusions

Educational Implications

Suggestions for further research
One of the main purpose of carrying out a scientific investigation is to draw conclusion as they are the essential part of a study, which tell about its outcomes. Further a reseachers endeavour will go waste, if it does not have meaningful implications for the practice and suggestions for further research and the discipline in which it has been undertaken. In this concluding part of the research report, the investigator has made a humble attempt in this direction.

FINDINGS AND CONCLUSIONS:

(At product moment coeffence of correlation)

The correlation between job-satisfaction and teaching-aptitude of teachers teaching in the schools for the blind come out to be .3259 which is highly significant at .01 level of significance. This value indicates that there is a positive relationship between the two variables. This finding leads to conclude that the teachers whose aptitude for teaching is high their satisfaction with the job of teaching is also high, while those with low teaching aptitude possess lesser satisfaction in teaching profession.

It has been found that the job-satisfaction among teachers teaching in special schools for the visually disabled is highly and significantly correlated with their religious values. The value of correlation between them come out to be .1854, which
is significant at .01 level. The nature of relationship is positive. Thus it can be concluded that the teachers who possess higher religious values are also high on job-satisfaction. In other words the teachers who are more religious are more satisfied with their special job of teaching the blind pupils.

The value of correlation obtained between job-satisfaction and social values of the teachers of the visually disabled is found to be insignificant, (.0146) it means that social values of the teachers are not found to be related with their job-satisfaction. Thus it is concluded that these variables (social values and job-satisfaction) are independent of each other.

The results show that there exists a negative relationship between job-satisfaction and democratic values of special teachers as the value of correlation between the two variables come out to be -0.1428, which is significant at .05 level of significance. Therefore it can be concluded that the higher democratic values leads to lesser job-satisfaction, that means teachers who are more democratic in nature are less satisfied with their jobs in special schools for the blind.

It has been found that the value of correlation (.263) between job-satisfaction and aesthetic values is insignificant at .05 level of significance. Which indicates that these two variables are not related to each other. The Conclusion is that
teacher's (special) aesthetic values possess no relationship with the level of satisfaction with their job and that the two variables are independent of each other.

It is clear from the results that there exists high correlation between special teacher's job-satisfaction and their economic values. But as the nature of relationship is negative (-0.1966) it means that the variables are inversely related to each other. On the basis of this finding one can conclude that the teachers who possess higher economic values are less satisfied with their job of teaching.

In the results job-satisfaction is found to be highly and positively correlated with the knowledge values of the teachers under study. The value of correlation is 0.1722 is found to be significant at .01 level of significance. So it may be concluded that those teachers who are more knowledgeable are highly satisfied with their teaching profession.

The results reveal that there is no correlation between job-satisfaction and hedonistic values of teachers in schools for the blind, as the value of correlation is .0426 is found to be insignificant at .05 level of significance. Thus it can be concluded that the teachers satisfaction with their job is not related to their hedonistic values and the two variables are independent of each other.
The value of correlation between job-satisfaction and power values of teachers came out to be -.1732, which is significant at .05 level of significance. Thus indicating the negative relationship between the two variables. So it can be concluded that the teachers who are more dominating and authoritarian find less satisfaction in their job.

Job-satisfaction of the teachers teaching the visually disabled is found to insignificantly correlated with their family-prestige values as the correlation between the two is equal to -.0314. Thus the conclusion drawn is that teacher's of level of satisfaction with their job is independent of their family-prestige values.

Special teacher's job-satisfaction is found to he insignificantly correlated (-.0210) with their health values, which indicates that there exists no relationship between these variables. Therefore it is be concluded that the teacher's health values does not affect the level of their job-satisfaction as they both are independent variables.

The results regarding the relationship between job-satisfaction and socio-economic status of the special teachers reveals that there is a positive and highly significant (.3779) correlation between the two variables. The nature of realtionship being positive shows that the teachers who belong to higher
socio-economic-status are more satisfied with job as compared to those who are coming from lower socio economic status.

PARTIAL CORRELATION:

It has been found from the results that the correlation between job-satisfaction and teaching aptitude after partialling out the effect of socio-economic status come out to be significant. (.2591) as the the population r is not likely to be zero. This means that once the socio-economic status of the teachers teaching in special schools for the blind is kept constant, then techers possessing higher teaching aptitude are found to be more satified with their job. Thus the conclusion is that higher level of knowledge make special teachers highly satisfied in the job of teaching.

The results reveal that after eliminating the effect of socio-economic status the special teacher's job-satisfaction is found to be highly and significantly correlated with their religious values as the value of correlation between them came out to be .2060. Which is significant and it can be said with 99% confidence. Thus it can be concluded that if the special teachers teaching the blind possess higher religious values or if they are more religious then they feel more satisfaction in their job.

