HOPE AND ACHIEVEMENT MOTIVATION AMONG VISUALLY IMPAIRED STUDENTS

Dissertation submitted to Kerala University

In partial fulfilment of the requirements for the award of the Degree of

M. Sc. Counselling Psychology

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2021- 2023

CERTIFICATE

This is to certify that the Dissertation entitled "**Hope and achievement motivation among visually impaired students"** is an authentic work carried out by Hari Krishnan B, Reg. No. 60421115012 under the guidance of Mrs. Jesline Maria Mamen during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2021- 2023.

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DECLARATION

I, Anagha B Murukan, do hereby declare that the dissertation titled "**Hope and achievement motivation among visually impaired students",** submitted to the Department of Counselling Psychology, Loyola College of Social Sciences, Sreekariyam, under the supervision of Mrs Jesline Maria Mamen, Head of the Department of Counselling Psychology, for the award of the degree of Master's in Science of Counselling Psychology, is a bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University.

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ACKNOWLEDGEMENT

Conducting this project has been one of the most significant academic challenges I ever had to face. Without the support, preference and guidance of the following people, this research would not have been possible. It is also them to whom I owe my deepest gratitude.

First and foremost, praises and thanks to God, the Almighty, for His showers of blessings throughout my research work to complete the research successfully.

I would like to express utmost thanks and gratitude to my research guide Mrs Jesline Maria Mamen, Head of the department of Counselling Psychology for his incomparable effort, support and valuable guidance throughout this research. His dynamism, vision, sincerity and constructive criticism have deeply inspired me.

Besides my guide, I would like to express my gratitude to Dr Pramod S K, and Dr Ammu Lukose, Assistant professor, Department of Counselling Psychology for providing constant support to complete the research.

I extend my sincere gratitude to all the participants who spared their time to assist me with the research.

I sincerely acknowledge the efforts of my friends, family and all of those who have helped me in completing my research successfully.

With Regards,

Hari Krishnan B.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Abstract

This is a quantitative study conducted to study the hope and achievement motivation among visually impaired students on a total of 80 visually impaired students selected from upper primary and high school section. The participants are selected from 4 visually impaired schools from Thiruvananthapuram and Kottayam, Kerala. The sampling method here used was purposive sampling to focus on a particular population with a descriptive research design(survey method). Female participants (N = 39) and male participants (N = 41) participated in this study. They were given a questionnaire of The Achievement Motivation Scale (ACMS) developed by Ray (1990) and The Children's Hope Scale (CHS) developed by Snyder (1997). Results identified that there is a moderate level of hope and average level of achievement among visually impaired students and there is no significant difference found among hope and achievement motivation among the visually impaired students based on gender and educational category.

Keywords: Hope, Achievement motivation, Visually Impaired Students.

CHAPTER I

INTRODUCTION

Education is a fundamental human right and a crucial determinant of an individual's future opportunities and success. For students with visual impairments, the pursuit of education comes with unique challenges and barriers. Visual impairment encompasses a range of conditions, from mild visual impairment to total blindness, each presenting distinct hurdles in accessing and navigating the educational environment. The causes of low vision and blindness are different and can occur in any race, ethnicity, nationality, and family history.

Hope and achievement motivation are psychological constructs that play vital roles in shaping students' educational experiences and outcomes. Hope, defined as a positive cognitive state that involves goal-directed thinking, pathways to achieving goals, and the agency to pursue them, influences individuals' perceptions of the future and their willingness to persist in the face of adversity. Similarly, achievement motivation refers to the inner drive and determination to succeed academically, setting challenging goals and investing effort to attain them.

According to many studies, vision loss declines the quality of life, infact affecting their hope and achievement motivation. Vision is a crucial factor in mental health. A person with visual impairment has difficulty doing their daily chores and sometimes becomes dependent on others for performing simple tasks. This dependence can lower the self-esteem of a visually impaired person and cause dissatisfaction with life and depression. Many solutions have been suggested to improve the quality of life of these people. One of these strategies is applying practical strategies that are invented and used by blind or visually impaired people to do their daily living activities. Also, therapists and rehabilitation specialists should pay attention and be aware of these strategies and encourage visually impaired people to use them.

Visually impaired have similar needs as sighted. They continuously interact to their surroundings to satisfy their needs, it may be home, school or personal and even their own emotion. Visually impaired having limited experience and opportunity posed serious problem to adjust. Thus, for proper adjustment of visually impaired, it is essential for parents, teachers and peer groups to have positive attitude which in turn develop positive self-concept and positive attitude . Adjustment is essential for rehabilitation. To cater the needs of visually impaired children, special and integrated institutions are established.

First of all, it is essential to define the term of inclusive education, which is used to describe the process of teaching children with special needs in schools. It is based on an ideology that excludes any discrimination, but at the same time manages to create special conditions for such children. This theory recognizes that all children can learn freely, and their distinguishing features are worthy of respect. The main purpose of creating an inclusive system is to create a barrier-free environment in education for people with disabilities. This includes providing technical equipment and the development of special training courses for teachers and other students, which is aimed at improving their interaction with people with visual impairments. In addition, it also involves working on special programs with the purpose of facilitating the process of adaptation of children in schools.

Nevertheless, the problem of providing an inclusive education for visually impaired students remain insufficiently developed both theoretically and practically. The reason for this is that some schools are not ready to work with such children; moreover, teachers do not have enough training in such matters. The main difficulties usually include the absence of mechanisms that regulate relations between participants in the educational process. Another issue is teachers' low level of motivation and competence, as well as the lack of experience in teaching children with disabilities. In addition, in some educational facilities, the equipment necessary for working with visually impaired children is insufficient. Furthermore, the lack of

special training on the topic of working with blind children does not allow many comprehensive schools to solve the main task of an inclusive school. And that duty is to build a learning system that meets the needs of everyone; an additional problem is the lack of trained specialists.

A student with disabilities ultimately uses the same technologies as a regular user but in a different way. However, if an ordinary user communicates with the help of computers without any restrictions and uses its capabilities directly, then a user with disabilities needs special adaptive technologies. In other words, the adaptive technology can play a role of an intermediate link between a blind person and education. People with visual impairments can be divided into several groups, including those with significant visual impairment and those with a slight visual impairment blind. Another group that needs to be taken into account is those blind students who can only use voice screen access programs.

It should be noted that in addition to a visual impairment, such children have secondary issues regarding their mental and physical development. The disability has a significant impact on their general functioning as it reduces orientation capabilities. Moreover, it negatively affects speed, accuracy, coordination of movements, and the formation of movement patterns. All these problems lead to excluding blind and visually impaired children in a school environment. After that comes a decrease in their performance during lessons. Researchers point out another problem, which is “the lack of classroom teacher understanding of vision impairment was a common statement”. In order to improve their learning skills and help them to provide high performance in schools, great attention should be paid to the organizational work. By introducing inclusive methods, each educational facility should be able to prepare a highly qualified graduate with visual impairment. Such a student will be confident in their abilities and competent in whatever field they choose as a career.

As for communicating with visually impaired students, the best approach for teachers would be to interact with a person's personality, and not with their disability. It is important since, according to researchers, "the level of willingness of teachers to adapt activities can affect the level of engagement of the students with disabilities in their classes" (Haegele et al. 144). Moreover, aside from educating the teaching staff on how to communicate with blind students, it would also be helpful to make changes in curriculums. "Assisting subject-specific methodology classes with how to adapt the general curriculum for students with visual impairments". In general, these methods can make the learning process easier and more pleasant for children.

