



A Study on The Attitude of Secondary School Students Towards Inclusion of Visually Impaired Students at Montfort School, Guwahati

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ABSTRACT:

Inclusive education ensures equal learning opportunities for all students, including those with visual impairments, by integrating them into mainstream classrooms. This study examines the attitudes of secondary school students at Montfort School, Guwahati, towards the inclusion of visually impaired peers. Using a descriptive-cum-normative survey method, data were collected from a sample of 50 students across classes IX to XII. The Attitude Scale for Inclusive Education of the Visually Impaired, developed by the researcher, was used to measure student perceptions.

Findings indicate a generally favorable attitude towards inclusive education, with no significant difference between male and female students. However, visually impaired students exhibited a more positive attitude toward inclusion compared to their sighted peers. Challenges faced by school management and teachers include infrastructural limitations, lack of specialized training, financial constraints, and the need for curriculum adaptation. Despite these barriers, the study highlights the importance of teacher preparedness, assistive technology, and structured peer interactions in fostering an inclusive learning environment.

The study underscores the need for targeted awareness programs, professional development for teachers, and improved resources to enhance inclusive education practices. The findings contribute to the broader discourse on inclusive education, reinforcing the importance of collaboration among stakeholders to ensure the successful integration of visually impaired students in mainstream schools.

Keywords: Attitudes, Inclusive Education, Visually Impaired, Students, Gender, Disability, Awareness, Peer Interaction.

INTRODUCTION:

Inclusive Education is an educational approach that ensures equal learning opportunities for all students, including those with disabilities, special educational needs (SEN), and diverse backgrounds, within mainstream classrooms. It promotes equity, participation, and accessibility, aiming to remove barriers that prevent students from fully engaging in the learning process.

This concept is guided by international frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (2006) and the Sustainable Development Goals (SDG 4), which advocate for inclusive and equitable quality education. In India, policies like the Right to Education (RTE) Act (2009) and the National Education Policy (NEP) 2020 emphasize inclusive education as a fundamental right.

Key principles of inclusive education include:

1. Diversity as Strength: Recognizing and valuing differences in students' abilities, backgrounds, and learning styles.
2. Access and Participation: Ensuring that all students have access to quality education and actively participate in learning activities.
3. Curriculum Adaptation: Modifying teaching strategies, assessment methods, and learning materials to meet diverse needs.
4. Teacher Preparedness: Providing professional development and training for educators to effectively implement inclusive practices.
5. Collaboration and Support: Encouraging teamwork among general and special educators, parents, and communities to foster an inclusive learning environment.

Inclusive education benefits all students by promoting social integration, empathy, and collaborative learning, preparing them for a more diverse and accepting society. While challenges such as teacher attitudes, resource availability, and policy implementation gaps exist, continued efforts in training, awareness, and school support systems can strengthen its effectiveness.

The inclusion of Visually Impaired students at Montfort School, Guwahati, presents a unique opportunity to explore the attitudes of students towards inclusive education. Understanding these attitudes is crucial for fostering an environment that promotes acceptance, collaboration, and mutual respect among all students, regardless of their abilities.



The people's attitude towards inclusive education varies across cultures, educational backgrounds, and awareness levels. While many people support the principles of inclusion, some still hold reservations and misconceptions about integrating students with disabilities and special educational needs (SEN) into mainstream schools.

Secondary School Students' attitudes toward their peers with disabilities play a crucial role in the success of inclusion. Their acceptance and willingness to interact positively can enhance social integration and reduce discrimination.

Research indicates that the attitudes of students towards their peers with disabilities significantly influence the success of inclusive education. Positive attitudes can lead to enhanced social interactions, reduced stigma, and improved academic outcomes for both disabled and non-disabled students (Dapudong, 2014; Saloviita, 2019). At Montfort School, where inclusive practices are being implemented, it is essential to examine how students perceive their Visually Impaired peers and the impact of these perceptions on the overall school climate.

Secondary School Students' attitudes towards inclusion are shaped by various factors, including their prior experiences with individuals with disabilities, the school culture, and the level of awareness and education provided about disabilities (Ediyanto et al., 2020; Suhendri & Kawai, 2022). In an inclusive setting like Montfort School, Secondary School students who have opportunities to interact with Visually Impaired peers are likely to develop greater empathy and understanding. This interaction can foster a sense of community and belonging, which is vital for the emotional and social development of all students (Alquraini, 2012).

