



# Attitude of Pupil Teacher's Regarding the Inclusive Education of Students with Visual and Hearing Impairment

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## ABSTRACT

*Inclusive education significantly enhances opportunities for students to engage in collaborative learning. Through inclusive education students can develop a positive attitude and behavioral disposition towards learning alongside their peer, specifically those who are below average in academic performance or differently abled. This is crucial because the attitude of their differently able peer group exert a substantial influence on their own educational experience. Similarly, it is absolutely essential to assess the attitudes towards differently abled individuals held by those students who intend to pursue a career in teaching. This study tries to explore the attitude of pupil teacher's regarding the inclusive education of students with visual and hearing Impairment. In this study researcher uses descriptive survey method to assess the attitude of pupil teachers towards inclusive education of students with visual and hearing Impairment. For this study, those students who are taking training in the B.Ed. course before aspiring for the teaching profession in West Bengal are the population of the researcher. For fulfill the objectives total 120 B.Ed. students were selected by the researcher as a sample of the study through purposive sampling technique. For this study, the researcher had prepared a self-made questionnaire of 20 items, namely "Scale on Attitude of pupil teacher's" to collect the requisite data related to attitude of pupil teachers towards inclusive education of students with visual and hearing Impairment. The present study revealed that gender and locality wise pupil teachers have some significant different attitude regarding the inclusive education of student with visual impairment. Also, this study revealed that educand teachers have not significantly attitudinal differences regarding the inclusive education of student with hearing impairment based on their gender and habitat. Also, this study found that there is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with visual and hearing impairment.*

**Keywords:** *Inclusive education, Hearing impairment, Visual impairment, Pupil teacher.*

## INTRODUCTION

Inclusive education refers to a type of education system where all types of students regardless of sex, caste, religion are brought to the same place and given coequal educational opportunities (Imaniah & Fitria, 2018; Manju, 2017; Moriña, 2019). Through this inclusive education, exceptional children or differently abled learners are given the opportunity to receive education equally with normal students in the same classroom (De Bruin,

2019; oss-Hill, 2009). Inclusive education involves all children in education by making necessary additions in the field of education (Downing et al., 1997; Lindsay, 2003). Inclusive education is that kind of education where normal children and children with special needs can participate equally in education system and gain more experience and become competent for daily living work (Elhoweris & Alsheikh, 2004; Srivastava et al., 2015). When discussing inclusive education, also discussing about Impairment, Disability and Handicapped are become a very important thing. Impairment refers to the abnormality of organs. When the loss of human body parts is seen or structural problems are seen, then it comes under impairment (Badley, 1993; Graham, 2020; MooNEY, 1987; Orgogozo, 1994; Prakash, 2012). It is mainly seen at the structure or organ level. Visual impairment, Locomotor impairment, Hearing Impairment, etc. are the examples of impairment (Schuntermann, 1996; Thomas, 2014). Disability refers to particular activities. When impairment or loss of limbs results in inability to perform specific tasks, it called disability. Disability basically means not performing on activity. Learning disability, speech disability, intellectual disability etc. are the examples of disability (Andrews, 2020; Rimmerman, 1986; Wehmeyer et al., 2008). Handicapped means when social level or social relationship not maintain for impairment and disability, then it falls under handicapped. For example; Neurological handicapped, Orthopedical handicapped, emotionally handicapped etc. (Badley, 1995; Pritchard, 2013)

Visual impairment has a particularly hindering effect on Students educational attainment. To understand visual impairment more clearly, the "American Office of Rehabilitation Services has divided visual impairment into various categories such as completely blind, legally blind, partially blind etc". In addition, not only does visual impairment hinder students' education, but hearing Impairment also hinders the student's educational life. Students with hearing Impairment are so weak that they can't hear others without hearing aids (Krasavina et al., 2019; Rajamoni et al., 2022; Safder et al., 2012). Therefore, the role of the teachers is very important in educating students who fall under the scope of these visual and hearing Impairment (Hadi et al., 2019; Kalivoda et al., 1997). Teacher can understand the students with these disabilities and educate them by providing them with the necessary education and develop them as good citizens of the society (Charitaki et al., 2024; Mitić & Drobac, 2020). Therefore, it's necessary for a teacher to have appropriate knowledge about disabilities before being employed in the teaching profession and along with that, it is also very important to verify the attitude of pupil teacher's towards disabilities (Barnová et al., 2022) Pupil teachers refer to a type of knowledge level, to gain through knowledge about the teaching profession before entering the teaching profession (Kusuma & Ramadevi, 2013; Kaplan & Lewis, 2013) Based on the psychological point of view, if the attitude is positive then the adjustment is easy with that particular person, object, material, task or situation and on the other hand if the attitude is negative then the adjustment is not so easy (Koliqi & Zabeli, 2022; Vogel, & Wanke 2016). So, attitude has a special role in our life by which people can create a harmonious environmental in different situations of life (Droba, 1933; Iarskaia-Smirnova & Loshakova, 2004). In this regard inclusion of differently able learners into the mainstream education, teachers positive attitude played a significant role (Dewsbury & Brame, 2019; Forlin et al., 2007).