Another important factor that should be taken into consideration is the number of opportunities that the current technology can provide for educating visually impaired students. For people with different categories of disabilities, different devices and teaching methods can be used. They can help children to not only integrate into society but also to increase their professional and educational skills. Therefore, in order to improve the learning experience for them, it is necessary to provide special textbooks and educational materials. For example, researchers suggest that "specifically, computers and web technologies have become supporters for solving the problems people face because of their vision loss" (Aslantaş 101). Moreover, it would also be helpful to encourage the use of special libraries that can help with the compilation of teaching material adapted for the blind.

In conclusion, it would appear that in order to help children with visual impairments to get an education, a number of holistic methods should be implemented in school. In addition, educational facilities should take a philanthropic and inclusive approach. Moreover, for an educational institution, the problems of developing proper education for blind students are relevant. Therefore, it is necessary to develop and adopt a comprehensive program of inclusive education.

About 90% of all visually impaired students are prohibited from taking the field of study of their choice due to their disability. For example the science field, thus decreasing their will of fulfilling their desires and achieving their long life dreams of choosing their own career path regardless of their circumstances.

Josua (2013) furthermore illustrated that the examination duration for learners with visual impairment is double the normal time for the sighted students (DNEA Guidelines, 2010). However, when there were test to be taken all learners are expected to be done in the given time period which disadvantage the visually impaired as they take longer than the other students. In addition most test written by partially sighted learners test were not printed on a magnified font size.

Haihambo (2009) stared in this research most visual impaired students have a problem with finding their way around the library because of the absence of books in braille (a form of writing language for blind people in which characters are represented by patterns of raised dots that are fell with fingertips), both academic and non-academic which they compare to hunting without a rifle.

Majority of lecturers at universities use power point presentation as a method of teaching. This type of lecturing does not take visually impaired students into consideration On the other hand some lectures bring different types of materials that needs to felt and used in certain class activities. This type of protocol focus on auditory and less on visual kinaesthetic and tactile learning style.

The various aspects that have been highlighted regarding learning of visually impaired students have been stated as follows: (Metatla, n.d.)

Learning Experience – The learning experience of visually impaired students is different as compared to other students. The differences have been highlighted as compared to other sighted

individuals. The areas that have been taken into account with respect to learning experience are: Environment - The classroom environment often needs to be organized so that it accommodates the needs of visually impaired students. While these arrangements are usually stimulated by the physical and technical needs of the students, they could lead to social discontinuation and elimination from group dynamics, if not sensibly thought. Differences in sensory experiences of students with visual impairments and sighted peers was also a relevant topic in this sub-theme, and included the scarcity of sensory stimulation and the influence that this has on decreasing opportunities for incidental learning.

Dependency – The visually impaired students are usually dependent upon others for their learning. In school, these individuals comprise of teachers and at home, they are dependent upon their parents and other family members. Due to the problem of visual impairment, they need support and assistance, in the performance of various activities and especially, when they are going out of the house. The visually impaired students may perform their activities of daily living by themselves, such as, eating, bathing, dressing, toileting and transferring. But in some cases, they need assistance from family members and caregivers.

Group Work – The group work has been classified into three forms, these include, whole class, small group work and working in pairs. In the case of group work, assignments or projects are given to individuals, so that they are able to collaborate and integrate with each other. When individuals work as a group or as pairs, they are able to enhance their learning in an appropriate manner. They are able to share ideas and suggestions with each other, so that one can augment learning and understanding. Working in groups also arouse pleasure and satisfaction within the mind-sets of the students.

Social Engagement – In this case, emphasis is put upon the fact that social engagement is important for students with visual impairments. These students should feel that they are part of

the social group and should not feel isolated. It is vital to make them realize that their disability will not become a barrier within the course of implementation of their tasks and functions.

Social Barriers – There may be occurrence of social barriers within the course of effective communication and social engagement. The barriers may be lack of information and awareness, inability to understand various areas and concepts, inability to make use of technology or other devices and so forth. These social barriers are required to be overcome in order to facilitate effective social engagement. The teachers in school and parents at home can help the visually impaired students to overcome the barriers, but it is important that they should develop positive thinking, have an optimistic attitude towards life and develop interest and enthusiasm in learning and in understanding various aspects.

Games and Creative Activities – Games and creative activities are regarded as areas that are important in stimulating the mind-sets of not only sighted students, but even visually impaired students. When they get engaged in sports, games, creative activities or physical activities, they feel pleasurable. These activities contribute in the development of skills among the individuals, so that besides academic concepts, they are able to learn different concepts in order to enrich their lives.

Orientation and Mobility - Orientation and mobility is a vital area of learning. Teachers, who have been specifically prepared to teach orientation and mobility to the visually impaired students are considered important in the delivery of services in this curriculum. Students will need to learn about themselves and the environment in which they move from basic body image to independent travel in rural areas and in towns and cities (Korir, 2015).

Artefacts, Materials and Tools – The visually impaired students are taught how to make use of artefacts, materials and tools. These not only contribute in the development of skills and abilities among the individuals, but they are also able to develop constructive thinking.

Academic knowledge and development of skills and abilities among these students, not only contribute in enhancing their living conditions, but they are able to generate a source of income in order to earn their living in an efficient manner.

The resolution strategies contribute in helping the visually impaired students to enhance their academic skills. Use of Braille, magnifying glass, human reader, audio cassettes, scanning and reading software are made use of, when one has difficulties in reading the printed material. Instructor or peer narrator is available to help these students learn, when they cannot read the information written on whiteboard. Visually impaired students are usually made to sit close to the whiteboard, so that they are able to understand by listening attentively to the instructors. When the students are unable to take class notes, then lap-top computer is made use of with screen reading software. When they are unable to write the exam, then human scribe is available to provide assistance and magnifying glass is also utilized (Sahasrabudhe, & Palvia, 2013). In science subjects, such as physics and chemistry, sighted instructor is available to carry out the procedure.

In biology, mere theoretical understanding is used to understand the concepts. In understanding the concepts of geometry, enlarged diagrams, home-grown work around of using a chessboard, a woollen thread to create a raised tactile co-ordinated planes, use of spreadsheet applications and row and column structure is made use of to acquire an understanding of the co-ordinated system. Spur wheel is utilised to draw geometric figures. When the visually impaired students experience difficulties in solving mathematical problems, then they make use of math slate, Taylor frame, abacus or talking calculator. In commerce course, when they experience difficulties in solving accounting problems, then the use of spreadsheet application with the screen reader software is made use of to obtain assistance (Sahasrabudhe, & Palvia, 2013). These resolution strategies prove to be effective and beneficial to the visually impaired students, especially when they are motivated and stimulated towards learning, possess adequate

knowledge of how to make use of devices and technology and pay adequate attention when the teacher is teaching in class.The academic challenges that these students experience are with regards to reading, writing, listening, speaking, lack of knowledge, information, policies, procedures, ineffective teaching methods, lack of resources and poor participation of parents, labelling and negative attitudes, and lack of teacher collaboration and rigid curriculum. These challenges can be resolved by possessing effective communication skills, paying adequate attention in class, sitting in front, close to the whiteboard, making appropriate use of technology and other assistive devices. In academic subjects, it is vital that the textbooks should contain enlarged diagrams and writing, so that students as well as the teachers are able to make use of teaching-learning methods in an appropriate manner. The selection of the resolution strategies were determined by the number of factors, these include, extent of visual disability, knowledge of Braille, availability of material in Braille, availability of alternative formats such as tactile models, availability of human assistance reader, human scribe, affordability of the solution and perceived usefulness of the solution. In order to overcome the challenges and difficulties, it is vital that these students should be provided with proper support and assistance at home and in school, they should be aware of how to make use of technologies and assistive devices, should develop positive thinking and be motivated towards learning.

