

## Effect of Gender on Educational Aspiration and Academic Achievement Motivation of Visually Impaired Secondary Level School Students

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### ABSTRACT

The present study is an attempt to assess the level of Educational Aspiration and Academic Achievement Motivation of Visually Impaired secondary school students of Indore district of Madhya Pradesh state. The level of educational aspiration and Academic Achievement Motivation of Visually Impaired is considered as an indicator of the success of students. 100 Visually Impaired students from private and government schools were drawn by employing simple random techniques. To assess the level of Educational Aspirations and Academic Achievement Motivation educational aspiration scale (Form P) developed by Dr V.P. Sharma and Dr Anuradha Gupta and academic achievement motivation test constructed by Dr T.R. Sharma, were used. The obtained data were analyzed by using mean, SD and F test. The finding of the study revealed that both visually impaired boys and girls have by and large equal education aspiration. Visually impaired girls have better academic achievement motivation than visually impaired boys. These findings will be useful for a range of stakeholders such as educationists, policy makers, teachers, parents, etc.

**Keywords:** *Educational Aspirations, Academic Achievement Motivation, Secondary School Students, Visually Impaired.*

Education is accepted all over the world as the bedrock of national development and a major factor in the maximization of human resources. Globally, governments spend huge amounts of their income on education. In ancient time, the visually impaired children were treated with hostility and were neglected. They were considered as “Curse of God”. They were viewed as the victims of punishment by supernatural power. They were considered useless, incapable of doing anything. It was regarded as a punishment for his past sins. Negative attitudes towards blindness were widely prevalent. Thus, no attempt was made for their education, training, habilitation and rehabilitation. They were at a distance (aloof) from the physical and social world due to lack of sight. This sensory deprivation creates adjustment problems and other personality problems among visually handicapped children. After world

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war II, special education made a comeback with wealthy and powerful people like US president Kennedy and president Johnson taking interest in the education of all handicapped. In India, not more than 5 percent visually handicapped children receive an education. A much smaller fraction of our blind adults achieves economic independence. Most of the institutions for visually handicapped are largely urban-based. It is found that more than 80 percent of our blind people live in rural areas, where practically no rural services exist for them. There is an urgent need to devote large resources for the development of services to the blinds in the rural areas (Encyclopedia of social-world in India, volume1).

Education might be seen as the best legacy a nation can give to her citizens especially individuals with visual impairment. This is because the development of any nation or community depends largely on the 'quality of education of that a nation or community. It also helps individuals to grow, develop, earn a decent living in society and contribute positively to the welfare of the society in which they live.

The visual impairment affects academic achievement. As a result, they become an isolated group or especially neglected group of people in society. They are helpless and they need a special opportunity. Visually handicapped persons are also like other members of society. They are valuable human resources for the country therefore; an environment seeks to be created that provides them with equal opportunities, protection of their rights and full participation in society.

Khan (2006) attempted to find out determinants of academic success of visually challenged children in a secondary school and concluded that educational aspiration and academic success are positively and significantly related to each other. Moreover, vocational preference also played an important role in determining academic success. Research studies have demonstrated the effectiveness of inclusion in education practice, the positive effects on the educational outcomes of children with disabilities in inclusive settings (Katz & Mirenda, 2002) and the lack of any significant difference in the development of children with special needs in inclusive and special settings.

Burchardt (2004) examined the educational and occupational aspirations of young disabled people aged 18 to 19 and compared them to their non-disabled peers. Findings confirmed that youth with disabilities have similar aspirations to their non-disabled counterparts and they too would like to further their education and also find worthwhile occupation. However, the study observed, that for individuals with disabilities, there was evidence to suggest that their education period was likely to last longer and they also envisaged obstacles in the world of work. According to Weisner & Wilson - Mitchell as cited in Phillips & Imhoff (1997), gender roles are formed early and are evident in children's stories, activities and attributions.

All of the above studies demonstrated the different problem and status regarding visually impaired student's academic achievement, self-esteem and other psychological and social aspect. After finding a lack of researches on educational aspiration and academic achievement motivation of visually impaired students this investigation specially undertakes to explore the relationship of educational aspiration and academic achievement motivation of visually impaired students.

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### **Statement of Problem:**

The main objective of the present study has been to compare the scores of educational aspiration and academic achievement motivation among visually impaired boys and girls of the secondary level school. The exact problem of the present research is “*Effect of Gender on Educational Aspiration and Academic Achievement Motivation of Visually Impaired Secondary Level School Students*”

### **Operational Definition:**

**Educational Aspiration:** Educational Aspiration is a concept referring orientation towards educational goal, spaced in the continuum of difficulty and social prestige and arranged an educational hierarchy.

**Academic achievement motivation:** Achievement motivation is affected in connection with evaluated performance in which competition with a standard of excellence was paramount. (McClelland, Atkinson, Clark, & Lowell, 1953)

**Secondary School:** A secondary school is a school which provides secondary education between the age of 11 and 16 or 11 and 18, after school and before higher education.

**Visual Impairment:** Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses.

### **Objectives:**

1. To assess and compare the level of educational aspiration among visually impaired boys and girls of the secondary level school.
2. To assess and compare the level of academic achievement motivation among visually impaired boys and girls of the secondary level school.

### **Hypotheses:**

**H<sub>01</sub>:** There will be no significant difference in the scores of educational aspiration between visually impaired boys and girls of the secondary level school.

**H<sub>02</sub>:** There will be no significant difference in the scores of academic achievement motivation between visually impaired boys and girls of the secondary level school.

