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Moral Education for Visually Impaired Students at School Level: A Quantitative Study

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Abstract: Moral education is an integral part of the education system for visually impaired students. This study intended to seek moral education for visually impaired students at the school level. This study was quantitative and descriptive. The sample of the study included teachers of visually impaired students (N=81) from the schools of visually impaired students. A self-developed structured questionnaire was used as a tool for data collection. The validity of the instrument was assured by the expert opinion (N=03). Statistical data were analyzed with IBM version 23. The data were analyzed by applying descriptive statistical analysis techniques. Frequencies and percentages of the responses along with the Mann-Whitney test were performed to reach the conclusion. The findings of the study revealed that the maximum respondents of the study reported that 53% of teachers of visually impaired students are working on delivering moral education to students with visual impairment at the school level. However, 47% of the respondents experienced various challenges in delivering moral education to students with visual impairment. The study recommended policy-based moral education for students with visual impairment at the school level to make their firm foundation as responsible citizens.

Key Words: Moral Education, Visual Impairment, Students, School, Challenges

Introduction

Visual impairment is a significant health issue around the world (Ackland et al., 2017; Alswailmi, 2018; Larsen et al., 2019). Schools provide chances for safer supervision, closer monitoring, and the ability to recognize and meet a child's psychological, social, and medical needs (WRC, 2014). Moral education means teaching the difference between wrong and right. The topic of school discipline

continues to make news even though moral education is practised in every school and teachers have been instructing and instilling moral ideals in the kids (Kok, 2018).

Moral education serves the same objective and is complementary to one another (Satarupa, 2019). Helping children and young people with visual impairment by developing ethical views and values about right and wrong might be characterized as moral education.

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Moral traits and attributes both pay attention to how people think morally and behave morally, although they emphasize moral action more so than moral cognition (Baharun, [2017](#)).

Teachers can play a role in the moral education of students. Asif et al., ([2020](#)), found that teachers' attitudes and ideas play a crucial part in the objectives of moral education and the moral development of students. Visually impaired students' behaviour can therefore be excellent for pupils, it may result in behavioural changes and increased motivation to contribute to society (Lugueti and McDonald, [2020](#)).

Purpose of Study

Teaching the difference between right and wrong is part of moral education. Education helps visually impaired students to develop confidence, social skills and self-esteem etc. Education enables those who are blind to participate in society. They will be able to participate in society more readily once they are aware of their rights. Moral education aids in lowering issues like resentment and dishonesty, among others. Visually impaired students need extra attention as compared to other students. Therefore, Birhan([2021](#)) suggested utilizing fairy tales to help youngsters internalize morality; research supports the value of this strategy in teaching children appropriate and inappropriate behaviour.

Statement of Problem

In schools, moral education is an important part of the personality development of a child with visual impairment. Due to the burden of syllabus and other job responsibilities in special education, teachers of visually impaired students even work on the all required areas of personality development of visually impaired students. In order for visually impaired pupils to grow up to be responsible members of society of the nation, moral education must be taught to them in the classroom. Therefore, teachers play an integral role in delivering moral education. So, the statement of the problem is the moral education for visually impaired students at the school level.

Objectives of the Study

The objectives of the study were to:

1. Highlight the current moral behaviours among visually impaired students at the school level.
2. Inquire about the role of teachers in the character building of visually impaired students.
3. Identify the challenges faced by teachers in delivering moral education to visually impaired students.
4. Explore the efforts delineated by the teachers in delivering moral education to visually impaired students.

Questions of the Study

The questions of the study were:

1. What is the current moral behaviour among visually impaired students at the school level?
2. What is the role of teachers in character building of visually impaired students?
3. What are the challenges faced by teachers in delivering moral education to visually impaired students?
4. What are the efforts delineated by the teachers in delivering moral education to visually impaired students?

Significance of the Study

This study is unique because this study gives a comprehensive understanding of moral education for visually impaired students at the school level. This study is useful for all educational departments, especially those who are already working on the personality development of visually impaired students. This study is useful for teachers working with visually impaired students either in inclusive education or in segregated set-ups to construct the highest moral values and their recognition among visually impaired students. Additionally, this study will be beneficial for visually impaired students as well to make their minds as civilized citizens by sensing the responsibilities and caring of the people around their matrixes.

Limitations of the Study

The limitations of the study were:

The study was limited to only the province of Punjab only due to time and financial constraints.

The delimitations of the study were:

- a. Only the teachers of visually impaired students were included in the study who were serving in the public sector.
- b. A structured questionnaire was used as an instrument of the study due to the unavailability of a standardized instrument.