Understanding the interplay between hope and achievement motivation among visually impaired students can provide valuable insights into the factors that influence their academic success and overall well-being. By examining the relationships between these psychological constructs and educational outcomes, this research seeks to contribute to the development of targeted interventions and support systems that empower visually impaired students to achieve their full potential.

Despite the significance of hope and achievement motivation in shaping academic outcomes, research specifically focusing on visually impaired students remains limited. The

unique experiences and challenges faced by visually impaired students necessitate a deeper exploration of the role of hope and achievement motivation within their context.

Need and significance

The educational journey of students with visual impairments is an important topic of study, not only because it reveals the difficulties they face, but also because it highlights the importance of hope and success in the lives of students with visual impairment. The intersection between hope and success among students with visual impairment presents a novel research focus that focuses on their resilience, adaptive capacity, and the critical role of support networks.

By exploring the connection between hope and achievement, educators and support staff can gain insight into how hope can empower students to bounce back, persist, and reach their goals. Hope as a motivator can motivate students to set and achieve goals, which can lead to improved academic performance. By unravelling how hopeful thinking impacts study habits, how to manage time, and goal orientation, educators can gain valuable insights. Psychosocial well-being is also important because a strong relationship between hope and success can help visually impaired students feel better about themselves and their lives. This study can inform the development of specific interventions that address the unique needs of students with visual impairments. Inspiration and role modelling is important because the success stories of visually impaired people who have overcome obstacles can inspire the community and the world. This study can reveal how hope can transform these stories into shining examples of hope, inspiring others to pursue their dreams no matter the obstacles they face. The study's findings about parental and peer support can emphasize how hope is important not just within the individual, but within their support networks as well. Parents, peers and mentors play an important role in creating a hopeful environment that promotes the success of students with visual impairment.

The research topic on the relationship between hope and achievement in visually impaired students is of great importance in today's world of education. By exploring the complex relationship between these two, we can gain valuable insights into how hope empowers students with visual impairments to overcome obstacles and reach their full potential. Our findings can inform policy initiatives, inform educational approaches, and promote a more inclusive and inclusive society that celebrates the successes of all its members regardless of their visual impairments. Studies related to hope and achievement motivation in students are very few in Kerala, especially in visually impaired students. Hence this study "Hope and Achievement Motivation among Visually Impaired Students" is relevant for the context.

Statement of the problem

The problem of the present study is stated as "Hope and Achievement Motivation among Visually Impaired Students".

Operational definition of key terms

Hope

In this study, hope refers to a positive cognitive state based on a sense of successful goal-directed determination and planning to meet these goals.

Achievement Motivation

In this study, achievement motivation refers to the level of one's motivation to engage in achievement.

Visually Impaired Students

In this study, visually impaired students refers to partially or complete visually impaired students studying in upper primary and high school sections from 4 visually impaired schools of 2 districts (Thiruvananthapuram and Kottayam) in Kerala.

OBJECTIVES OF THE STUDY

- To assess the hope among visually impaired students.
- To examine the gender difference in hope among visually impaired students.
- To examine the difference in educational category in hope among visually impaired students
- To assess the achievement motivation among visually impaired students.
- To examine the gender difference in achievement motivation among visually impaired students.
- To examine the difference in educational category in achievement motivation among visually impaired students.

HYPOTHESES OF THE STUDY

- There is no significant difference in hope among visually impaired students based on gender.
- There is no significant difference in hope among visually impaired students based on educational category.
- There is no significant difference in achievement motivation among visually impaired students based on gender.
- There is no significant difference in achievement motivation among visually impaired students based on educational category.

CHAPTER II

REVIEW OF LITERATURE

A systematic analysis of the available data that analyses, assesses, and summarises for clear presentation is referred to as a review of literature (Fink, 2010). An important description and evaluation of the subject may also be defined as a review of literature (Jesson, et al., 2011). This chapter mainly deals with two major reviews, i.e, Theoretical review and Empirical review of literature. A variety of conceptual frameworks and variable models are examined in the theoretical review. The empirical review includes a number of empirical investigations carried out by other researchers that are relevant to the current study. Therefore, the existing literature has been reviewed to understand the concepts and association of the variables of interests.

Theoretical review

To understand the concepts of Hope and achievement motivation it is necessary to review theoretical perspectives associated with the variables. In this section conceptual framework and various theories propounded by researchers in the line of study of the current research variables, are reviewed.

Hope

The dominant research paradigm of hope in psychology has been established by C. R. Snyder et al. (1991), who defined hope as a parallel system of both agency (the will to achieve one's goals), and pathways (the means of achieving those goals). According to Hope Theory, hopeful thinking involves the effective integration of both agentic and pathway thinking, and more successful hope often comprises many paths in order to account for future problems (Snyder, 2002). Creating multiple pathways proposes a forward-thinking strategy with an overall aim and many minor goals along the way. Having pathways to attain these minor goals helps people acquire pleasant feelings that motivate them to pursue the bigger overall goals.

The Adult Dispositional Hope Scale uses twelve items: four for pathways, four for agency, and four distractors (Snyder, et al., 1991), while the Children's Hope Scale uses six items: 3 for each subscale (Snyder et al., 1997a, 1997b). Snyder's Hope Theory scales have consistently held strong reliability and validity (Snyder et al., 2007; Valle, et al., 2004). The Hope Scale has been widely used in populations other than the United States, such as French adults (Gana et al., 2013), Serbian adolescents (Jovanovi, 2013), Japanese undergraduates (Kato & Snyder, 2005), Chinese youths in both low and high income households (Lei et al., 2019), and South African children (Savahl et al., 2020).

Hope theory

According to research on this theory, the success of hope is based heavily on the anticipation of pleasant feelings that move plans into action (Snyder et al., 2002; Rand & Touza, 2021). In this way, goal accomplishments establish a feedback loop that enables for the maintenance of high optimism. In contrast, many failed attempts at achieving one's goals might lead to a loss of hope (Rand and Cheavens, 2009). Hope Theory has resulted in a vast number of studies (Corn et al., 2020; Yotsidi et al., 2018). Much of Hope Theory focuses on hope as an indicator of positive individual outcomes, with higher levels of hope indicating improved psychological and physical well-being, emotional control, and superior academic and professional performance (Rand & Touza, 2021). There is also research proving how hope functions as both a buffer and a coping strategy, providing individuals with purpose and meaning in the face of hardship (Scioli, 2020).

The Snyder model distinguishes hope from optimism and self-efficacy (Rand, 2018). Whereas optimism refers to an open belief that life events or experiences will unfold an individual's way, Hope means making arrangements to guarantee that these occurrences occur. Optimism might be irrational, paranoid, or apathetic. Self-efficacy is the level of confidence

one has in their capacity to attain their goals, however, unlike hope, it does not imply having the desire to follow through (Rand, 2018). Hope theory is based on activity for personal advantage and has been studied within the context of individual benefit from its beginnings.

A recent study of Hope Theory shows that the field of psychology has placed a strong focus on the individual advantages of hope, such as improved well-being, physical health, and academic and job performance (Rand & Touza, 2021). That review also mentioned how hope firmly rests in connections and religion, and how psychology has yet to investigate the link between hope and these transcendent and relational dimensions.

Achievement motivation

"Achievement motivation theory seeks to clarify and determine behaviour and achievement based on an individual's demand for success, authority, and affiliation" (Lussier & Achua, 2007). The Achievement Motivation Theory is also referred to as the Acquired Needs Theory or the Learned Needs Theory. The Acquired needs Theory, according to Daft (2008), is "McClelland's theory that proposes that specific kinds of requirements (achievement, affiliation, power) are obtained during a person's lifetime".