Moreover, the role of peer relationships in shaping attitudes cannot be overstated. When students engage in collaborative learning activities, they not only learn academic content but also develop social skills and positive attitudes towards diversity (Khaleel et al., 2021). At Montfort School, implementing group projects or peer tutoring programs that include Visually Impaired students can enhance these interactions, allowing students to appreciate the strengths and contributions of their peers with disabilities (Little et al., 2020).

The school environment also plays a critical role in shaping student attitudes. A supportive and inclusive school culture, characterized by respect and acceptance, can significantly influence how students perceive their peers with disabilities (Kwon et al., 2017). Montfort School's commitment to inclusive education can be reinforced through awareness campaigns, workshops, and activities that promote understanding and acceptance of diversity among students (Taylor & Ringlaben, 2012). Such initiatives can help dispel myths and misconceptions about disabilities, leading to more positive attitudes.

Furthermore, the involvement of teachers and school administrators is crucial in fostering a positive attitude among students. Educators who model inclusive practices and demonstrate a commitment to diversity can inspire students to adopt similar attitudes (Huamán-Romani et al., 2023). At Montfort School, teachers can facilitate discussions about disabilities and inclusion, encouraging students to share their thoughts and feelings, which can further enhance understanding and acceptance (Fernández-Archilla et al., 2020).

In conclusion, the attitudes of Secondary School Students towards the inclusion of Visually Impaired peers at Montfort School, Guwahati, are pivotal for the success of inclusive education. By fostering positive interactions, promoting awareness, and creating a supportive school culture, Montfort School can enhance the educational experience for all students, ultimately contributing to a more inclusive society. Understanding and addressing the attitudes of students is essential for ensuring that inclusive practices are effectively implemented and sustained.

REVIEW OF RELATED LITERATURE:

The review of related literature on the attitudes of students towards the inclusion of Visually Impaired peers, particularly in the context of Montfort School, Guwahati, reveals several key themes that are essential for understanding the dynamics of inclusive education. This literature highlights the importance of fostering positive attitudes among students without disabilities, the role of teacher perceptions, and the impact of structured interactions in promoting inclusivity.

One significant finding from Asamoah et al. indicates that students without disabilities often exhibit positive attitudes towards their Visually Impaired peers by providing academic support and fostering friendships in inclusive settings (Asamoah et al., 2018). This aligns with the notion that peer relationships are crucial in shaping attitudes towards inclusion. When students engage with their Visually Impaired classmates, they not only assist them academically but also develop empathy and understanding, which are vital for creating an inclusive school environment (Asamoah et al., 2018; Grütter et al., 2017). Such interactions can help mitigate stigma and promote a culture of acceptance within the classroom.

Moreover, the literature emphasizes the role of teachers in shaping student attitudes. Pino's study highlights that teacher perceptions significantly influence how students view their peers with disabilities. Teachers who actively engage in awareness activities, such as blindfold experiences, can foster empathy among students, leading to more positive attitudes towards inclusion (Pino, 2021). This suggests that teacher training and



awareness programs are critical for equipping educators with the skills necessary to promote inclusive practices effectively.

Bayram et al. further explore the perceptions of Visually Impaired students regarding inclusive education, noting that teachers' negative attitudes can stem from a lack of knowledge about the specific needs of Visually Impaired students (Bayram et al., 2015). This underscores the necessity for professional development that addresses both the academic and social needs of Visually Impaired students, thereby enabling teachers to create a more supportive learning environment. When teachers are well-informed and confident in their approach, they can positively influence their students' attitudes towards inclusion.

The importance of structured interactions is also evident in the literature. McLinden et al. discuss the role of specialist teachers in facilitating access to the curriculum for Visually Impaired students (McLinden et al., 2016). By implementing inclusive teaching strategies and promoting collaborative learning experiences, educators can enhance students' understanding and acceptance of diversity. This approach not only benefits Visually Impaired students but also enriches the educational experience for all students, fostering a sense of community and belonging.

Additionally, the findings from Jury et al. suggest that the removal of physical and social barriers can significantly improve attitudes towards inclusion (Jury et al., 2021). When students witness successful inclusion practices and see their peers with disabilities thriving in the classroom, they are more likely to adopt positive attitudes. This reinforces the idea that inclusive education is not merely about placing students with disabilities in mainstream classrooms but also about creating an environment where all students feel valued and supported.