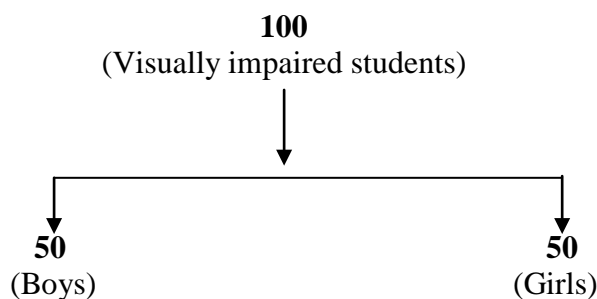
### **Research Design:**

The present study is not possible experimentally because of the nature of the investigation. The researcher adopted quantitative descriptive research for gaining the objectives of the study. It is the survey quantitative research in which the event has already occurred and the effects of the variables were studied by qualitative analysis.

### **Sample:**

The sample of 120 secondary levels visually impaired school students were screened and selected from Indore district of Madhya Pradesh state. Finally, 100 hundred secondary level visually impaired school students were selected between the age ranges of 15 to 17 years. Further, they were classified into two groups i.e. boys (50) and girls (50) The categorization and detail of sample selection was as under:-

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### Tools:

- **Educational Aspiration Scale (E.A.S.)** Educational Aspiration Scale (Form P) developed by Dr V.P. Sharma and Dr Anuradha Gupta was used to know the educational aspiration level of the students. The Educational Aspiration Scale Form P has been developed by taking into consideration the variables operating in the past and present, so far as setting the level of educational aspirations in future is concerned. Paired comparison technique has been employed. By resolving these primary variables into different factors which could be effective in the past, present and future, 45 items designed in the paired comparison form have been developed. These items have been refined several times from the point of view of the phraseology, structure and presentation.

#### The Reliability:

- (a) The coefficient of stability by Test-Retest method.  $r_{tt} = .98$
- (b) The coefficient of internal consistency by an odd-even technique using S-B formula.....  $r_{tt} = .803$

#### The Validity:

- (a) Against scholastic achievement (Board Exam.)  $r = .692$
  - (b) Predictive validity with E.A.S., Form V.....  $r = .596$
- **Academic Achievement Motivation Test** – The test has been constructed by Dr T.R. Sharma, Professor & Dean, Faculty of Education, Punjabi University, Patiala and published by National Psychological Corporation, Agra (U.P) has thirty-eight (38) test items to measure the Academic Motivation of the students. The test provides a direct numerical score indicating how much an individual a boy or girl is motivated in the field of academic achievement. The score ranges from 0-38.

### Procedure:

The investigator along with medical professional had screened these 120 visual impaired students (age group 15 to 17 years). They were placed into two groups after screening according to their gender. The first of visually impaired student was boys group and the second group was a girls group, all the students in both the groups were administered for educational aspiration and academic achievement motivation. Then the researcher had explained the importance of research work and collected the data after ensuring the confidentiality of them with the help of interview method. Each subject was explained questionnaires of both the scale. All were requested to understand and hear all statements one after the other and give their responses to the researcher by choosing appropriate responses for each statement, which they felt correct and appropriate. In this way, researcher notes their responses accordingly the test applied.

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### Scoring:

For the present research work, scoring of the obtained data was done with the help of respective manuals available for the test. The data have been arranged in the respective tables according to the statistical test conducted.

### Statistical Analysis:

In the present study to find out the significant mean difference between visually impaired boys and girls for educational aspiration and academic achievement motivation. Statistical tests like one way ANOVA, Mean and SD were calculated.

## RESULT & DISCUSSION

**Table 1:-Table represents Mean, SD & Mean difference between visually impaired Boys and Girls for dependent variable Educational Aspiration.**

Gender	N	Mean	SD	F	Significance level
Boys	50	31.88	9.73	1.29	NS
Girls	50	29.48	11.31		

When the one way ANOVA was applied to check the impact of gender on educational aspiration among boys and girls of secondary level school students than insignificant F value was revealed. The F value was reported  $F(1, 50) = 1.29, p > .05$ , which was negligible. The table also highlighted that mean scores of visually impaired boys and girls of secondary level school students were 31.88 (SD = 9.73) and 29.48 (SD = 11.31) respectively and the difference between two means was 2.04. Although, boys of secondary level school students have slight high aspiration as compare to girls it was statistically not significant. Hence,  $H_{01}$  was accepted.

**Table 2:-Table represents Mean, SD & Mean difference between visually impaired Boys and Girls for dependent Academic achievement motivation.**

Gender	N	Mean	SD	F	Significance level
Boys	50	24.62	8.64	13.53	$p < .01$
Girls	50	31.08	8.90		

Table no.2 displayed F value and mean score for the gender of visually impaired students on academic achievement motivation in which mean difference and F ratio was reported significant  $F(1,50) = 13.53, p < .01$ . Mean score obtained by boys was 24.62 (SD = 8.64) and for girls was 31.08 (SD = 8.90), whereas the mean difference of both the group was 6.46. Difference between both the mean value of boys and girls secondary school students suggested that there was a wide mean difference among both the groups. It can be concluded that visually impaired girls' school students have more academic achievement motivation than the visually impaired boys secondary level school students. Hence,  $H_{02}$  was rejected.

## CONCLUSION

Educational aspiration is a universal trait. However, its essence differs in relation to the background of the students. The present paper focused on educational aspiration and academic achievement motivation in relation to the gender of the visually impaired students. It was concluded that both boys and girls have by and large equal education aspiration. Visually impaired girls have better academic achievement motivation than visually impaired boys.

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### Conflict of Interest

The authors carefully declare this paper to bear not conflict of interests

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