#### **OBJECTIVES OF THE STUDY:**

- 1) To know the attitude of pupil teachers towards inclusive education of student with visual and hearing impairment.
- 2) To study the relationship between pupil teacher's attitude towards inclusive education of visual and hearing impairment students.

**HYPOTHESIS OF THE STUDY:**

H<sub>0</sub>1: There is no significant difference in the attitude of Gender wise pupil teachers regarding the inclusive education of student with visual impairment.

H<sub>0</sub>2: There is no significant difference in the attitude of Gender wise pupil teachers regarding the inclusive education of student with hearing impairment.

H<sub>0</sub>3: There is no significant difference in the attitude of Locality wise pupil teachers towards the inclusive education of student with visual impairment.

H<sub>0</sub>4: There is no significant difference in the attitude of Locality wise pupil teachers regarding the inclusive education of student with hearing impairment.

H<sub>0</sub>5: There is no significant relationship between Gender wise pupil teachers' attitude regarding the inclusive education of student with visual impairment.

H<sub>0</sub>6: There is no significant relationship between Gender wise pupil teachers' attitude regarding the inclusive education of student with hearing impairment.

**METHODOLOGY OF THE STUDY:**

**Research Method:** In the present study "Descriptive survey method" was used to assess the attitude of pupil teachers towards inclusive education of students with visual and hearing Impairment. Population: For this study, those students who are taking training in the B.Ed. course before aspiring for the teaching profession in West Bengal are the population of the researcher.

**Sample:** Total 120 B.Ed. students were selected by the researcher as a sample of the study.

**Sampling technique:** The researcher used Purposive sampling technique.

**Tools used:** For this study, the researcher had prepared a self-made questionnaire of 20 items, namely "Scale on Attitude of pupil teacher's" to collect the requisite data related to attitude of pupil teachers towards inclusive education of students with visual and hearing Impairment.

**ANALYSIS OF THE DATA:****ANALYSIS OF THE DATA PERTAINING TO THE HYPOTHESIS-1**

[H<sub>0</sub>1: There is no significant difference in the attitude of gender wise pupil teachers regarding the inclusive education of student with visual impairment.]

**Table 1**

Variable	N	Mean	Sd	't'	Level of significance
Male	60	32	16.67	4.23	Significant at 0.05 & 0.01 level.
Female	60	21	13.40		

**Distribution of attitude of Male and Female pupil teachers' attitude towards the inclusive education of student with visual impairment.**