In conclusion, the literature underscores the critical role of student attitudes in the successful inclusion of Visually Impaired peers at Montfort School, Guwahati. positive interactions between students, informed and supportive teachers, and structured inclusive practices are essential components in fostering a culture of acceptance and collaboration. By addressing these factors, Montfort School can enhance the educational experience for all students, ultimately contributing to a more inclusive society.

RATIONALE FOR THE STUDY:

The rationale for conducting this study on the attitudes of secondary school students towards the inclusive education of visually impaired students at Montfort School, Guwahati, is multifaceted, emphasizing the critical role that students' perceptions play in the success of inclusive education. Inclusive education aims to provide equitable learning opportunities for all students, including those with visual impairments, fostering a culture of acceptance, empathy, and collaboration.

Secondary School Students' attitudes significantly impact the effectiveness of inclusive education, influencing peer interactions, classroom dynamics, and overall school culture. Positive attitudes encourage social integration and support, while negative perceptions may lead to exclusion and hinder the success of inclusive practices. Understanding these attitudes within the specific context of Montfort School, a pioneer in inclusive education for the past 20 years, it is essential for identifying strengths, challenges, and areas for improvement. By examining Secondary School Students' perceptions, this study aims to contribute to the broader discourse on inclusive education, providing insights that can inform policies, teaching strategies, and awareness programs. The findings will help Montfort School further enhance its inclusive education practices, ensuring a more supportive and effective learning environment for all students.

STATEMENT OF THE PROBLEM:

Inclusive education aims to create an equitable learning environment for all students, including those with visual impairments. However, student attitudes play a crucial role in its success, influencing peer interactions and classroom dynamics.

This study examines the attitudes of Secondary School Students at Montfort School, Guwahati, towards the inclusion of Visually Impaired students. It explores factors shaping these attitudes and their impact on inclusivity. The findings will provide insights for educators and policymakers to enhance inclusive practices. Thus, the problem is stated as: **A Study on the Attitude of Secondary School Students Towards Inclusion of Visually Impaired Students at Montfort School, Guwahati."**

OBJECTIVES:

1. To find the level of attitude of Secondary School Students towards inclusive education of the Visually Impaired at Montfort School, Guwahati.
2. To find out the difference between the attitude of male and female Secondary School Students towards Inclusive Education at Montfort School, Guwahati.
3. To find out the difference between the attitude of general and differently abled Secondary School Students towards Inclusive Education at Montfort School, Guwahati.



4. To investigate problems faced by Management and teachers due to inclusive education at Montfort School, Guwahati.

HYPOTHESES:

1. There is no significant difference between the attitude mean score of male and female Secondary School Students towards Inclusive Education at Montfort School, Guwahati.
2. There is no significant difference between the attitude mean score of general and differently abled Secondary School Students towards Inclusive Education at Montfort School, Guwahati.

METHOD ADOPTED:

This study employs a descriptive-cum-normative survey method to examine the attitudes of students at Montfort School, Guwahati, towards the inclusion of Visually Impaired students in mainstream education. The descriptive aspect of the study aims to systematically analyze and present the existing attitudes, perceptions, and experiences of students regarding inclusive education. The normative aspect seeks to compare these attitudes against established educational norms and best practices to assess the level of inclusivity in the school environment.

RESEARCH DESIGN:

This study adopted a cross-sectional research design for data collection, utilizing the descriptive-cum-normative survey method to examine students' attitudes toward the inclusion of Visually Impaired students at Montfort School, Guwahati. A cross-sectional research design involves collecting data at a single point in time, allowing for an analysis of students' perceptions and attitudes as they currently exist. This approach is suitable for assessing the prevailing attitudes and identifying factors influencing students' acceptance and support for inclusive education. By employing a cross-sectional research design, this study aims to provide a snapshot of students' attitudes at a specific moment, offering valuable insights that can inform future interventions to enhance inclusive education practices at Montfort School, Guwahati.

POPULATION OF THE STUDY:

The population of the study was drawn from Montfort School, Guwahati specially from Class IX, X, XI and XII students. The total population for the study is presented in Table – 1.

