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Some Psychosocial factors in relation to Vocational Aspirations among Visually Challenged Children

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Abstract :

The purpose of the present study was to explore the vocational aspirations of school learners with visually challenged children in Karnataka. The study further aimed at finding out how their vocational aspirations are correlated with some psychosocial variables. A correlation study design was used. A purposively selected sample was drawn from special schools across Karnataka. Altogether a total of 521 male and female learners with visually challenged participated in the survey. Findings of the study indicate that learners with visually challenged have relatively significant relationship with some psychosocial variables ($r=0.295$, $r=0.256$, and $0.335 > p$ at 0.05) and vocational aspirations. Their vocational aspirations are influenced by individual's socio economic status, parental attitude as well as achievement motivation.

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Introduction:

Since the dawn of the human history, human beings get birth with the most capacious thing known as mind. This mind is associated with five sense organs. The co-ordination of mind and five sense organs of the body gives man a special highness among all the living creatures of the earth. There are individuals who learn very fast. There are others who do not learn very fast, but with reasonable teaching learning inputs, can learn prescribed tasks, may be over a relatively long time segment. There are some individuals who find it difficult to learn without special inputs. These are the individuals who have special learning needs which arise out of sensory, intellectual, psychological or socio-cultural deficits. For example, persons with visual, hearing or neuro-muscular impairments have learning problems. Visual impairment is a condition in which an individual's vision is deficient to such a degree that it significantly effects his functioning. The American Medical Association (AMA) in (1934). defined visual impairment as, "Blind person is said to be one who has visual acuity of 20/200 or less in the better eye. Even with correction, or where field of vision is so restricted that subtends an angle of 20⁰ or less in the better eye after correction".

The visual impairment is considered as the most severe and traumatic physical handicap. The visual anomalies may influence the life of the individual in physical, mental, social, vocational and educational aspects. Visually impaired children are deprived in terms of range and variety of experiences. Thus these children have a low achievement motivation, high insecurity, low parental attitude, poor aspiration make up and low achievement motivation than normal peers. A primary goal of rehabilitation and education programs for the blind is to facilitate the blind individual's full integration into the broader society (Dodds, 2007; Roy & MacKay, 2002). Full integration requires the individual to develop a positive self-concept and healthy attitudes toward blindness (Dodds, 2007).

Aspiration determines how much curious one is to achieve the goal. It determines the enthusiasm to perform a task. A person with low level of aspiration does not perform any task with curiosity and interest. A person with high level of aspiration interestly puts every effort into practice to achieve the goal. The success of a person in any task is determined by his degree of work to achieve the goal. The degree of work is determined by the degree of his aspiration. The degree of his aspiration is determined by his self image. The word aspiration means, "pure up word desire for excellence, stead fast desire or longing for something above". Frank (1935) altered Hoppe's concept of level of aspiration and defined it as "level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach". Similarly, the vocational aspiration is the reference point to which a person would attempt to rise and the related evaluation of vocations are done with this it is the specific vocation one would expect to choose in view of the fact that he or she would be successful in that vocation at that level.

The other objective of this study is to investigate the parental attitude towards their blind children. Different studies noted that the parental attitude are perhaps the most important element in the proper development of the child. When parents realize that their children have disabilities, they show different reactions. Such as. shock, denial, anger, bitterness and shame, loss of self-esteem, guilt, disappointment, sadness, grief etc, all these reactions have their own impact on the over all development of the child. According to Warren (1984) and Trachtenberg (1992) the perception of parents towards disability in general and blindness in particular affects the type of treatment and way of handling their child with disability.

Persons with a disability are likely to have limited opportunities to earn income and often have increased medical expenses. Disabilities among children and adults may affect the

socioeconomic standing of entire families. It is estimated that in India there are 22 blind males and 28 blind females for every 1lakh people. The number of the blind in India is estimated to be 13 million and this is a growing figure. Some data suggest causal relationships between low SES and the development of disability in late adulthood (Coppin et al., 2006). These barriers contribute to discrepancies in wealth and socioeconomic opportunities for persons with a disability and their families.

An attempt has been made by several investigators to compare physically challenged and physically normal students on self concept, level of aspiration and academic achievement. Mathur A.A. (1985) found that crippled children differ significantly from normal in the self-concept and level of aspiration. Malik M. S. (1994) has found that, the two groups of students viz. physically challenged and normal students have shown a significant difference in 'Reflected self' (Friends, parents and teachers). The normal students have rated themselves higher on 'Reflected self' (Friends, Parents and teachers) as compared to physically challenged students. Peterson R. (2001) revealed that the self-concept, stress and level of aspiration of handicapped adolescents is lower than the normal adolescents. Kumar (2005) revealed that academic achievement, self-concept and level of aspiration of +2 handicapped is lower than the +2 normal students. Krishna Macoy (2005) found that the normal students shows high academic achievement than physically ones. Hussain Akbar (2006) has also found that, Self concept among the physically challenged adolescents was found significantly lower than their normal counter parts. Similarly the self – concept among girls was also found significantly lower than the boys. The self concept of the normal adolescents was higher then the physically challenged students.