Fig. 1

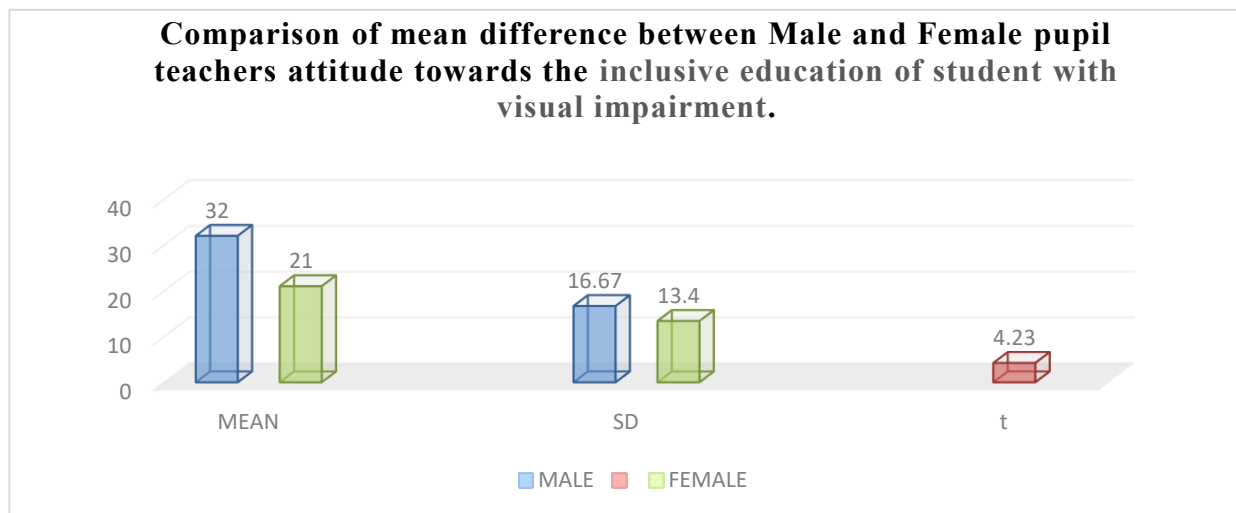


Table 1 reveals that the comparison of attitude of male and female pupil teacher’s according to their gender is significant. And the result indicate that Male pupil teacher’s mean is 32 and Female pupil teacher’s mean is 21 and the calculated ‘t’ value 4.23 which is greater than the tabulated value 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. Therefore, the null hypothesis that “H<sub>0</sub>1: There is no significant difference in the attitude of gender wise pupil teachers regarding the inclusive education of student with visual impairment” is rejected.

**ANALYSIS OF THE DATA PERTAINING TO THE HYPOTHESIS-2**

[H<sub>0</sub>2: There is no significant difference in the attitude of gender wise pupil teachers regarding the inclusive education of student with hearing impairment.]

Table 2

Variable	N	Mean	Sd	't'	Level of significance
Male	60	14	15.71	0.94	Not significant at 0.05 & 0.01 level.
Female	60	21	9.37		

Distribution of attitude of Male and Female pupil teachers’ attitude towards the inclusive education of student with hearing impairment.

Fig. 2

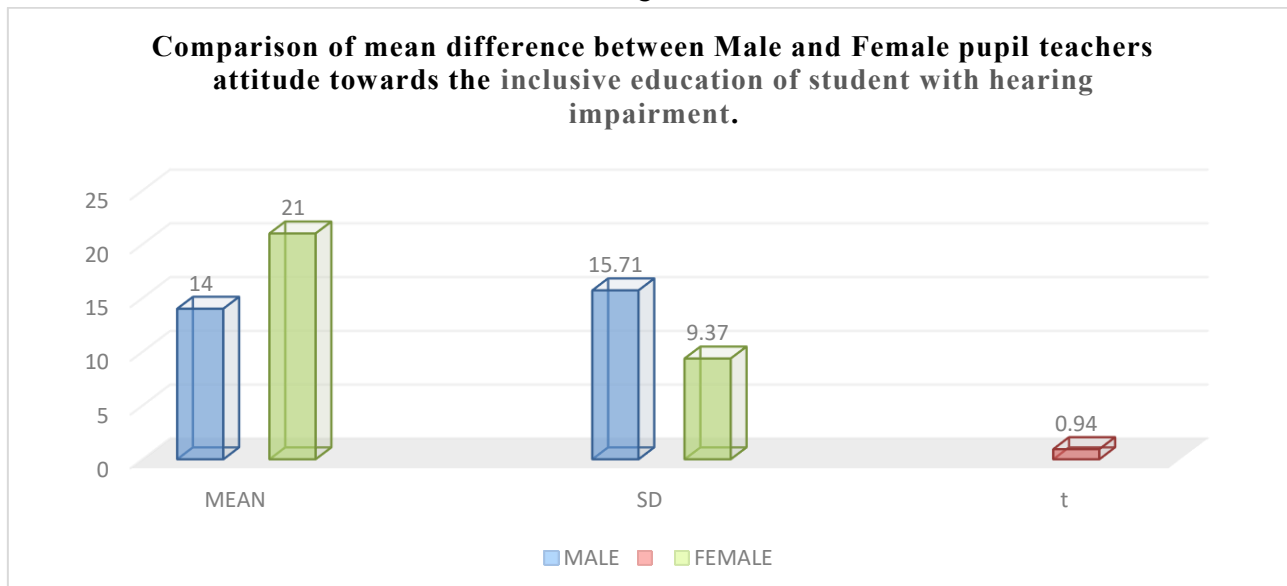


Table 2 reveals that the comparison of attitude of male and female pupil teacher's according to their gender is not significant. And the result indicate that Male pupil teacher's mean is 14 and Female pupil teacher's mean is 21 and the calculated 't' value 0.94 which is smaller than the tabulated value 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. Therefore, the null hypothesis that "H<sub>0</sub>2: There is no significant difference in the attitude of gender wise pupil teachers regarding the inclusive education of student with hearing impairment" is **accepted**.