Table – 1: Showing the Total No. of Secondary and Senior Secondary School Students studying at Montfort School, Guwahati in which the Visually Impaired students study.

Class	Total	Male	Female	Sighted	Visually Impaired	Male	Female
IX	41	20	17	37	4	1	3
X	40	21	16	37	3	1	2
XI	44	10	31	41	3	2	1
XII	42	19	21	40	2	1	1
Total	167	70	85	155	12	5	7

Source: Record of Montfort School, Guwahati (2022-23)

SAMPLE OF THE STUDY:

A representative sample comprising 30% of the students from Montfort School, Guwahati, was selected using a stratified proportionate random sampling technique. This approach ensured diversity in responses across different classes (9 to 12) and various backgrounds. The details of the student sample are presented in Table – 2.

Table – 2: Showing the Selected sample of the Secondary School Students

Class	Total	Male	Female	Sighted	Visually Impaired	Percentage
IX	12	6	6	8	4	30.00
X	12	6	6	9	3	30.00
XI	13	6	7	10	3	30.00
XII	13	7	6	11	2	30.00
Total	50	25	25	38	12	

TOOL USED:



1. To examine the attitudes of Secondary School Students at Montfort School, Guwahati, towards the inclusion of Visually Impaired students, the investigator used the **Attitude scale for measuring the attitude of the secondary school students towards inclusive education of the Visually Impaired** developed by him. The reliability of the attitude scale was tested using the test-retest method, yielding a coefficient of 0.76, indicating a good level of consistency. The content validity was ensured by seeking the opinions of content experts to validate the scale's relevance and accuracy.
2. Observation as tool for making out the problems faced by Management and Teachers due to Inclusive Education.

ANALYSIS AND INTERPRETATION OF DATA:

The collected data were analyzed by making use of descriptive cum inferential statistical techniques in view of the nature of objectives and hypotheses and those are put as under.

Objective - 1: To find the level of attitude of Secondary School Students towards inclusive education of the Visually Impaired at Montfort School, Guwahati.

For achieving this objective – 1, the researcher collected the data from Montfort School, Guwahati and the attitude scores of students have been shown in Frequency Table – 3.

Table – 3: Frequency Table showing the Attitude Scores of the Students towards Inclusive Education of the Visually Impaired students at Montfort School, Guwahati.

CI	80 – 89	70 – 79	60 – 69	50 – 59	40 – 49	30 - 39
F	16	10	14	4	3	2
N = 50, Mean = 69.50, SD (σ) = 13.89, Median = 70.50, Mode = 86.70						

Interpretation: The table -3 shows that the computed attitude mean score of students towards inclusive education in Montfort School, Guwahati came out to be 69.50 (69.50%) as the maximum score on the attitude scale was one hundred only. The computed mean score (69.50) is quite indicative of showing the good level of favorableness of students towards inclusive education in Montfort School located in Guwahati. Second, it is significant to mark that the computed median and mode values of attitude scores of students came out to be 70.50 and 86.70 respectively and these values of median and mode have been found greater than the mean value (69.50). it shows that the attitude of students towards inclusive education in Montfort School, Guwahati seems to be on higher side in general and the students seems to be happy with the implementation of the concept of Inclusive Education in Montfort School, Guwahati.

Objective – 2: To find out the difference between the attitude of male and female Secondary School Students towards Inclusive Education at Montfort School, Guwahati.

Hypothesis: There is no significant difference between the attitude mean score of male and female Secondary School Students towards Inclusive Education at Montfort School, Guwahati.

For achieving this objective – 2, the researcher collected the data from Montfort School, Guwahati and the computed results summarized in Table – 4.

Table -4: Showing the computed Mean, SD, SE_D, and t- value on attitude of Male and Female Secondary School Students towards Inclusive Education at Montfort School, Guwahati.