To open new vistas towards the career of the visually challenged, as the researcher observed that there is scope for in depth research in this area. The aim is to explore the possibilities in wide ranging fields, which are hitherto not encouraging for the visually challenged in the era of globalization. The researcher also feels that the morale of the visually challenged should be bolstered to the extent that he or she should be able to plan their career confidently in order to lead a happy and dignified life in the society. Considering the above the researcher aimed in finding out the relationship existing between some psychosocial variables with that of vocational aspirations which is needed in the present scenario.

Objectives Of The Study:

- ❖ To study the relationship between achievement motivation and vocational aspirations of visually challenged.
- ❖ To study the relationship between parental attitude towards visually challenged and vocational aspirations of visually challenged.
- ❖ To study the relationship between socio-economic-status and vocational aspirations of visually challenged.

Hypotheses:

- ❖ There is no significant relationship between achievement motivation and vocational aspirations of visually challenged.
- ❖ There is no significant relationship between parental attitude towards visually challenged and vocational aspirations of visually challenged.
- ❖ There is no significant relationship between socio-economic-status and vocational aspirations of visually challenged.

Methodology Or Design Of The Study:

The present study is designed to find out psycho-social factors of visually challenged in relation to their vocational aspirations under the descriptive study followed by correlative study method.

- ❖ **Sampling:** for the present study purposive sampling technique was used and The study covers all the visually challenged children studying in VIII, IX, Xth standards in

special schools of Karnataka state.

❖ **Tools for the collection of data:**

1. In order to assess the Achievement motivation of visually challenged, adapted version of Achievement motivation Scale developed by Deo-Mohan was used.
2. In order to assess the parental attitude towards visually challenged children, parental attitude scale was prepared by the researcher.
3. In order to measure Socio-economic-status of visually Challenged, adapted version of SES Scale developed by Laxmi Narayana was used.
4. In order to assess the vocational aspirations of visually challenged, adapted version of vocational aspirations scale of Dr.B.G Sudha and sathyanarayana was used.

❖ **Statistical Techniques:** For the interpretation of data Co-efficient of Correlation was used using SPSS-20

Analysis And Interpretation:

The data were analyzed so as to find valid answers to the objectives specified in the study. The details of the analysis according to the hypothesis are presented under appropriate subheads.

Hypothesis-1 There is no significant relationship between achievement motivation and vocational aspirations of visually challenged.

Table-1.0:

Variable	N	Mean	Sd	r
Achievement motivation	521	133.58	10.73	0.295*
Vocational Aspirations	521	54.23	5.90	

*significant at 0.05 level

The Table 1.0 shows that the obtained 'r' value 0.295 is significant at 0.05 level, showing that the relationship between Achievement motivation and Vocational Aspirations is positive. It can be concluded that the visually challenged children with high Achievement motivation do possess good Vocational Aspirations.

Hypothesis-2 There is no significant relationship between parental attitude towards blind and vocational aspirations of visually challenged.

Table-2.0:

Variable	N	Mean	Sd	r
Parental attitude	521	183.19	12.86	0.256*
Vocational Aspirations	521	54.23	5.90	

*significant at 0.05 level

The Table 2.0 shows that the obtained 'r' value 0.256 is significant at 0.05 level, showing that there exist a positive correlation between Parental attitude and Vocational Aspirations. It can be concluded that the visually challenged children with good parental attitude do possess good Vocational Aspirations.

Hypothesis-3 There is no significant relationship between socio-economic-status and vocational aspirations of visually challenged.

Table-3.0:

Variable	N	Mean	Sd	r
Socio economic status	521	37.21	11.21	0.335*
Vocational Aspirations	521	54.23	5.90	

*significant at 0.05 level

From the above Table 3.0 it shows that the obtained 'r' value 0.335 is significant at 0.05 level, which shows a significant positive correlation between socio economic status and Vocational Aspirations. By the r value it can be concluded that the visually challenged children with better socio economic status tend to possess better Vocational Aspirations.

RESULTS :

The following are the major findings of the study.

1. There is a significant relationship between achievement motivation and vocational aspirations of visually challenged.
2. Parental attitude towards blind and vocational aspirations of visually challenged have a significant positive relationship.
3. The study also revealed that the socio-economic-status of visually challenged have a significant positive relationship with vocational aspirations.

Conclusion:

Children with visually challenged are one resource that can be used in many job situations. Just because children are handicapped does not mean that they do not have the mental capacity to work; all that might be needed is support to guide them and open doors. The role of these children should be coherent with good parental attitude in improving the vocational aspiration among visually challenged children. With today's technology, many adjustments can be made to work with an aim to have proper socio economic status and achievement motivation to face the life in the prevailing society to become a productive person.

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