### ANALYSIS OF THE DATA PERTAINING TO THE HYPOTHESIS-3

[H<sub>0</sub>3: There is no significant difference in the attitude of locality wise pupil teachers towards the inclusive education of student with visual impairment.]

Table 3

Variable	N	Mean	Sd	't'	Level of significance
Urban	60	30	14.88	3.22	Significant at 0.05 & 0.01 level.
Rural	60	21	18.72		

Distribution of attitude of Urban and Rural pupil teachers' attitude towards the inclusive education of student with visual impairment.

Fig. 3

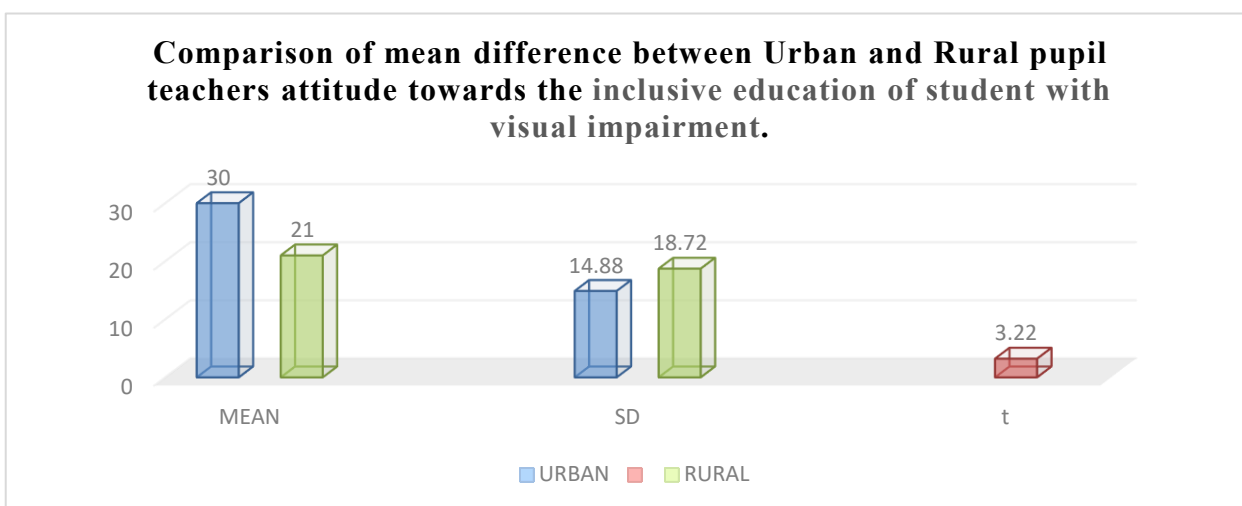


Table 3 reveals that the comparison of attitude of urban and rural pupil teacher's according to their locality is significant. And the result indicate that urban pupil teacher's mean is 30 and rural pupil teacher's mean is 21 and the calculated 't' value 3.22 which is greater than the tabulated value 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. Therefore, the null hypothesis that "H<sub>0</sub>3: There is no significant difference in the attitude of locality wise pupil teachers towards the inclusive education of student with visual impairment" is **rejected**.

### ANALYSIS OF THE DATA PERTAINING TO THE HYPOTHESIS-4

[H<sub>0</sub>4: There is no significant difference in the attitude of Locality wise pupil teachers regarding the inclusive education of student with hearing impairment.]

Table 4

Variable	N	Mean	Sd	't'	Level of significance
Urban	60	30	9.22	1.25	Not significant at 0.05 & 0.01 level.
Rural	60	21	12.79		

Distribution of attitude of Urban and Rural pupil teachers' attitude towards the inclusive education of student with hearing impairment.