Literature Review

Morality refers to rules that define right and wrong behaviour. Despite the fact that moral education is practised in every school and that teachers have been instructing and instilling moral ideals in their charges (Kok, 2018). Preschool teachers should know about the value, principles, and techniques of moral education to support young children's moral growth (Shih, 2020b).

Yashoda and Kumar(2017) looked at how teachers help high school students develop moral principles. Moral education and knowledge education serve the same objective and are complementary to one another (Satarupa, 2019). Early moral education shapes young children's character and helps them become future-ready (Sesmiarni, 2019). Students primarily study practical information and moral character is not encouraged (Tanveer et al., 2020). Moral education should involve the interplay between external normalizing and the interior cultivation of virtue (Türk, 2019).

Young children learn well during this time because their brains are rapidly developing (Hernik Farisia, 2020). Moral education is a very valuable educational component for preschool teachers (Wilson, 2020). We should appreciate and encourage them to develop excellent ideological, moral, and political traits in addition to educating, guiding, inspiring, and motivating them in order to attain the

essential goal of providing moral education for people (Zhang, 2017).

Education, especially moral education, is important because it motivates kids to take an active role in politics and develop into decent citizens in the future (Shih, 2019).

Methodology

Research Design

This was a quantitative inquiry with a descriptive type. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon (McCombes, 2022).

Population of Study

The population of the study comprised the teachers of students with visual impairment teaching at schools of the Special Education Department.

Study's Participants

The sample of the study included 81 teachers of students with visual impairment from different schools of the Special Education Department and educational backgrounds. Among 81 teachers, 32 were from Lahore, 10 from Dera Ghazi Khan, 4 from Rajanpur, 3 from Okara, 3 from Multan, 3 from Rahim Yar Khan, 3 from Gujranwala, 3 from Muzaffargarh, 3 from Bahawalnagar, 2 from Vehari, 2 from Sargodha, 2 from Attok, 2 from Layyah, 2 from Bahawalpur, 2 from Sheikhupura, 2 from Toba Tek Singh, 1 from Kasur, 1 from Rawalpindi and 1 from M.B.Din. The purposive sampling technique was used to collect data for this study.

Instrument

The tool for data collection was a self-developed structured questionnaire. Items were developed by keeping in mind the extensive literature, the nature of the research problem, and the objectives of the study. The validity of the instrument was assured by expert opinion (N=03). The reliability of the instrument was confirmed through Cronbach alpha 0.724.

In the instrument, the first part consists of demographic information such as age, qualification, gender, and experience with the district. The second part consisted of items, and response options were 3 i.e., Yes, To some extent, No.

Data Collection Procedure

Before starting the data collection process, permission to collect data was obtained from the respondents as a part of ethical consideration and they were informed about the topic of the research as well. The quantitative data from the respondents were analyzed using Statistical Package for Social Sciences (SPSS) IBM version 23 with descriptive statistics. Data were converted to numeric results through quantitative analysis into percentages and were presented in tabulated form.

Ethical Considerations for Study

The ethical considerations for the Study were compiled strictly and properly. The respondents were informed earlier before collecting data and conducting interviews. They were also assured about the information from them was not to be revealed in the future by their names.

The Procedure of the Study

After the selection of the problem for this research, the researchers reviewed the literature and set out the objectives, significance and questions of the research. The researchers developed a self-developed close-ended questionnaire. The total number of respondents for this research was (N=81). The sample was selected through a purposive sampling technique. The researchers were assured that the finding from this research will be used for academic purposes only. Respondents were also urged to present information in good faith about themselves.

Data Analysis

Table 1

Frequency Distribution of the Respondents' Demographics

Sample	Frequency/Percentage
Gender	30 Males (37.0%), 51 Females (63.0%)
Age	21 respondents 25-30y (25.9%), 16 respondents 31-35y (19.8%), 22 respondents 36-40y (27.2%), 22 respondents 41 and above years (27.2%)
Designation	34 JSET (42.0%), 26 SSET (32.1%), 21 Others (25.9%)
Experience	23 below 5 years (28.4%), 58 above 5 years (71.6%)
Qualification	3 B.Ed (3.7%), 55 BS/M.A/M.Ed (67.9%), 23 MS/M.Phill (28.4%)

Moral Behavior

Table 2

Frequency Distribution of Responses Regarding Students with Visual Impairment Involve in Academic Cheating at School Level

Responses	Frequency	Percent	Cumulative Percent
No	18	22.2%	22.2
To Some Extent	40	49.4%	71.6
Yes	23	28.4%	100.0
Total	81	100.0%	

This table indicates that 22.2% (N=18) of respondents said no to the above statement, while 49.4% (N=40) of respondents said to some extent, and 28.4% (N=23) of

respondents said yes to the above statement. Therefore, the majority of the respondents 49.4% said to some extent about students with

visual impairment are involved in academic cheating at the school level.