Achievement motivation theory

McClelland's work in the 1940s developed the Achievement Motivation Theory. In 1958 McClelland described human motives in the Methods of Measuring Human Motivation chapter of Atkinson's book, Motives in Fantasy, Action, and Society. McClelland defined human motives relating to the achievement motive, affiliation motive, sexual motive, and authority motive at that time. However, in his subsequent work, The Achieving Society (McClelland, 1961), McClelland concentrated only on the need for achievement, affiliations, and power. In short, McClelland's theory proposes that individuals are driven to varying degrees by their desire for Achievement, desire for Power and desire for Affiliations and that

these wants are acquired, or learnt, throughout the course of a person's life (Daft, 2008; Lussier & Achua, 2007). In other words, the majority of people have and will demonstrate a combination of three requirements.

Need for Achievement

The need for Achievement was described by McClelland, Atkinson, Clark, and Lowell (1958) as "success in competition with some standard of excellence". That is, an individual's objective is to be successful in competing with a certain standard of greatness. Although the person may not accomplish this objective, the fear of competing with a level of perfection allows one to define the goal pursued as an achievement goal. This, then, is our generic definition of achievement.

McClelland et al. (1958) went on to say that competition with an expectation of perfection was most noticeable when a particular person was in close competition against someone else, but it can also be seen in the concern for how well one individual performs a task, regardless of how well someone else is doing. According to Lussier and Achua (2007), "the need for achievement is the unconscious concern for excellence in accomplishments through individual efforts". Similarly, Daft (2008) defined the urge for Achievement as "the drive to complete a difficult task, achieve an excellent level of success, master complex tasks, and fare better than others". Individuals with an achievement need strive at achieving reasonable but difficult goals.

Need for Power

McClelland (1961) described a need for power as an "apprehension with the management of the means of influencing a person". Power is described by Lussier and Achua (2007) as "the unconscious concern for influencing others and seeking positions of authority". Lussier and Achua (2007) define power as "the unconscious concern for influencing others and

seeking positions of authority". Individuals that display a thirst for power strive to be influential and have an effect.

Need for Affiliation

McClelland (1961) defined Affiliation as "establishing, preserving, or recreating a positive psychological connection with another individual". The word "friendship" best describes this connection. In relation to this, "the need for affiliation is a subconscious concern for creating, preserving, and recreating close interpersonal relationships" (Lussier & Achua, 2007). The need for affiliation, according to Daft (2008), is "the desire to create warm relationships, prevent problems, and establish strong interpersonal relationships". People who demonstrate a need for affiliation have a desire for social contacts.

Empirical Review

To better understand hope and achievement motivation among visually impaired students as well as the relationship between the respective variables among them, it was required to review the existing literature. The empirical review entails a comprehensive report of other researchers' works related to the present study.

Hope among visually impaired students

Manzoor & Hammed (2019) conducted a study on hopes of out of school children with disabilities for educational inclusion. The objectives of this research were to create a valid and reliable scale to measure the hopes of out-of-school children with disabilities (including those who have multiple disabilities, intellectual challenges, physical impairments, and visual impairments) and to identify relationships between these hopes and various demographic factors, including gender, socioeconomic status, location, and the type of disability. Using the cluster sampling approach, data were gathered from 361 out-of-school disabled children who resided in the three districts (Lahore, Sheikupura, and Kasur) of the Lahore Division. A

framework based on Snyder's (2003) Child Hope Theory was utilised to create a scale for measuring children's hopes. By applying this theory, Inclusion Hope Scale was developed and validated. The results of the research showed that children with intellectual impairments were more hopeless than children with other disabilities. The chances of inclusion in school are also higher for kids who live in urban areas. However, there was no difference between both genders in the likelihood of attending school. The report also offers suggestions for raising the hopes of out-of-school children with disabilities for educational participation.

Erol & Ergun (2013) conducted a study on hopelessness and social comparison in Turkish adolescent with visual impairment. The objective of this study was to find out how hopeless visually impaired adolescents felt and how they viewed themselves socially in relation to others. The research population was comprised of 130 students at a secondary school for the visually impaired in Istanbul, Turkey. The research showed that there is little connection between hopelessness and social comparisons. Being born blind as opposed to becoming blind later in life or attending a full-time boarding school as opposed to a day school has no impact on one's sense of hopelessness or their standing in society. The social comparison scores of the teenagers who were hopeless (Beck Hopelessness Scale score ≥ 9) were found to be less than those of the hopeful adolescents ($P < 000$).

Popa & Guo (2014) conducted a study on promoting hope in visually impaired patients in Finland. Examining the advantages of hope promotion for patients in Finland with visual impairment was the main goal of this study. The goal was to provide instructional materials for Tampere University of Applied Sciences students who are blind or visually impaired. The results show that the rehabilitation process depends heavily on hope. The main components of inspiring hope in patients who are blind or visually handicapped are trust, morality, effective communication, inspiration, consolidation, and deep introspection. In conclusion, spreading hope requires special abilities and expertise and is a long process.

Achievement motivation among visually impaired students

Gertrude & Anyanwu (2022) examined the academic achievement motivation and interest in schooling on adjustment to school transition among students with visual impairment in South Eastern Nigeria. The goal of the study was to determine how much academic achievement motivation and school interest would affect kids with visual impairments' adjustment to the move to school. The research used a descriptive (survey) approach. The study employed a sample size of one hundred (100) JSS 1 visually impaired children who were purposefully chosen from ten (10) integrated secondary schools in South-Eastern Nigeria. The study found that among adolescents with visual impairment, academic achievement motivation and enthusiasm in learning mutually predicted adjustment to school transfer. Additionally, according to the study's findings, school transfer was influenced by drive for academic achievement but not by enthusiasm in learning.

Kumar & Singh (2015) conducted a study on occupational aspiration of visually challenged students in relation to their achievement motivation. The research conducted an effort to comprehend visually impaired people's career aspirations in connection to their achievement motivation. Forty visually impaired children were chosen as a sample using the purposive sampling method. Occupational Aspiration Scale and Achievement Motivation Scale were used to collect the data. The study's findings indicated a strong correlation between visually impaired students' career aspirations and their achievement motivation. Additionally, there are no appreciable differences between the achievement motivation and career aspirations of male and female visually impaired students.

Puju & Pandith (2022) conducted a study on achievement motivation of physically challenged viz. visually impaired, hearing impaired and orthopedically impaired secondary school students of Kashmir division. The goal of this study was to examine the achievement

motivation among Kashmir division secondary school students who are visually impaired, hearing impaired, or have orthopaedic impairments. Using the purposive sampling approach, the study's sample consisted of 300 physically challenged secondary school students, including 100 with vision impairment, 100 with hearing impairment, and 100 with orthopaedic impairment. Pratibha Deo and Asha Mohan achievement motivation scale was administered for the collection of data. The study's findings show that there are no significant differences in accomplishment motivation among secondary school pupils who are visually impaired, hearing impaired, or orthopedically disabled.

Tiwari (2019) conducted a study on the effect of gender on educational aspiration and academic achievement motivation of visually impaired secondary level school students. The goal of the study was to evaluate the academic achievement motivation and educational aspirations of visually impaired secondary school pupils in the Indore district of the state of Madhya Pradesh. By using simple random approaches, a sample of 100 visually challenged students from private and public schools was selected. 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 analysed by using mean, SD and F test. According to the study's findings, both visually impaired boys and girls aspire to a same level of schooling. Visually impaired girls have better academic achievement motivation than visually impaired boys.