Fig. 4

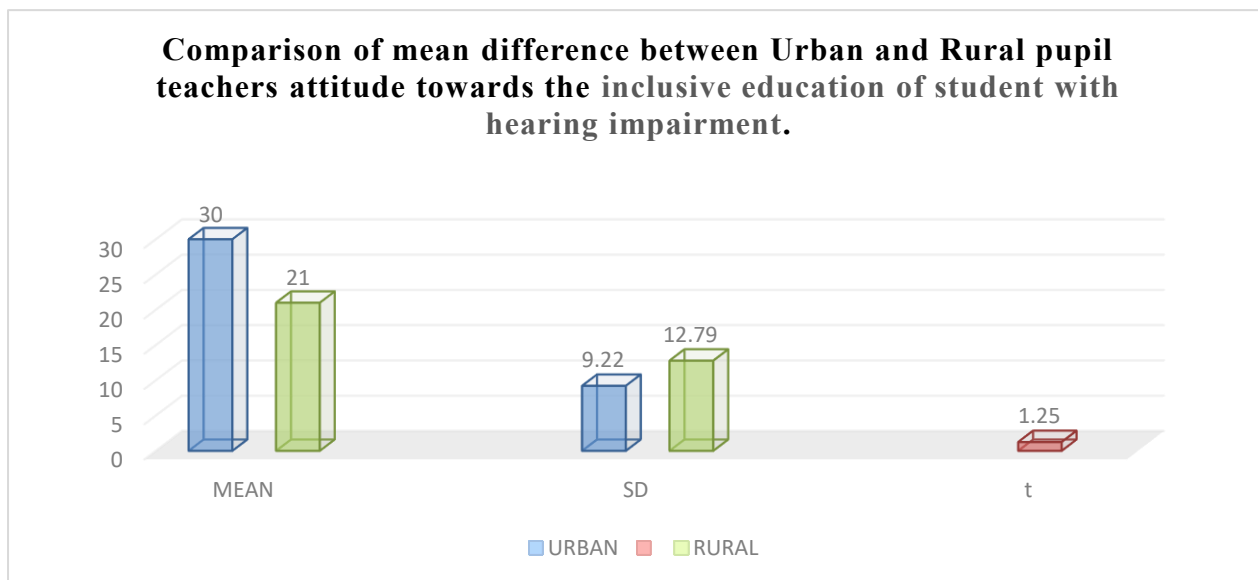


Table 4 reveals that the comparison of attitude of urban and rural pupil teacher's according to their locality is significant. And the result indicate that urban pupil teacher's mean is 30 and rural pupil teacher's mean is 21 and the calculated 't' value 1.25 which is smaller than the tabulated value 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. Therefore, the null hypothesis that "H<sub>0</sub>4: There is no significant difference in the attitude of locality wise pupil teachers regarding the inclusive education of student with hearing impairment" is accepted.

**ANALYSIS OF THE DATA PERTAINING TO THE HYPOTHESIS-5**

H<sub>0</sub>5: There is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with visual impairment.

Table 5

Variable	N	Mean	Sd	Co- relation r	Significant 't'	Level of significance
Male	60	32	16.67	-0.41	0.68	0.05
Female	60	21	13.40			

**Distribution of Correlation between Male and Female pupil teachers' attitude regarding the inclusive education of student with visual impairment.**