Table 3

Frequency Distribution of Responses Regarding Students with Visual Impairment Show Rigid Behaviors toward their Fellows at School

Responses	Frequency	Percent	Cumulative Percent
No	31	38.3%	38.3
To Some Extent	36	44.4%	82.7
Yes	14	17.3%	100.0
Total	81	100.0%	

This table shows that 38.3% (N=31) of respondents said no to the above statement and 44.4% (N=36) of respondents said to some extent however, 17.3% (N=14) of respondents said yes to the above statement. Therefore, the

majority of the respondents 44.4% said to some extent about students with visual impairment show rigid behaviours towards their fellows at school.

Table 4

Frequency Distribution of Responses Regarding Visually Impaired Students Know the Difference Between Being Morally Right or Morally Wrong

Responses	Frequency	Percent	Cumulative Percent
No	3	3.7%	3.7
To Some Extent	23	28.4%	32.1
Yes	55	67.9%	100.0
Total	81	100.0%	

This table depicts that 3.7% (N=3) of respondents said no to the above statement and 28.4% (N=23) of respondents said to some extent however, 67.9% (N=55) of respondents said yes to the above statement. Therefore, the

majority of the respondents 67.9% said yes about visually impaired students knowing the difference between being morally right or morally wrong.

Table 5

Frequency Distribution of Responses Regarding Students with Visual Impairment Make Justifications for Their Immoral Acts

Responses	Frequency	Percent	Cumulative Percent
No	4	4.9%	4.9
To Some Extent	29	35.8%	40.7
Yes	48	59.3%	100.0
Total	81	100.0%	

This table contains that 4.9% (N=4) of respondents said no to the above statement and 35.8% (N=29) of respondents said to some extent however, 59.3% (N=48) of respondents

said yes to the above statement. Therefore, the majority of the respondents 59.3% said yes about students with visual impairment making justifications for their immoral acts.

Table 6

Frequency Distribution of Responses Regarding Poor Family Background Effects on the Behavior of Visually Impaired Students at School

Responses	Frequency	Percent	Cumulative Percent
No	3	3.7%	3.7
To Some Extent	22	27.2%	30.9
Yes	56	69.1%	100.0
Total	81	100.0%	

This table highlights that 3.7% (N=3) of respondents said no to the above statement and 27.2% (N=22) of respondents said to some extent however, 69.1% (N=56) of respondents said yes to the above statement. Therefore, the

majority of the respondents 69.1% said yes about poor family background effects on the behaviour of visually impaired students at school.

Table 7

Frequency Distribution of Responses Regarding Visually Impaired Students Show Isolated Behaviors and Find Difficulties in Interaction with Other Students due to their Disability at School Level

Responses	Frequency	Percent	Cumulative Percent
No	15	18.5%	18.5
To Some Extent	41	50.6%	69.1
Yes	25	30.9%	100.0
Total	81	100.0%	

This table indicates that 18.5% (N=15) of respondents said no to the above statement and 50.6% (N=41) of respondents said to some extent however, 30.9% (N=25) of respondents said yes to the above statement. Therefore, the

majority of the respondents 50.6% said to some extent about visually impaired students show isolated behaviours and find difficulties in interacting with other students due to their disability at the school level.

Table 8

Frequency Distribution of Responses Regarding Students with Visual Impairment Confidently Describe their Point of View in the Classroom

Responses	Frequency	Percent	Cumulative Percent
No	1	1.2%	1.2
To Some Extent	29	35.8%	37.0
Yes	51	63.0%	100.0
Total	81	100.0%	

This table shows that 1.2% (N=1) of respondents said no to the above statement and 35.8% (N=29) of respondents said to some extent however, 63% (N=51) of respondents

said yes to the above statement. Therefore, the majority of the respondents 63% said yes about students with visual impairment confidently describing their point of view in the classroom.