Faramarzi (2014) conducted a study on the efficacy of teaching metacognitive strategies on improving achievement motivation and academic achievement of blind students. The goal of the study was to determine whether metacognitive techniques might help blind children do better academically and increase their motivation to achieve their goals. A sample of 30 persons were selected out of the blind students of middle schools in Tabriz during 2012-2013 academic

year and were randomly assigned to experimental and control groups. The study's findings demonstrate that teaching metacognitive methods causes significant variations in performance between the experimental and control groups in terms of academic achievement and achievement motivation in the post-test stage ($P<0.001$). In line with the results, to improve achievement motivation and academic achievement, metacognitive strategies of study and learning can be utilized.

Kavousipour (2015) conducted a study on achievement motivation level in students of Shiraz University of Medical Sciences and its influential factors. The goal of this research aimed to ascertain if Shiraz University of Medical Sciences (SUMS) students' motivation diminishes as they go through their academic careers. 770 students in SUMS, which included visually impaired students, were selected by multi-stage stratified random sampling from each field and entrance year. This study did not find a significant relationship between achievement motivation and educational years. Achievement motivation level in SUMS students was higher than average and did not decrease during educational years.

Hope and achievement motivation among visually impaired students

Yusuf (2019) conducted a study on the differences between subjective happiness, hope, and achievement motivation of remedial students. This study looked at how remedial student's achievement motivation, hope, and subjective pleasure varied depending on their cumulative grade point average (CGPA) and location. Five hundred remedial students in all took part in the study. The findings demonstrate that there was no statistically significant difference in remedial student's subjective happiness, hope, achievement motivation, and CGPA. The findings also reveal a statistically significant difference between remedial students' locations and their subjective happiness, hope, and achievement motivation. Also, the finding of this study suggests no statistically significant differences in subjective happiness, hope,

achievement motivation, and CGPA of remedial students while the research proposed that the remedial students in Shah Alam were significantly happier compared to Tanjung Malim and Ipoh.

Grassi (2000) conducted a study on quality after-school programming and its relationship to achievement-related behaviors and academic performance. The goal of the study was to comprehend the association between achievement among middle school and high school-aged children and the development of high-quality social support networks through high-quality after-school activities. The study compared youngsters who presently participate in high-quality after-school programming against adolescents who do not now participate in after-school programming in order to assess academic achievement as well as hope, wellness, and engagement. A total of 191 middle school and high school aged youth living in high-risk environments (aged 11 to 18 years) from Cleveland, Ohio were selected to complete the Gallup Student Poll (Lopez, Agrawal, & Calderon, 2010) and Developmental Assets Profile Survey (Search Institute, 2010). According to the study's findings, there is a statistically significant difference between Open Doors Academy participants and non-participants in terms of hope. Youth who participate in programming are found to be more hopeful than their peers who do not participate, and youth who participate in programming over a period of time are found to be more hopeful and thriving than those who participate for a short period of time (zero to one year). Findings also showed a connection between grade point average and achievement-related behaviours (hope, engagement, and wellbeing).

Conclusion

The pursuit of academic achievement is a common objective among students all around the world in the field of education. Even so, this journey is not always easy, especially for those who have vision impairment. Visual impairment, which includes a variety of disorders that impair or restrict sight, poses particular difficulties that touch on many facets of a student's life. In context of these difficulties, the psychological principles of hope and achievement motivation stand out as crucial elements that can profoundly affect the educational experiences and results of visually impaired students. The study of achievement motivation and hope in visually impaired students is extremely important. These people go through a world that frequently creates obstacles in the way of their goals on their physical, emotional, and psychological levels. The way that hope and accomplishment motivation interact in this setting reveals an unforgettable tale about adaptability, perseverance, and the capacity of the human spirit to overcome obstacles.

Research already conducted has looked extensively at student’s achievement motivation and hope. Even though there is a wealth of research on hope and achievement motivation, the way in which these concepts relate to visual impairment is still largely unexplored. By exploring the complex link between hope and achievement motivation among visually challenged students, our study project aims to close this gap. Additionally, it looks for knowledge gaps to direct future studies and treatments aimed at enabling visually impaired students to overcome obstacles and reach their academic potential.

CHAPTER III

METHOD

A method of methodically addressing the research challenge is known as research methodology. It might be thought of as an investigation of scientific research methodology. Research designs, target populations, sample sizes and sampling techniques, data gathering tools, and data processing procedures are all included in the research methodology. According to Kothari (2004) Methodologies offer the theoretical foundation for understanding which technique, or combination of procedures, can be used to a certain scenario rather than delivering solutions.

Methodologies might vary from problem to problem, it is important for the researcher to build his approach specifically for his problem.

Research design

The research design is the overall plan for obtaining answers to the research questions, including specifications for enhancing the study's integrity. Kerlinger, (1986) describes research design as a plan, structure and strategy of investigation that is adopted with an aim of obtaining answers to research questions with optimal control of variables. According to Creswell (2014), research design is the plan, structure, and strategy of investigation used to obtain answers to research questions or problems.

For the purpose of this study, a descriptive research design seems to be appropriate. Survey method using questionnaires were used to collect data about the variables of the study. Calderon (2006), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. Survey method involves

gathering information about people's activities, believes, preferences and attitudes via direct questioning.

Participants

Using the purposive sampling method, a total of 80 visually impaired students were included in the sample. There are 41 males and 39 females in the sample. The visually impaired students in the relevant sample were between the ages of 8 and 16. Participants from various visually impaired schools in Thiruvananthapuram and Kottayam made up the sample.

Tools used for data collection

The Ray's Achievement Motivation Scale

The Ray's Achievement Motivation Scale is a self-reporting scale developed by John Ray in 1990. Ray's Achievement Motivation Scale is a self- reporting 3-point scale. It consists of 14 statements in question form demanding information for each in any of the three options: Yes, Undecided and No.

Reliability

The reliability co-efficient for the questionnaire was determined by Cronbach Alpha method and was found to be 0.80, which denotes that it is highly significant.

Validity

The validity of the questionnaire was found to be 0.75.

Scoring

Items of the scale are in question form demanding information for each statement in any of the three options mentioned below:

• Yes

• Undecided

• No

The items are so stated that if the answer is “yes” a score of 3 is given, for “undecided” a score of 2 is given and for the negative answer “no” a score of 1 is given. For items marked “R” the scoring have to be reversed. For example, for “yes” 1, for “undecided” 2 and for “no” 3 respectively. Therefore, higher the score on the scale, the greater is the level of Achievement Motivation and vice versa. The scores 14-23 shows low scores of achievement motivation, 24-32 shows average scores and 33-42 shows high scores of achievement motivation.

The Children’s Hope Scale

The Children’s Hope Scale (CHS) is a six-item, self-report measure of children’s perceptions that their goals can be met. Hope is measured through the child’s perception of their ability to reach their goals. The Children's Hope Scale, developed by Rick Snyder and published in 1997, can be used to evaluate hope in people between the ages of 8 and 16. Hope is associated with total physical, psychological, and social welfare, according to research.

Reliability

The internal consistency estimates (alpha) for the samples ranged from 0.72 to 0.86. Test-retest reliability estimates (over a one-month interval) ranged from 0.71 to 0.73 (Snyder et al., 1997). The item-remainder coefficients ranged from .27 to .68, with a median of .54 (all $ps < .01$).

Validity

The Children’s Hope Scale scores obtained in the OK Pre sample were correlated with their subsequent scores on the Iowa Test of Basic Skills (Hieronymous & Hoover, 1985). The

Children' Hope Scale and cumulative percentile scores on the Iowa Test of Basic Skills were related positively and significantly, $r(100) = .50$, $p < .001$.