Particulars	Number	Mean	SD (σ)	SE _D	t-value
Male Secondary School Students	25	66.1	15.14	3.81	1.78
Female Secondary School Students	25	72.9	11.55		

Interpretation: Table - 4 indicates that the computed t-value came out to be 1.78 which is lesser than the criterion value of 2.01 at the 0.05 significance level for 48 df, thus, the formulated hypothesis: “**There is no significant difference between the attitude mean score of male and female Secondary School Students towards Inclusive Education at Montfort School, Guwahati**” got retained. From this it is interpreted that the male and female secondary school students do not differ significantly in their attitude towards the inclusion of visually impaired students in Montfort School, Guwahati. Further it has been noticed that the female secondary school students of Montfort School showed better / more favourable attitude towards the inclusion of Visually Impaired students than the male students. it speaks that the gender as variable indicates some influence on the attitude of students towards the inclusion of Visually Impaired students in Montfort School, Guwahati. There are some other research studies like **Mushoriwa (2001)**, **Bayram et al. (2015)**, **Mitti, Harish, and Zangmo (2018)**, **Ravenscroft et al. (2019)**, etc., showed the same results.



Objective – 3: To find out the difference between the attitude of general and differently abled Secondary School Students towards Inclusive Education at Montfort School, Guwahati.

Hypothesis: There is no significant difference between the attitude mean score of general and differently abled Secondary School Students towards Inclusive Education at Montfort School, Guwahati.

For achieving this objective – 3, the researcher collected the data from Montfort School, Guwahati and the computed results have been put in Table – 5.

Table -5: Showing the computed Mean, SD, SE_D, and t- value on attitude of Sighted and Visually Impaired Secondary School Students towards Inclusive Education at Montfort School, Guwahati.

Particulars	Number	Mean	SD (σ)	SE _D	t-value
Secondary School Sighted Students	38	66.87	14.03	3.55	3.08
Secondary School Visually Impaired Students	12	77.83	9.43		

Interpretation: The table – 5 shows that the computed t-value was found to be 3.08 which is greater than the table t-value (2.66) at .01 level of significance for 48 df, therefore, the computed t-value 3.08 has been found significant and the formulated hypothesis: “**There is no significant difference between the attitude mean score of general and differently abled Secondary School Students towards Inclusive Education at Montfort School, Guwahati**” got rejected. It means that there is significant difference in the attitude of sighted students and Visually Impaired students towards the implementation of the concept of inclusive education in Montfort School of Guwahati. Further it has been observed that the sighted students have shown a little lower attitude than the Visually impaired students. For the enhancement of the level of attitude towards inclusion, there is need to organize some inclusive education awareness programme.

Objective – 4: To investigate problems faced by Management and teachers due to inclusive education at Montfort School, Guwahati.

For achieving this objective – 4, the researcher collected the information through observation and interview from the management and the teachers from Montfort School, Guwahati and the findings are given below:

Implementing inclusive education for Visually Impaired students at Montfort School, Guwahati, presents numerous challenges for both school management and teachers. While the school has made significant strides in promoting inclusion, various barriers continue to hinder its effective implementation. These challenges can be broadly categorized into infrastructural, financial, pedagogical, and social barriers that impact both administrators and educators.

Challenges Faced by the Management

i. Infrastructural Challenges:

One of the primary challenges is inadequate infrastructure and resources. Inclusive education for visually impaired students requires specialized learning materials, such as Braille textbooks, Tactile learning aids, and assistive technology like screen readers and audio resources. Many schools, including Montfort, often struggle to secure and maintain these resources, making it difficult to provide Visually Impaired students with the same learning opportunities as their sighted peers. Additionally, the school infrastructure needs to be mobility-friendly, with ramps, accessible washrooms, and proper lighting and signage to support students with Visual Impairments. The lack of these facilities creates barriers to independent movement and participation in school activities.

ii. Financial Challenges:

Financial constraints also pose a significant hurdle. The cost of assistive technology, specialized teacher training, and infrastructure modifications is often high, and school does not always have the necessary funding to implement these changes effectively. While INGOs provide some support, they are often insufficient to cover all expenses. Schools like Montfort rely on external funding, donors, and NGOs, but inconsistent financial support delay the implementation of essential inclusion programs.

iii. Pedagogical Challenges:

Another major challenge is teacher training and professional development. Inclusive education requires teachers to be well-versed in adaptive teaching strategies, including Braille literacy, tactile learning techniques, and digital assistive tools. However, many teachers at Montfort and similar institutions lack specialized training in handling Visually Impaired students. Although workshops and training programs are organized, these are often infrequent, expensive, or limited in scope. Continuous professional development is essential for ensuring teachers feel confident and equipped to support Visually Impaired students effectively.

iv. Societal Challenges:



Parental and community awareness is also a significant factor in the success of inclusive education. Many parents of both visually impaired and sighted students lack awareness about the benefits of inclusion, leading to resistance or misconceptions. Some parents of sighted children believe that having Visually Impaired students in the same classroom will slow down the learning pace, while parents of visually impaired students fear discrimination or inadequate support for their children. Creating stronger collaboration between the school, parents, and the community is necessary to foster an environment of acceptance and support.