Table 9

Frequency Distribution of Responses Regarding Laws or Rules Governing Moral Behaviors among Visually Impaired Students Made by Teachers

Responses	Frequency	Percent	Cumulative Percent
No	6	7.4%	7.4
To Some Extent	34	42.0%	49.4
Yes	41	50.6%	100.0
Total	81	100.0%	

This table depicts that 7.4% (N=6) of respondents said no to the above statement and 42% (N=34) of respondents said to some extent however, 50.6% (N=41) of respondents said yes to the above statement. Therefore, the

majority of the respondents 50.6% said yes to laws or rules governing moral behaviours among visually impaired students made by teachers.

Table 10

Frequency Distribution of Responses Regarding Teachers Implement the Laws or Rules in Special Education Schools Related to Moral Behaviors of Visually Impaired Students

Responses	Frequency	Percent	Cumulative Percent
No	8	9.9%	9.9
To Some Extent	31	38.3%	48.1
Yes	42	51.9%	100.0
Total	81	100.0%	

This table highlights that 9.9% (N=8) of respondents said no to the above statement and 38.3% (N=31) of respondents said to some extent however, 51.9% (N=42) of respondents said yes to the above statement. Therefore, the

majority of the respondents 51.9% said yes about teachers implementing the laws or rules in special education schools related to the moral behaviours of visually impaired students.

Moral Character

Table 11

Frequency Distribution of Responses Regarding Moral Character Learnt at School Help to Make the Personality of a Person

Responses	Frequency	Percent	Cumulative Percent
To Some Extent	10	12.3%	12.3
Yes	71	87.7%	100.0
Total	81	100.0%	

This table contains that 12.3% (N=10) of respondents said to some extent on the above statement and 87.7% (N=71) of respondents said yes. Therefore, the majority of the

respondents 87.7% said yes about moral character learnt at school helping to make the personality of a person.

Table 12

Frequency Distribution of Responses Regarding Actions of Visually Impaired Students According to Moral Rules and Ethics in Schools

Responses	Frequency	Percent	Cumulative Percent
No	2	2.5%	2.5
To Some Extent	39	48.1%	50.6
Yes	40	49.4%	100.0
Total	81	100.0%	

This table indicates that 2.5% (N=2) of respondents said no to the above statement and 48.1% (N=39) of respondents said to some extent however, 49.4% (N=40) of respondents

said yes to the above statement. Therefore, the majority of the respondents 49.4% said yes about the actions of visually impaired students according to moral rules and ethics in schools.

Table 13

Frequency Distribution of Responses Regarding Visually Impaired Students Show Unethical Manners with Other Students at School

Responses	Frequency	Percent	Cumulative Percent
No	18	22.2%	22.2
To Some Extent	48	59.3%	81.5
Yes	15	18.5%	100.0
Total	81	100.0%	

This table depicts that 22.2% (N=18) of respondents said no to the above statement and 59.3% (N=48) of respondents said to some extent however, 18.5% (N=15) of respondents said yes to the above statement. Therefore, the

majority of the respondents 59.3% said to some extent about visually impaired students show unethical manners with other students at school.

Table 14

Frequency Distribution of Responses Regarding Teachers Show Positive Attitudes to Visually Impaired Students for their Character Building

Responses	Frequency	Percent	Cumulative Percent
To Some Extent	10	12.3%	12.3
Yes	71	87.7%	100.0
Total	81	100.0%	

This table contains that 12.3% (N=10) of respondents said to some extent and 87.7% (N=71) of respondents said yes to the above statement. Therefore, the majority of the

respondents 87.7% said yes about teachers show positive attitudes to visually impaired students for their character building.

Table 15

Frequency Distribution of Responses Regarding Teachers Create Safer and Pleasant Environment for Visually Impaired Students in Classroom

Responses	Frequency	Per cent	Cumulative Percent
To Some Extent	20	24.7%	24.7

Yes	61	75.3%	100.0
Total	81	100.0%	

This table shows that 24.7% (N=20) of respondents said to some extent and 75.3% (N=61) of respondents said yes to the above statement. Therefore, the majority of the respondents 75.3% said yes about teachers creating safer and more pleasant environments for visually impaired students in the classroom.

Table 16

Frequency Distribution of Responses Regarding Teachers Playing Role in Teaching Values and Ethics to Visually Impaired Students

Responses	Frequency	Percent	Cumulative Percent
To Some Extent	12	14.8%	14.8
Yes	69	85.2%	100.0
Total	81	100.0%	

This table highlights that 14.8% (N=12) of respondents said to some extent and 85.2% (N=69) of respondents said yes to the above statement. Therefore, the majority of the respondents 85.2% said yes about teachers playing a role in teaching values and ethics to visually impaired students.