Scoring

It is a six point scale, from 1(None of the time) to 6(All of the time). An overall hope score (i.e., level of hope) is produced by combining the agency and pathway ratings. Scores of 4-8 indicate no to very low hope, 9-12 indicate slightly hopeful, 13-16 indicate moderately hopeful, and 17-24 indicates highly hopeful. The higher the total score, the higher would be the hope.

Personal Data Sheet

To collect the socio-demographic details of the participants a personal data sheet was provided which included the variables such as name, age, gender, stream of study, name of school and the type of visual impairment.

Informed consent form

An informed consent form which includes the terms of confidentiality and the purpose of the study was given to the participants to ensure their voluntary participation in the study.

Procedure for data collection

Visually impaired students, those belongs to 8 to 16 years age category were surveyed personally for the aim of gathering data, and responses were gathered. Before administering the questionnaires, rapport was established and participant's consent was obtained. Individual's voluntary participation in data collection was guaranteed. The personal data sheet and consent form were used to collect the data. The participants were handed the questionnaires, advised of all the information needed to complete them, and requested to carefully read the instructions provided in the surveys. Additionally, the participants were asked to be truthful and to answer

each question on the questionnaire. Then the questionnaires were taken back from them and gratitude was expressed for their valuable time and cooperative attitude. After data collection, scoring was done and subjected to statistical analysis.

Statistical techniques used for data analysis

The following were the statistical techniques used for analysing the data. Statistical analysis for the data was done using the SPSS-22 (Statistical Package for Social Sciences) version.

Frequency distribution and percentage

It is a descriptive statistical method that shows the number of occurrences of each response chosen by the respondents. Frequency distribution arrangement of statistical data that exhibits the frequency of the occurrence of the values of a variable. Per cent simply means "per hundred" and the symbol used to express percentage is “%”.

Mean and standard deviation

Mean refers to the average of a set of values. In statistics, the mean is a single value that captures the middle or typical value of all the data in a collection. The mean of the population can be tested presuming different situations such as the population may be normal or other than normal, it may be finite or infinite, the sample size may be large or small, the variance of the population may be known or unknown and the alternative hypothesis may be two-sided or one-sided. The data's dispersion from the average is measured by the standard deviation.

t-test

`The t-test asses the significance of the difference between the means of two groups or two sets of scores (somer & somer 1986). There are two main types of t-test: independent

sample t-test and paired sample t-test. An independent sample t-test is used for comparing the mean score, on some continuous variable, for two different groups of subjects. If the t-value exceeds a cut-off point (depending on degree of freedom), the difference in the means is significant. When the t-value is below the cut-off point difference is said to be not significant.

CHAPTER IV

RESULTS AND DISCUSSION

The present study aims to explore hope and achievement motivation among visually impaired students. A total sample of 80 visually impaired students was collected from the Thiruvananthapuram and Kottayam districts of Kerala. Male and female visually impaired students between the ages of 8 and 16 made up the sample. Hope and achievement motivation, which are the variables of interest were measured by using standardized questionnaires; The Children's Hope Scale (CHS) by Snyder, (1997) for measuring hope and the Ray's Achievement Motivation Scale (RAMS) by Ray (1990) for measuring achievement motivation. Descriptive statistical approaches are used for data analysis. The normality of data analysis was determined by the values of skewness and kurtosis. Since the data is normally distributed, the Statistical Package of Social Sciences (SPSS-22.0 version) was applied to conduct appropriate parametric tests for further analysis. The following statistical techniques were used for data analysis: frequency distribution and percentage, mean and standard deviation and t-test.

The study examines the results of hope and achievement motivation among visually impaired and the effect of hope and achievement based on gender differences and educational category. The tables provide the findings for the variables of interest and describe the findings in relation to the goals and hypotheses.

HOPE AMONG VISUALLY IMPAIRED STUDENTS

The following tables describe the results of hope among visually impaired students:

Table 4.1

Frequency distribution of hope among visually impaired students

Variable	Level	Blind School Students (N = 80)
Hope	Low hope	4
	Slightly hopeful	14
	Moderately hopeful	32
	Highly hopeful	30

Fig 4.1

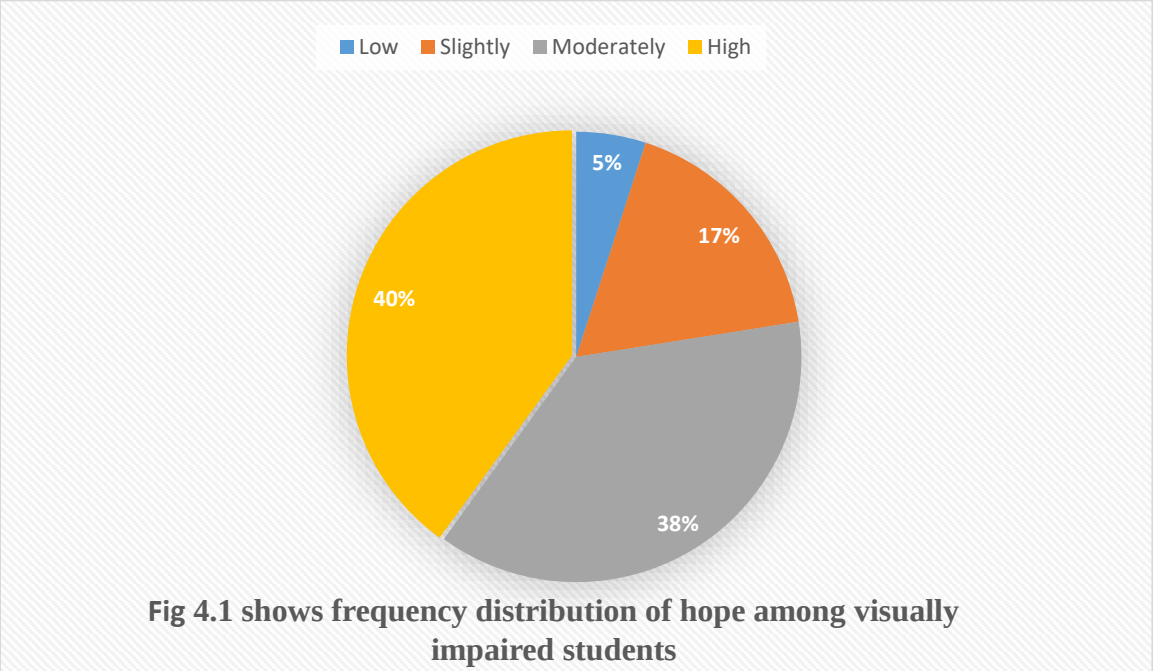

Fig 4.1 shows frequency distribution of hope among visually impaired students

Table 4.1 and the respective figure 4.1 presents the frequency distribution of hope among visually impaired students (N-80). The results shows that among 80 visually impaired

students, 5% of students (4 students) have low hope, 17% of students (14 students) have slight hope, 40% of students (32 students) have moderate hope and 38% of students (30 students) have high levels of hope. The score range is from 4 to 24.

Table 4.2

Hope among visually impaired students

Variable	N	Mean	S.D
Hope	80	15.475	3.741

Table 4.2 shows the mean and standard deviation (S.D) of hope among visually impaired students. The mean value of hope among visually impaired students is found to be 15.475 (S.D = 3.741). Thus, the result indicates that visually impaired students in the present study as a whole have a moderate level of hope.

Table 4.3

Hope among visually impaired students based on gender

Variable`	Gender	N	Mean	S.D	t value	Sig
Hope	Male	41	15.024	3.817	1.107	0.272
	Female	39	15.948	3.648		

Table 4.3 shows the scores of hope among visually impaired students based on gender. The obtained result indicates that there is no difference in the mean values of hope among visually impaired students between male and female. Hence, the null hypothesis that states

'there is no significant difference in hope among visually impaired students based on gender' is accepted.