Challenges Faced by Teachers

i. Lack of Specialized Training and Expertise:

One of the most pressing challenges for teachers is the lack of specialized training and expertise in inclusive education. Many general educators do not have formal training in teaching Visually Impaired students and struggle with modifying teaching methods to accommodate diverse learning needs. Inclusive teaching requires educators to use multi-sensory approaches, such as verbal descriptions, tactile learning aids, and auditory resources, which are challenging for those unfamiliar with these techniques. Without proper training, teachers feel overwhelmed or unprepared to effectively support VI students.

ii. Classroom Management and Curriculum Adaptation:

Classroom management and curriculum adaptation present additional difficulties. Teachers must balance the needs of both visually impaired and sighted students while ensuring that learning remains engaging, effective, and inclusive. Traditional teaching materials often rely heavily on visual content, which must be adapted into Braille, large print, or audio formats. This requires extra effort and planning, which is difficult given the already demanding workload of teachers. Assessments also need to be modified, requiring alternative testing methods such as oral exams or Braille-based assessments, which further increase the complexity of evaluation.

iii. Limited Use of Assistive Technology:

Another challenge is the limited use of assistive technology in classrooms. While technology like screen readers, magnification tools, and digital Braille displays can significantly enhance learning for VI students, many teachers are not adequately trained to integrate these tools into daily teaching. Additionally, technical issues, limited availability, and high costs make it difficult to ensure that all students have access to the necessary devices. Schools need to invest in both equipment and training to make technology a more effective tool for inclusive education.

iv. Time Constraints and Increased Workload:

Time constraints and increased workload are also major concerns for teachers. Inclusive education demands individualized lesson planning and additional instructional support for Visually Impaired students, which can be time-consuming. Teachers often find it challenging to give equal attention to all students while simultaneously adapting materials, managing assessments, and implementing specialized teaching methods. Without adequate support from special educators or teaching assistants, teachers feel overburdened, which impact their ability to implement inclusive practices effectively.

v. Peer Attitude and Social Integration:

Lastly, peer attitudes and social integration play a crucial role in the success of inclusive education. Some sighted students initially feel uneasy or unsure about how to interact with their Visually Impaired classmates. A lack of awareness and sensitization sometimes lead to exclusion, misunderstandings, or even bullying. Teachers actively promote positive peer interactions, fostering an environment of mutual respect and collaboration. Conducting awareness programs, peer mentoring initiatives, and inclusive activities help to create a supportive and accepting classroom culture.

While Montfort School, Guwahati, has made commendable efforts in promoting inclusive education, addressing these management and teaching challenges is essential to ensure effective and sustainable inclusion of Visually Impaired students. Investing in teacher training, assistive technology, infrastructure, and community awareness programs help create a more accessible, supportive, and inclusive learning environment. Collaborative efforts among school management, educators, parents, and policymakers are crucial for overcoming these barriers and ensuring that every student, regardless of ability, receives quality education and equal opportunities to succeed.

EDUCATIONAL IMPLICATIONS:

The findings of the study reflect the highly favourable attitude of secondary school stage students towards the inclusion of Visually Impaired students in Montfort School, Guwahati. The male and female students have also



been found with equally high favourable attitude towards this inclusion. Further the sighted and Visually Impaired students were also found with highly favourable attitude towards the implementation of the concept of inclusive education. The outcomes of the study make the authority of the school confident that the decision of implementing the concept of Inclusive Education is the right and justified in nature. Second, the Montfort School keeps Visually Impaired students with the sighted students and all the students seem to be happy with this inclusion. Hence, the authority of the school may plan in future to include the other categories of differently abled students in the school.

CONCLUSION:

The study reaffirms existing research that inclusive education is generally viewed positively, but attitudes vary based on gender and disability status. While female and Visually Impaired students show greater acceptance, sighted students exhibit more mixed responses, highlighting the need for targeted interventions to promote inclusivity in education.

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