Table 17

Frequency Distribution of Responses Regarding Visually Impaired Students Show Responsibility in their Work at School Level

Responses	Frequency	Percent	Cumulative Percent
No	1	1.2%	1.2
To Some Extent	29	35.8%	37.0
Yes	51	63.0%	100.0
Total	81	100.0%	

This table indicates that 1.2% (N=1) of respondents said no to the above statement and 35.8% (N=29) of respondents said to some extent however, 63% (N=51) of respondents said yes to the above statement. Therefore, the majority of the respondents 63% said yes about visually impaired students show responsibility in their work at the school level.

Table 18

Frequency Distribution of Responses Regarding Teachers in Special Education Focus on Ethical Learning of Visually Impaired Students

Responses	Frequency	Percent	Cumulative Percent
No	1	1.2%	1.2
To Some Extent	23	28.4%	29.6
Yes	57	70.4%	100.0
Total	81	100.0%	

This table contains that 1.2% (N=1) of respondents said no to the above statement and 28.4% (N=23) of respondents said to some extent however, 70.4% (N=57) of respondents said yes to the above statement. Therefore, the majority of the respondents 70.4% said yes about teachers in special education focusing on ethical learning of visually impaired students.

Table 19

Frequency Distribution of Responses Regarding Students with Visual Impairment Respect the Rights of Other Students at Schools

Responses	Frequency	Percent	Cumulative Percent
To Some Extent	33	40.7%	40.7
Yes	48	59.3%	100.0
Total	81	100.0%	

This table shows that 40.7% (N=33) of respondents said to some extent and 59.3% (N=48) of respondents said yes to the above statement. Therefore, the majority of the

respondents 59.3% said yes about students with visual impairment respecting the rights of other students at schools.

Moral Habits

Table 20

Frequency Distribution of Responses Regarding Visually Impaired Students Contain Good Moral Habits

Responses	Frequency	Percent	Cumulative Percent
To Some Extent	28	34.6%	34.6
Yes	53	65.4%	100.0
Total	81	100.0%	

This table highlights that 34.6% (N=28) of respondents said to some extent and 65.4% (N=53) of respondents said yes to the above statement. Therefore, the majority of the

respondents 65.4% said yes about visually impaired students containing good moral habits.

Table 21

Frequency Distribution of Responses Regarding Visually Impaired Students Complete their Home Tasks

Responses	Frequency	Percent	Cumulative Percent
No	4	4.9%	4.9
To Some Extent	47	58.0%	63.0
Yes	30	37.0%	100.0
Total	81	100.0%	

This table depicts that 4.9% (N=4) of respondents said no to the above statement and 58% (N=47) of respondents said to some extent however, 37% (N=30) of respondents

said yes to the above statement. Therefore, the majority of the respondents 58% said to some extent about visually impaired students complete their home tasks.

Table 22

Frequency Distribution of Responses Regarding Visually Impaired Students Avoid Cheating in Classrooms

Responses	Frequency	Percent	Cumulative Percent
No	15	18.5%	18.5
To Some Extent	37	45.7%	64.2
Yes	29	35.8%	100.0
Total	81	100.0%	

This table indicates that 18.5% (N=15) of respondents said no to the above statement and 45.7% (N=37) of respondents said to some extent however, 35.8% (N=29) of respondents

said yes to the above statement. Therefore, the majority of the respondents 45.7% said to some extent about visually impaired students avoid cheating in classrooms.

Table 23

Frequency Distribution of Responses Regarding Visually Impaired Students Cooperate with Each Other

Responses	Frequency	Percent	Cumulative Percent
No	1	1.2%	1.2
To Some Extent	18	22.2%	23.5
Yes	62	76.5%	100.0
Total	81	100.0%	

This table shows that 1.2% (N=1) of respondents said no to the above statement and 22.2% (N=18) of respondents said to some extent however, 76.5% (N=62) of respondents

said yes to the above statement. Therefore, the majority of the respondents 76.5% said yes about visually impaired students cooperating with each other.

Table 24

Frequency Distribution of Responses Regarding Visually Impaired Students Control Themselves in Any Unethical Situation at School

Responses	Frequency	Percent	Cumulative Percent
No	3	3.7%	3.7
To Some Extent	48	59.3%	63.0
Yes	30	37.0%	100.0
Total	81	100.0%	

This table depicts that 3.7% (N=3) of respondents said no to the above statement and 59.3% (N=48) of respondents said to some extent however, 37% (N=30) of respondents said yes to the above statement. Therefore, the

majority of the respondents 59.3% said to some extent about visually impaired students control themselves in any unethical situation at school.