Fig. 5

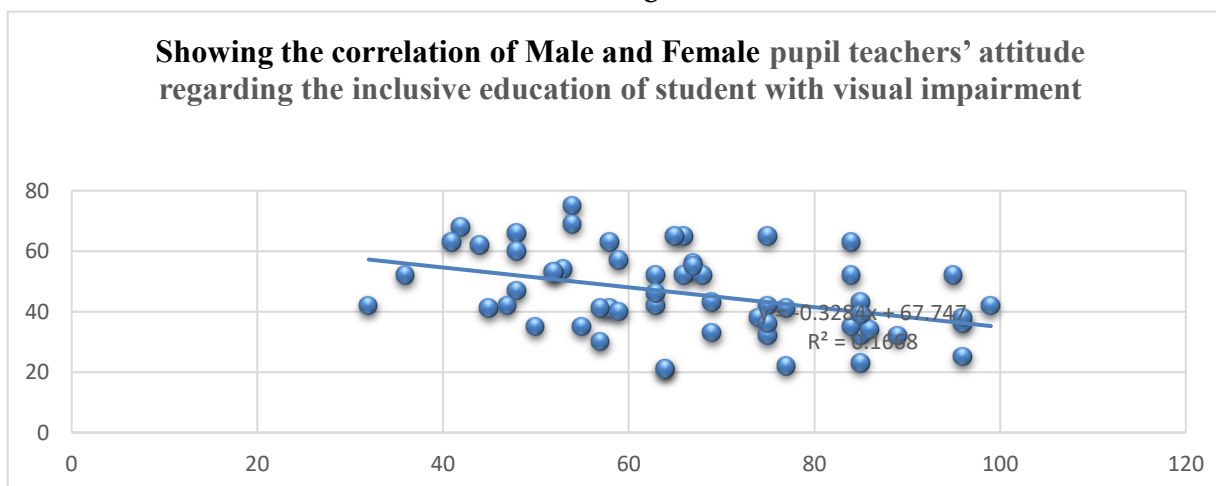


Table 5 reveals the case of gender wise analysis regarding the attitude of pupil teachers towards the inclusive education of student with visual impairment. In the present case we have found calculated 't' value (0.68) which are less than tabulated value (1.96) in respect to their  $n=120$  and  $df=118$ . So, the  $H_{05}$  (There is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with visual impairment) is **accepted** and insignificant at 0.05 level and also reveals that there is no significant relationship in the attitude of male & female pupil teachers' attitude regarding the inclusive education of student with visual impairment.

#### ANALYSIS OF THE DATA PERTAINING TO THE HYPOTHESIS-6

$H_{06}$ : There is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with hearing impairment.

**Table 6**

Variable	N	Mean	Sd	Co-relation r	Significant 't'	Level of significance
Male	60	14	15.71	-0.00618	0.99	0.05
Female	60	21	9.37			

**Distribution of Correlation between Male and Female pupil teachers' attitude regarding the inclusive education of student with hearing impairment.**

**Fig. 6**

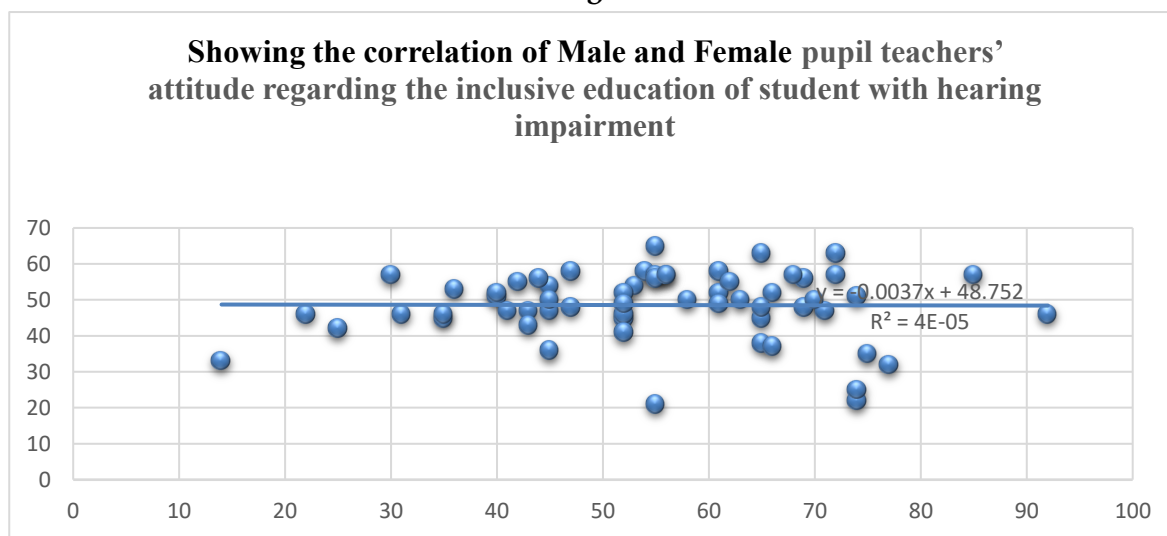


Table 6 reveals the case of gender wise analysis regarding the attitude of pupil teachers towards the inclusive education of student with hearing impairment. In the present case we have found calculated 't' value (0.99) which are less than tabulated value (1.96) in respect to their  $n=120$  and  $df=118$ . So, the  $H_{06}$  (There is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with hearing impairment) is **accepted** and insignificant at 0.05 level and also reveals that there is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with hearing impairment.