As it is clear from the results that once the effect of socio-economic-status is removed from the relationship of job-
satisfaction and democratic values, they are found to be negatively and significantly related to each other -.2004 as it is said with 99% confidence that population r is not equal to zero. It indicates that the democratic values of the teachers teaching the blind have an inverse effect on their job-satisfaction. In other words higher democratic values lead to lesser satisfaction with job.

When the effect of socio-economic-status is controlled while finding the relationship between job-satisfaction and economic values of special teachers, it is said with 99% confidence that there exists no relationship between the two variables, as the value of (-.0062) correlation is found to be insignificant. Thus the conclusion would be that economic values of teachers in special schools for the visually disabled does not affect the level of their satisfaction in teaching if their socio-economic status is kept equal.

Results show that there exists a positive and significant correlation ie .1580 between job-satisfaction and knowledge values of the teachers of blind children if the socio-economic status is controlled as it can be said with 99% confidence that population is not likely to be zero. In other words knowledge values among teachers are found directly related to their satisfaction with job. So it would be concluded that higher
knowledge values lead to higher satisfaction if the effect of socio-economic status is partialled out.

When the socio-economic-status of the teachers teaching in the schools for the blind is kept constant it is found that there is a negative but significant relationship (-.2212) between their job-satisfaction and power values in the sense that the population r is not likely to be zero which means that higher the power values lower would be the satisfaction with the job of teaching. So it can be concluded that among teacher of equal socio-economic status the higher power values tends to create dissatisfaction in job of teaching.

**Educational Implications:**

It is a fact that education has a definite bearing upon the status of the blind. Normally in our country the parents feel it a wasteful investment in a blind child's education. But when education given to a blind person proves fruitful both socially and economically, the family and the society begin to attach importance to it. The success of education or its failure totally depends on the teacher. If the teacher does her best and remains sincere towards her profession, then education system would be a success. A perusal of the previous researches in Chapter II reveals that the reason of teacher competency is generally attributed to their personality factors, their values
aptitude their burnout and also their level of job-satisfaction. The present investigation is an attempt to find out that how job-satisfaction of the teacher who are teaching the visually disabled is related to their teaching-aptitude and personal values. The suggestions related to the findings are being submitted below.

The relationship between job-satisfaction and teaching aptitude after partialling out the effect socio-economic-status indicates that job-satisfaction among teachers teaching the blind children is highly and positively correlated with their teaching-aptitude. This means that the teachers possessing higher aptitude for teaching are more satisfied with their job as a teacher. As it has been seen that satisfied teachers prove to be competent and successful in their professional family and social lives. A teacher who is going to teach the blind pupils should necessarily possess high aptitude as the teachers who dedicated their lives for a good cause are good teachers. Blind children need not only education or training on the part of their teacher but they expect much, love, care, affection, friendly behaviour, a good counsellor and a real guide. Thus the teacher who is possessing high teaching aptitude and love for his job can provide them all that is required by them and once they are satisfied with their job as a teacher of the blind, they can lead
a happy life and enjoy teaching which would be of great help to
develop all the above mentioned qualities and love for the
profession of teaching. Therefore it become necessary that only
those teachers who possess high teaching-aptitude should be
allowed to enter the teaching profession. Before selecting the
teachers to teach the visually disabled it is necesary to assess
the level of teaching aptitude among them in order to attain the
satisfied teachers in special schools for the blind. Necessary
changes can be made in the selection procedure of special
teachers.

The results revealed that teacher's job-satisfaction is highly
and positively correlated with their religious values, In other
words it can be said that teachers who are more religious, are
more satisfied with their job in schools for the blind. Thus the
teachers who are going to teach the visually disabled are
needed to be more religious, as a person whose religious values
are high, as he is afraid of God's wrath, and can better
understand the sorrows of others they know that by serving the
blind pupils in one way they are serving God, and they will feel
satisfied with their job as they find pleasure in teaching the
blind children as a service to God. It is suggested that teachers
who are going to be appointed to teach the visually disabled
should be highly religious and God fearing. Only then they will
be able to do justice with these students. For this purpose the, Selection Board should be careful in this regard. All the aspirants of special teaching profession should be assessed for the religious values possessed by them.