Table 25

Frequency Distribution of Responses Regarding Visually Impaired Students Show Obedience to their Teachers

Responses	Frequency	Percent	Cumulative Percent
To Some Extent	15	18.5%	18.5
Yes	66	81.5%	100.0
Total	81	100.0%	

This table highlights that 18.5% (N=15) of respondents said to some extent and 81.5% (N=66) of respondents said yes to the above statement. Therefore, the majority of the

respondents 81.5% said yes about visually impaired students showing obedience to their teachers.

Table 26

Frequency Distribution of Responses Regarding Teachers in Special Education Organize Activities for the Moral Education of Visually Impaired Students

Responses	Frequency	Percent	Cumulative Percent
No	2	2.5%	2.5
To Some Extent	24	29.6%	32.1
Yes	55	67.9%	100.0
Total	81	100.0%	

This table contains that 2.5% (N=2) of respondents said no to the above statement and 29.6% (N=24) of respondents said to some extent however, 67.9% (N=55) of respondents said yes to the above statement. Therefore, the

majority of the respondents 67.9% said yes about teachers in special education organising activities for the moral education of visually impaired students.

Moral Reasoning

Table 27

Frequency Distribution of Responses Regarding Visually Impaired Students Struggle to Know the Reason behind Any Action or Event

Responses	Frequency	Percent	Cumulative Percent
No	5	6.2%	6.2
To Some Extent	28	34.6%	40.7
Yes	48	59.3%	100.0
Total	81	100.0%	

This table indicates that 6.2% (N=5) of respondents said no to the above statement and 34.6% (N=28) of respondents said to some extent however, 59.3% (N=48) of respondents

said yes to the above statement. Therefore, the majority of the respondents 59.3% said yes about visually impaired students struggling to know the reason behind any action or event.

Table 28

Frequency Distribution of Responses Regarding Visually Impaired Students Experience Difficulty in Deciding Right or Wrong

Responses	Frequency	Percent	Cumulative Percent
No	5	6.2%	6.2
To Some Extent	50	61.7%	67.9
Yes	26	32.1%	100.0
Total	81	100.0%	

This table depicts that 6.2% (N=5) of respondents said no to the above statement and 61.7% (N=50) of respondents said to some extent however, 32.1% (N=26) of respondents said yes to the above statement. Therefore, the

majority of the respondents 61.7% said to some extent about visually impaired students experience difficulty in deciding right or wrong.

Table 29

Frequency Distribution of Responses Regarding Visually Impaired Students Decide Right or Wrong Before Doing Anything

Responses	Frequency	Percent	Cumulative Percent
No	4	4.9%	4.9
To Some Extent	35	43.2%	48.1
Yes	42	51.9%	100.0
Total	81	100.0%	

This table shows that 4.9% (N=4) of respondents said no to the above statement and 43.2% (N=35) of respondents said to some extent however, 51.9% (N=42) of respondents

said yes to the above statement. Therefore, the majority of the respondents 51.9% said yes about visually impaired students deciding right or wrong before doing anything.

Table 30

Frequency Distribution of Responses Regarding Visually Impaired Students Recognize Change of Any Unethical Situation in School or Home

Responses	Frequency	Percent	Cumulative Percent
No	3	3.7%	3.7
To Some Extent	32	39.5%	43.2
Yes	46	56.8%	100.0
Total	81	100.0%	

This table highlights that 3.7% (N=3) of respondents said no to the above statement and 39.5% (N=32) of respondents said to some extent however, 56.8% (N=46) of respondents said yes to the above statement. Therefore, the

majority of the respondents 56.8% said yes about visually impaired students recognising the change of any unethical situation in school or home.

Table 31

Frequency Distribution of Responses Regarding Visually Impaired Students Cheating by Considering It as Their Right

Responses	Frequency	Percent	Cumulative Percent
No	39	48.1%	48.1
To Some Extent	24	29.6%	77.8
Yes	18	22.2%	100.0
Total	81	100.0%	

This table contains that 48.1% (N=39) of respondents said no to the above statement and 29.6% (N=24) of respondents said to some extent however, 22.2% (N=18) of respondents said yes to the above statement. Therefore, the majority of the respondents 48.1% said no about visually impaired students cheating by considering it as their right.