#### SUPPORTING FINDINGS:

- The findings of the first hypothesis reveals that there is significant difference in the attitude of gender wise pupil teachers regarding the inclusive education of student with visual impairment, is consistent with several previous studies. Radojlovic et al., (2022) reported that differences in attitude were observed based on gender. Female teachers demonstrated a significantly more positive attitude towards inclusive education. On

the other hand, it could be said that Leinak and Babu (2020) revealed that the male teachers had more positive attitude regarding inclusive education while female teachers had less positive attitude towards inclusive education.

- The findings of the second hypothesis reveals that male and female pupil teachers had significant similar attitude regarding the inclusive education of student with hearing impairment. The finding was in accordance with the study of Sharma et al. (2008).
- Following the findings of hypothesis three, it can be observed that there is a significant difference in the attitude of locality wise pupil teachers towards the inclusive education of student with visual impairment. Several studies supporting this finding have also found similar findings, such as: Meng (2008) found that, urban teachers had more negative attitude as compare to rural teachers regarding the inclusion. So, it can be said that rural and urban teachers had significantly different attitudes regarding the inclusion. The finding was in accordance with the study of Pushpa and Kumar (2025).
- The findings of the hypothesis four reveals that there is no significant difference in the attitude of locality wise pupil teachers regarding the inclusive education of student with hearing impairment. The finding was in accordance with the study of Forlin et al. (2009) and another study by Loreman et al. (2007).
- The findings of the hypothesis five and six reveals that there is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with visual and hearing impairment. The findings were in accordance with various studies. Kiran (2020) found that gender wise statistically no significant relation to their perception regarding impaired students. Furthermore, several other studies have indicated that gender has no significant influence on, or relationship with, the inclusive education of students with impairment. For instance, Avramidis and Norwich (2002) and another study by Parasuram (2006).

## **DISCUSSION AND CONCLUSION:**

In the 21st century, it is essential for pupil teachers to know about the inclusive education. Because it ensures the equal educational opportunities for diverse learners in the educational sector. For this purpose, in this study highlights that attitude of pupil teachers regarding the inclusive education of students with visual and hearing impairment. This study explored that gender and locality wise pupil teachers have some significant different attitude regarding the inclusive education of student with visual impairment. After seeing these results, we can say that the differences in attitude seen among gender wise pupil teachers can be due to various reasons. One of the reasons is the differences in role. Because in the social and cultural field, the roles of boys and girls are seen differently. Where girls are mostly seen in the caregiving role and boys show a discipline-oriented role. So maybe that is why these differences in attitude is seen, also this difference in attitude on gender basis can also depend a lot on self-efficacy or previous experience or the quality of the training institute. We can also see that there is a difference in attitude on locality basis, which may be due to differences in exposure and awareness. This is because it is seen that urban boys and girls get more training resources than rural boys and girls. Along with that, rural pupil teachers get less opportunity to visit inclusive classrooms or special schools or have direct interaction with special children, maybe that is why such differences in attitude is seen on this locality basis. Also, this study revealed that educand teachers have not significantly attitudinal differences regarding the inclusive education of student with hearing impairment based on their Gender and Locality. It is observed here that there is a significant degree of similarity across gender and locality in the attitudes of pupil teachers regarding hearing impairment; this phenomenon may be attributed to various factors. One of the primary reasons for this could be the current emphasis placed on inclusivity in the ongoing efforts to enhance the quality of education; perhaps this focus has

fostered a convergence of attitude among pupil teachers, irrespective of whether they are male-female, or hail from urban or rural areas. Furthermore, pupil teachers regardless of their gender or locality may perceive hearing impairment as relatively more manageable compared to visual impairment. Consequently, they may not view hearing impairment as being quite as challenging as visual impairment, which could explain the observed similarity in their attitudes. Also, this study found that there is no significant relationship between gender wise pupil teachers' attitude regarding the inclusive education of student with visual and hearing impairment. The lack of a significant discernible relationship in attitudes observed here may stem from various factors; perhaps the prior experiences of the pupil teachers, or the possibility that, despite having received identical training, their levels of awareness regarding inclusivity differ. Consequently, this may be reason why a significant disparity is observed within this relationship. So, we can conclude that in the 21st century if pupil teachers are aware of this inclusion, they can create a non-divisive environment in the classroom.

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