Democracy in its right perspectives is good for the human being. If it is used in a desirable manner, it enables a person to think and act freely. But if it is misused, it becomes a curse for the society. On the basis of the results of the present research, the investigator is of the viewpoint that in special schools for the blind, less democratic teachers should be appointed. This will be helpful for the blind pupils in developing the desirable psychology. In fact teachers in the schools do not use democracy in its true sense. They do not respect the blind children, rather it has been seen sometimes that they have the feeling of hatred for this population. Moreover, they are found to be biased to some of their pupils which is very injurious for the mental health of the child. This problem can be solved if at the time of selecting the special teachers, care should be taken by the experts that the person selected should be democratic in real sense so that he/she may do justice with the blind children.

The teachers are satisfied with their job if they become indifferent towards their worldly gains. The results of the present research is very useful in the sense that it suggests that
the persons to be selected for the profession of teaching in special schools for the blind should not be concerned much with money and materialistic gains as only then they can teach this population with full dedication, and competence. The teacher will then be able to teach in the school with full heart. Private coaching/tutions will not lure him/her. This will help in restricting commercialization of education, which these days is damaging the whole system of education in India.

Knowledge is a prerequisite for all kinds of success in life. No doubt if a teacher would be able to teach well and can do justice with her profession. The results of the present research compell the investigator to suggest that special teachers should be encouraged to update their knowledge from time to time. This is the responsibility of the running agencies of the special school whether it is run by the government or privately. Inservice programs, orientation courses, refresher course, work shops, seminars conferences etc. should be organized. This may help the teachers to know that latest developments and advancements in teaching strategies, materials, and so on. This may also help them in knowing the new educational requirements of the students. If the teacher is full of new information he will be more competent and confident and will impart good and purposive educations to his students, that will
lead the children towards educational as well as vocational rehabilitation which is the ultimate aim of special education.

The feeling of having authority over others or dominating over them is bad for the special teachers. As pupils do not prefer and love those teachers who exercise much authority or power over them. The investigator's suggestion is that if the teacher of the blind children is more dominating and strict in nature, the students do not like them, rather they develop the feeling of hatred towards such teachers. It may hamper their psychological development. If a child in the schools is always or for most of the time feel scared of the teachers, he will not be able to utilize his mental abilities fully. So it is a humble suggestion to the selection Committees/Baord that only those persons should be appointed as a special teacher, who are quite polite in nature, towards pupils counteors, caring, loving, affectionate towards pupils and can better understand the needs of blind children. For this purpose it is also suggested that any psychological tool which measures all these values of teachers, may be administered on the aspirants of the teaching profession. This practice will help the blind children to grow in a desirable manner. Moreover this will help in developing a balanced personality. Which may further help in getting them rehabilitated. A child from the very beginning should be
imported value oriented education. Moreover, the world Association for Value Education (WAVE) is required to organize series of workshops or lectures so that different types of value may be developed in teachers. This will be very helpful in cultivating the desired values. In this way, blind children will also be able to contribute in the progress and prosperity of their society and nation as well.

**Suggestions for further researches:**

In fact all the variables can never be studied in one single research because of the known reasons. So the present study has confined itself to the survey of job-satisfaction in relation to teaching aptitude and personal values only. That is why some suggestions are being presented below for the future researchers.

Further researches may be conducted on the special teacher's personality, creativity, teaching competence, intelligence, level of adjustment, their occupational aspirations, vocational preferences and many other variables in relation to job-satisfaction.

It is suggested that further studies in this field may compare the teachers teaching in regular schools with the teachers of the visually disabled. This will enable to find out the difference between the level of job-satisfaction, teaching
aptitude and personal values among the teachers of the two school ambience.

Larger sample provider better results, but the present research work is confined to only two states. Thus it can not claim for its comprehensiveness. But if the future researches are conducted on even much larger sample they could be of much greater help for the society. It is suggested that further researches may compare males and females, highly satisfied and less satisfied, highly experienced with less experienced ones on the same variables. (job satisfaction, teaching-aptitude and personal values).

Intervening variables or certain effective variables which influence the relationship of other variables play an important role in an empirical study. In the present study only socio-economic-status has be used as a controlled variable. It is suggested that further researches may also control intelligence, creativity, age, sex, religion, experience, interest, attitude etc.

In the present research work only relationship between the variables under study (job-satisfaction, teaching-aptitude and personal values) was found out. More sophisticated statistical techniques can be employed in order to find out some other facts about the special teachers like the difference in the level of teaching aptitude among the highly and less satisfied teacher,
similarly the difference between the values of highly and less satisfied teacher.

Review of the previous researches has shown that sufficient research work has been conducted on teachers in relation to number of variables. But only few researches have been conducted on the teachers of blind. So the present study is a humble efforts in this regard to investigate the job-satisfaction of these teachers in relation to their teaching aptitude and personal values. It has merely touched the fringe of the problem. Although the present study suffers from many limitations but it is submitted in the hope that it might stimulate more research in the area.