Table 32

Frequency Distribution of Responses Regarding Teachers in Special Education Working to Deliver the Concept of Right and Wrong to Visually Impaired Students at Schools for their Moral Education

Responses	Frequency	Percent	Cumulative Percent
No	2	2.5%	2.5

To Some Extent	15	18.5%	21.0
Yes	64	79.0%	100.0
Total	81	100.0%	

This table indicates that 2.5% (N=2) of respondents said no to the above statement and 18.5% (N=15) of respondents said to some extent however, 79% (N=64) of respondents said yes to the above statement. Therefore, the

majority of the respondents 79% said yes about teachers in special education working to deliver the concept of right and wrong to visually impaired students at schools for their moral education.

Table 33

Frequency Distribution of Responses Regarding Visually Impaired Students Show Flexibility in Learning the Difference between Right and Wrong

Responses	Frequency	Percent	Cumulative Percent
No	3	3.7%	3.7
To Some Extent	28	34.6%	38.3
Yes	50	61.7%	100.0
Total	81	100.0%	

This table depicts that 3.7% (N=3) of respondents said no to the above statement and 34.6% (N=28) of respondents said to some extent however, 61.7% (N=50) of respondents said yes to the above statement. Therefore, the

majority of the respondents 61.7% said yes about visually impaired students show flexibility in learning the difference between right and wrong.

Table 34

Distribution of Gender-Wise Responses as per Their Major Variables

Scale	Gender	N	Mean	Std. Deviation	Sig. (2-tailed)	T
Moral Behavior	Male	30	21.2333	2.50080	.885	.145
	Female	51	21.3137	2.34512	.887	-.143
Moral Character	Male	30	23.9000	2.17113	.485	.701
	Female	51	23.5686	1.98247	.496	.685
Moral Habits	Male	30	17.8333	2.42236	.692	.398
	Female	51	17.6275	2.14440	.702	.385
Moral Reasoning	Male	30	16.6667	1.86313	.415	-.820
	Female	51	17.0000	1.70880	.426	-.801

This table shows that the responses of male and female teachers about the moral behaviour of visually impaired students are the same.

Because there is almost no difference in mean value. But responses about the moral character of visually impaired students are different.

Table 35

Distribution of Experience Wise Responses as per their Major Variables

Scale	Experience	N	Mean	Std. Deviation	Sig. (2-tailed)	T
Moral Behavior	below 5 year	23	21.7391	2.04978	.283	1.0
	above 5 year	58	21.1034	2.50396	.244	1.179

Moral Character	below 5 year	23	23.6957	2.14126	.991	.012
	above 5 year	58	23.6897	2.02794	.991	.012
Moral Habits	below 5 year	23	17.8261	2.44303	.759	.308
	above 5 year	58	17.6552	2.17281	.771	.293
Moral Reasoning	below 5 year	23	16.3478	1.43364	.089	-1.720
	above 5 year	58	17.0862	1.84756	.061	-1.918

This table shows that the experience of teachers below 5 years and above 5 years of age regarding the moral behaviour of visually impaired students is different. But the experience of teachers about the moral character of visually impaired students is the same.

Findings

The findings of the study have been given below:

1. The majority of the respondents 63% in the study were females.
2. The results of the t-test show that responses of male and female teachers about the moral behaviour of visually impaired students are the same but responses about moral character are different.
3. The results of the t-test show that the experience of the teachers below 5 years and above 5 years of age regarding the moral behaviour of visually impaired students is different but the experience of the teachers regarding the moral character is the same.

Current Moral Behavior

1. 49.4% of respondents said that students with visual impairment are involved in academic cheating at the school level.
2. 44.4% of respondents said that students with visual impairment show rigid behaviours to their fellows at school.
3. A majority of 67.9% of respondents said that visually impaired students know the difference between being morally right or morally wrong.
4. A majority of 59.3% of respondents said that students with visual impairment

make justifications for their immoral acts.

5. A majority of 69.1% of respondents said that poor family background affects the behaviour of visually impaired students at school.
6. A majority of 63% of respondents said that students with visual impairment confidently describe their point of view in the classroom.
7. A majority of 63% of respondents said that visually impaired students show responsibility in their work at the school level.
8. A majority of 87.7% of respondents said that moral character learnt at school helps to make the personality of a person.
9. 49.4% of respondents said that the actions of visually impaired students are according to moral rules and ethics in schools.
10. A majority of 59.3% of respondents said that visually impaired students show unethical manners with other students at school.
11. A majority of 59.3% of respondents said that students with visual impairment respect the rights of other students at schools.
12. A majority of 65.4% of respondents said that visually impaired students contain good moral habits.
13. A majority of 58% of respondents said that visually impaired students complete their home tasks.
14. 45.7% of respondents said that visually impaired students avoid cheating in classrooms.
15. A majority of 76.5% of respondents said that visually impaired students cooperate with each other.