This finding of the present study is similar to the research of Manzoor & Hammed (2019) in their study named "hopes of out of school children with disabilities for educational inclusion". Using the cluster sampling approach, data were gathered from 361 out-of-school disabled children (including those who have multiple disabilities, intellectual challenges, physical impairments, and visual impairments) who resided in the three districts (Lahore, Sheikupura, and Kasur) of the Lahore Division. The results of the research showed that children with intellectual impairments were more hopeless than children with other disabilities. However, there was no significant difference between male and female students in the likelihood of attending school.

Table 4.4

Hope among visually impaired students based on educational category

Variable`	**Educational category**	**N**	**Mean**	**S.D**	**t value**	**Sig**
Hope	UP	41	15.048	3.727	1.045	0.299
	HS	39	15.923	3.751		

Table 4.4 shows the scores of hope among visually impaired students based on educational category. The obtained result indicates that there is no difference in the mean values of hope among visually impaired students between UP and HS. Hence, the null hypothesis that states 'there is no significant difference in hope among visually impaired students based on educational category' is accepted.

Achievement motivation among visually impaired students

The following tables describe the results of achievement motivation among visually impaired students.

Table 4.5

Frequency distribution of achievement motivation among visually impaired students

Variable	Level	Blind School Students (N = 80)
Achievement Motivation	Low	0
	Average	43
	High	37

Fig 4.2

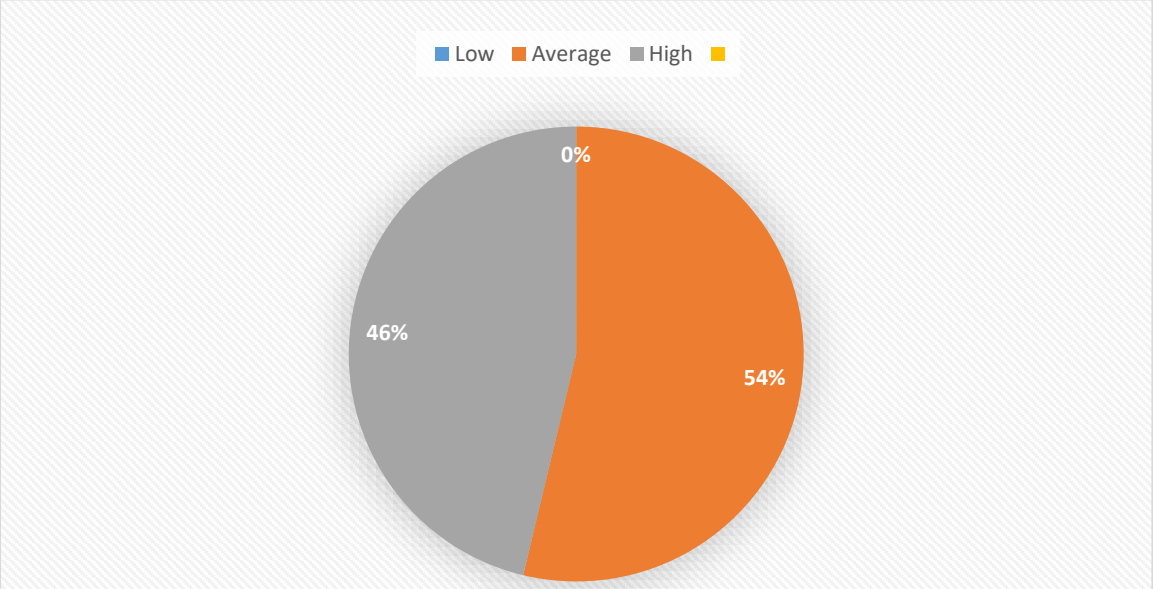

Fig 4.2 shows frequency distribution of achievement motivation among visually impaired students

Table 4.5 and the respective figure 4.2 presents the frequency distribution of achievement motivation among visually impaired students (N-80). The results shows that

among 80 visually impaired students, no students have low achievement motivation. 54% of students (43 students) have average achievement motivation and 46% of students (37 students) have high levels of achievement motivation. The score range is from 14 to 42.

Table 4.6

Achievement motivation among visually impaired students

Variable	N	Mean	S.D.
Achievement Motivation	80	32.587	3.313

Table 4.6 shows the mean and standard deviation (S.D) of achievement motivation among visually impaired students. The mean value of achievement motivation among visually impaired students is found to be 32.587 (S.D = 3.313). Thus, the result indicates that visually impaired students in the present study as a whole have a average level of achievement motivation.

Table 4.7

Achievement motivation of visually impaired students based on gender

Variable`	Gender	N	Mean	S.D	t value	Sig
Hope	Male	41	31.975	3.028	1.708	0.092
	Female	39	33.230	3.512		

Table 4.3 shows the scores of achievement motivation among visually impaired students based on gender. The obtained result indicates that there is no difference in the mean values of achievement motivation among visually impaired students between male and female. Hence, the null hypothesis that states 'there is no significant difference in achievement motivation among visually impaired students based on gender' is accepted.

This result of the present study correlates with the comparative study conducted by Kumar & Singh (2015) on "occupational aspiration of visually challenged students in relation to their achievement motivation". Forty visually impaired children were chosen as a sample using the purposive sampling method. The results of the study revealed an insignificant difference in occupational aspiration and achievement motivation between male and female visually impaired students. The calculated t-value comes out to be 1.94 which is not significant at 0.05 level of significance. Therefore, the study provides shreds of evidence that there is no significant difference existed between male and female visually impaired students on their level of achievement motivation.

Table 4.8

Achievement motivation among visually impaired students based on educational category

Variable`	Gender	N	Mean	S.D	t value	Sig
Achievement Motivation	UP	41	33.243	3.548	1.853	0.068
	HS	39	31.897	2.936		

Table 4.8 shows the scores of achievement motivation among visually impaired students based on educational category. The obtained result indicates that there is no difference in the mean values of achievement motivation among visually impaired students between UP

and HS. Hence, the null hypothesis that states ‘there is no significant difference in achievement motivation among visually impaired students based on educational category’ is accepted.

This results of the present study correlates with the comparative study of Kavousipour, Noorafshan, Pourahmad & Dehghani-Nazhvani (2015) on “achievement motivation level in students of Shiraz University of Medical Sciences and its influential factors”. 770 students in SUMS (Shiraz University of Medical Sciences), which included visually impaired students, were selected by multi-stage stratified random sampling from each field and entrance year. This study did not find a significant relationship between achievement motivation and educational years. Achievement motivation level in SUMS students was higher than average and did not decrease during educational years.

CHAPTER V

CONCLUSION

The aim of the study was to determine hope and achievement motivation among visually impaired students. 80 visually impaired students made up the study's sample size. Using the purposive sample method, both males and females between the ages of 8 and 16 are chosen for the study. Existing standardised measurements are utilised to determine the variables of interest such as the Ray's Achievement Motivation Scale by Ray (1990) and the Children's Hope Scale by Snyder (1997). Informed consent and personal data sheet are also collected from the selected participants. After data analysis, parametric tests such as the t-test are used for the statistical analysis of the data. The results obtained by the analysis are discussed comprehensively with respect to objectives and hypotheses.

Summary of the study

The major objective of the studies were to assess the hope among visually impaired students, to examine any differences in hope among visually impaired students based on gender, to examine any differences in hope among visually impaired students based on educational category, to assess the achievement motivation among visually impaired students, to examine any differences in achievement motivation among visually impaired students based on gender and to examine any differences in achievement motivation among visually impaired students based on educational category.