16. A majority of 59.3% of respondents said that visually impaired students control themselves in any unethical situation at school.
17. A majority of 81.5% of respondents said that visually impaired students show obedience to their teachers.
18. A majority of 51.9% of respondents said that visually impaired students decide right or wrong before doing anything.
19. A majority of 56.8% of respondents said that visually impaired students recognize the change of any unethical situation in school or at home.
20. 48.1% of respondents said that visually impaired students do not cheat by considering it as their right.
21. A majority of 61.7% of respondents said that visually impaired students show flexibility in learning the difference between right and wrong.

Teachers' Role in Character Building

1. A majority of 87.7% of respondents said that teachers show positive attitudes to visually impaired students for their character building.
2. A majority of 75.3% of respondents said that teachers create a safer and more pleasant environment for visually impaired students in the classroom.
3. A majority of 85.2% of respondents said that teachers play a role in teaching values and ethics to visually impaired students.

Challenges Faced by Teachers

1. A majority of 50.6% of respondents said that visually impaired students show isolated behaviours and find difficulties in interacting with other students due to their disability at the school level.
2. A majority of 59.3% of respondents said that visually impaired students struggle to know the reason behind any action or event.
3. A majority of 61.7% of respondents said that visually impaired students

experience difficulty in deciding right or wrong.

Efforts Delineated by Teachers

1. A majority of 51.9% of respondents said that teachers implement the laws or rules in special education schools related to the moral behaviours of visually impaired students.
2. A majority of 70.4% of respondents said that teachers in special education focus on the ethical learning of visually impaired students.
3. A majority of 67.9% of respondents said that teachers in special education organize activities for the moral education of visually impaired students.
4. A majority of 79% of respondents said that teachers in special education work to deliver the concept of right and wrong to visually impaired students at schools for their moral education.

Discussion

In contrast to disciplinary education, moral education's practical value has been debatable. However, more scholars have agreed that schools should provide systematic moral education (Wong, [2020](#); Sison and Redn, [2022](#)). According to teachers the moral behaviour of students with visual impairment at schools is good to some extent. Many students with visual impairment involve in academic cheating and show rigid behaviours with their fellows at school. Undesirable behaviour by kids, such as fighting with other students, skipping class, and cheating on tests (Abdi, [2019](#)).

The role of teachers in character building of students with visual impairment is very important because moral character learned at school helps to make the personality of an individual. To emphasize the specific content (a collection of specific values) underpinning morality, these experts proposed a novel idea for character education including dependability, respect, responsibility, honesty, justice, and fairness (Fenstermacher, [2001](#)). Teachers have a variety of duties, including not only imparting knowledge but also assisting

students in growing morally. Teachers should be aware of their obligations and play a part in guiding the students toward moral behaviour. This will help the students grow morally (Gui et al., [2020](#)).

Teachers organize many activities and make rules for making good moral habits and character-building in visually impaired students. The topic of school discipline continues to make news even though moral education is practised in every school and teachers have been instructing and instilling moral ideals in the kids (Kok, [2018](#)). Teachers have the power to change pupils' attitudes, thus they should always set a good example. They serve as role models to aid pupils in growing in areas like attitude formation and vocational training. Setting a good example for pupils can help them develop their moral sensibilities in an effective and efficient manner (Gui et al., [2020](#)).

Conclusion

A set of views and values about right and wrong can be developed in children and young people by receiving moral education. These beliefs guide their objectives, attitudes, and conduct towards other people and their environment. Despite the fact that many people connect these issues with religion, moral education curricula see religion and morality as fundamentally distinct. Visually impaired students face difficulties in adapting moral skills. Teachers

play a vital role in developing the moral skills of visually impaired students. They set rules and regulations and engage them in different activities for their moral development. So, moral education is necessary for making the personality of visually impaired students.

Recommendations

The recommendations of the study have been given below:

1. Teachers' training courses should include necessary and appropriate content to deliver moral education to students with visual impairment.
2. Teachers should focus on behavioural management techniques to reduce the immoral acts of their students in classes.
3. The Special Education Department should ensure the delivery of moral education to visually impaired students by making adequate mechanisms for assessment and evaluation.
4. Schools for visually impaired students must conduct such kinds of social activities that could enhance social skills for visually impaired students for the purpose of developing moral behaviours.
5. Parents of visually impaired students should be given the responsibility to develop moral character among their children with visual impairment.

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