The hypotheses of the study were, hypotheses 1 being that there is no significant difference in hope among visually impaired students based on gender. Hypotheses 2 being that there is no significant difference in hope among visually impaired students based on educational category. Hypothesis 3 being that there is no significant difference in achievement motivation among visually impaired students based on gender. Hypothesis 4 being that there

is no significant difference in achievement motivation among visually impaired students based on educational category.

80 visually impaired students from Thiruvananthapuram and Kottayam districts of Kerala made up the study's sample. Male and female visually impaired students, ranging in age from 8 to 16, made up the sample. For this study, a descriptive research design was chosen. Ray's Achievement Motivation Scale by Ray (1990) and the Children's Hope Scale by Snyder (1997) were used to collect the data. Statistical analysis for the data was done using the SPSS-22 (Statistical Package for Social Sciences) version. The statistical tools used for the data analysis were frequency distribution and percentage, mean and standard deviation and t-test.

The findings of the present study indicates that there is no significant difference in hope among visually impaired students based on gender and educational category. There is no significant difference in achievement motivation among visually impaired students based on gender and educational category.

Major findings of the study

The major findings of the study can be concluded as:

- Among the 80 visually impaired students, 40% of students have a moderate level of hope.
- While assessing visually impaired students (N=80) in the present study as a whole have a moderate level (Mean=15.475) of hope.
- There is no significant difference in hope between male and female visually impaired students (0.272 > 0.05).
- There is no significant difference in hope between UP and HS section visually impaired students (0.299 > 0.05).

- Among the 80 visually impaired students, 54% of students have an average level of achievement motivation.
- While assessing visually impaired students (N=80) in the present study as a whole have an average level (32.587) of achievement motivation.
- There is no significant difference in achievement motivation between male and female visually impaired students (0.092 > 0.05).
- There is no significant difference in achievement motivation between UP and HS section visually impaired students (0.068 > 0.05).

Tenability of hypotheses

The tenability of hypotheses based on the results obtained from the study is discussed here:

Table 5.1

Tenability of Hypotheses

No.	Hypotheses	Tenability
1.	There is no significant difference in hope among visually impaired students based on gender	Accepted
2.	There is no significant difference in hope among visually impaired students based on educational category	Accepted
3.	There is no significant difference in achievement motivation among visually impaired students based on gender	Accepted
4.	There is no significant difference in achievement motivation among visually impaired students based on educational category	Accepted

Implications of the study

The current study provides recommendations for further exploration and evaluation. As it improves our understanding of hope and achievement motivation and its theoretical and empirical foundations, the current study significantly contributes to the body of psychological literature. Most of the studies based on hope and achievement motivation have worked in general population. Studies that focus on the key elements of the constructs in visually impaired students are few.

The findings of the present study shows that participants have moderate levels of hope and average levels of achievement motivation. Providing awareness and training to teachers for administrating a structured teaching method is important. Also, achievement motivation and hope in students can be improved through counselling, motivation enhancement therapy, cognitive behavioral therapy, goal setting and planning, mindfulness and meditation, strengths-based approaches etc. Interventions must be provided by considering cultural factors of the participants for better achievements of students. Teachers, parents, peers etc. must help the students by motivating them to achieve their goals successfully and must provide a hope for reaching their goals successfully in future. Engage with visually impaired students to avoid of the feelings of isolation and loneliness. Engaging visually impaired students in career exploration, setting vocational goals, and developing plans for the future can in still a sense of purpose and direction, enhancing their hope for a fulfilling life. Resilience training may help visually impaired children manage obstacles and never lose hope by teaching them how to solve problems, modify their behaviour, and retain a positive attitude. Identify the abilities, skills, and competencies of visually impaired students. Encourage the visually impaired students to use these assets to their advantage in their academic endeavours. By concentrating on their strengths, one might increase drive and self-confidence.

Limitations of the study

Only 80 people made up the study's limited sample. The sample size was determined to be comparatively too small when compared to the full general population. Since the data was collected directly from the students, availability of the students and timings were difficult. The sampling technique here used is purposive sampling so the chances of the result to be generalized is very low. The representation of all districts in Kerala were taken but the representation should be of more sample size. In this study, the sample had a larger representation of males as compared to females, a better male to female ratio would have made the findings richer. The present study did not study the association of the constructs with other demographic variables (except gender and educational category). Potential co-variances may have been seen between other demographic variables. A lot more statistical analysis and corrections can be made to make the study better and effective.

Suggestions for future research

The study can be extended on a large sample. This study would be highly valid if it is done using more samples. The current study only included a sample of visually impaired students; future research may also include other visually impaired adolescents or adults of different age groups. Same number of male students and female students can be included in further studies. It can be conducted in other geographical areas. It increase the study's scope to incorporate other institutions from Kerala and other parts of India. Sampling techniques other than purposive sampling can be used for statistical techniques that can be used for further studies. Cross-cultural studies would be beneficial to understanding the cultural influences on hope and achievement motivation.

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APPENDICES

Informed consent form

Dear Participant,

My name is ……..…….., and I'm currently pursuing Master's in Counselling Psychology at …….. As part of my curriculum, I'm conducting research on the topic "Psychological Distress and Resilience among Hearing Impaired Students". In advancing my study, your perspectives will be really beneficial, and to facilitate this research, I am seeking participants to complete a set of questionnaires, which should take around 10 to 15 minutes of your time. Your sincere opinions are kindly requested. I respect your privacy and will ensure that all the information collected during the study remains confidential and will only be used for research purposes. Your participation in this study would be greatly appreciated, and I extend my sincere thanks for your time and cooperation.

Sincerely,

…….

Participant's Signature: ……

Date: ……

Personal data sheet

Name :

Age :

Gender :

School Name :

District :

Religion :

Contact number :

Do you have a visual impairment?

If yes, please specify : …….

Do you use any assistive devices?

Children Hope Scale Questionnaire

Directions: The six sentences below describe how children think about them- selves and how they do things in general. Read each sentence carefully. For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. For example, place a check (√) in the circle (O) above "None of the time," if this describes you. Or, if you are this way "All the time," check this circle. Please answer every question by putting a check in one of the circles. There are no right or wrong answers.

1. *I think I am doing pretty well.*

○	○	○	○	○	○
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

2. *I can think of many ways to get the things in life that are most important to me.*

○	○	○	○	○	○
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

3. *I am doing just as well as other kids my age.*

○	○	○	○	○	○
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

4. *When I have a problem, I can come up with lots of ways to solve it.*

○	○	○	○	○	○
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

5. *I think the things I have done in the past will help me in the future.*

○	○	○	○	○	○
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

6. *Even when others want to quit, I know that I can find ways to solve the problem.*

○	○	○	○	○	○
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

Ray's Achievement Motivation Scale

Statements	Yes	Undecided	No
1) Is being comfortable more important to you than getting ahead?			
2) Are you satisfied to be no better than most other people at your job?			
3) Do you like to make improvements to the way the organization you belong to functions?			
4) Do you take trouble to cultivate people who may be useful to you in your career?			
5) Do you get restless and annoyed when you feel you are wasting time?			
6) Have you always worked hard in order to be among the best in your own line?			
7) Would you prefer to work with the congenial but incompetent partner rather than with a difficult but highly competent one?			
8) Do you tend to plan ahead for your job or career?			
9) Is 'Getting on in life' important to you?			
10) Are you an ambitious person?			
11) Are you inclined to read off the successes of other rather than do the work of making yourself a success?			
12) Would you describe yourself as being lazy?			
13) Will days often go by without your having done a thing?			
14) Are you inclined to take life as it comes without much planning?			