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“Parents’ Insight about Academic Integrity in Special Education Schools for Visually Impaired Students”

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ABSTRACT

Academic integrity is the way out to maintain honesty the schools for students with visual impairment. The parents are key observers of scrutinizing the academic integrity of the schools of their visually impaired children. This study aimed to seek the perception of the parents of visually impaired children about academic integrity in special education schools for students with visual impairment. This study was quantitative and descriptive. Sample of study was the parents (N=65) of students with visual impairment with different socioeconomic status and age groups. A self-developed structured questionnaire was used as an instrument. Purposive sampling technique was used from the non-probability sampling technique. Validity of instrument was confirmed through the expert opinion (N=04) and the reliability of the instrument was confirmed through Cronbach’s alpha 0.726. The findings of the study revealed that 35.8%). Respondents responded that they have never been provided with policy guidelines or rules by the school regarding upholding academic integrity for children with visual impairment. This study recommends that the special education department should conduct regular training on school-parent partnerships to promote the culture of academic integrity in special education schools for visually impaired students.

Introduction

Academic integrity is the requirement that all teachers, students, researchers, and other academic community members behave honestly, faithfully, fairly, respectfully, and responsibly. The topic of academic integrity is gravely connected with human resource development. The ideal values of honesty, trust, fairness, respect, accountability, and courage can all be linked to academic integrity (Werner, 2022).

The learning opportunities for the individual with visual impairment are certainly scarce due to their visual challenge. However, visually impaired students appear to have similar cognitive skills and are also capable of understanding higher-order scientific concepts (Ediyanto & Kawai, 2019).

There is an influential role of the school on the education of students with visual impairment. The support from teachers includes the use of technology in the teaching-learning process with true responsibility and dedication that makes education more accessible to such students. Text enlargement tools and devices help visually challenged students get access to quality education rather than depending on others during their studies. With the help of such technology, everyday life skills may be performed more effectively and fairly, which boosts independence (Senjam, 2019).

In the education of visually impaired children, parents are extremely important. They act as their child's strongest supporters, offering constant encouragement and direction throughout their academic careers. To make sure that their child's specific needs are met, parents frequently observe and work closely with teachers, specialists, and school administrators.

One of the most important roles of parents is to edify their children with visual impairment with the principles of ethics and integrity so that they can function as

contributing members of society. To create individualized goals and accommodations for their child, parents actively participate in the education of their children with visual impairment at the school level. They inquire about the tools, programmes, and support services needed to improve their child's educational experience. Children's academic outcomes are significantly influenced by parental involvement in their education (Lara & Saracosti, 2019). Along with intellectual help, parents encourage their children's emotional stability and self-assurance. They create a supportive and nurturing environment for their child, encouraging them to be the part of school's particular ethical values for developing an honest personality. For this reason, parents are required to communicate with the teaching staff for the solution to their various problems. In particular, efficient problem-solving requires helpful support (Pajarianto et al., 2020).

Students who are blind or visually impaired can learn effectively in a school with a developed culture of academic integrity. The value of academic integrity is explicit in every element of the life of visually impaired students. Academic integrity has always been a crucial subject in the classroom especially when the matter is academic cheating. In education, prevalence of the cheating has been reported in various studies (Adetoba et al., 2017). It is crucial that visually impaired students comprehend the distinction between right and wrong. Establishing an academic integrity culture at the school is one of the greatest strategies to sustain (Çelik & Razi, 2023).

For the development of academic integrity among students with visual impairment, institutions must provide valuable instruments, whether material or technological, firm communication, or even policy guidelines for academic integrity to

help the parents of visually impaired children. The dedicated and responsible school personnel of the schools for visually impaired students can be of great assistance to the parents of visually impaired students in addition to providing other useful services. Effective communication between parents, teachers, and students promotes their collaboration and is mandatory for the well-being of the students (Kuusimäki et al., 2019).

Academic integrity has reduced criteria for students with visual impairment by allowing them to be closely watched at all times during any exams. Academic integrity condemns academic dishonesty during tests. The standards of intellectual honesty in the classroom must be upheld. Any teaching-learning process aimed at achieving the highest standards of excellence and learning must prioritize maintaining academic integrity (Guerrero et al., 2020).

The rationale of the Study

Parents anticipate a solid establishment of academic integrity in the schools for visually impaired students, but maintaining it continues to be a challenge for the professionals who work with these students. The purpose of this study is to seek the parents' perception of the schools for academic integrity in institutions serving visually impaired students. The most widely discussed and researched issue is parental involvement (Malik, 2021).

Statement of the Problem

Academic integrity is the present phenomenon in special education which stabilizes the foundation of academic honesty. So, the statement of the problem is to explore the parents' perception of academic integrity in their schools of their visually impaired children.

Objectives of the Study

The objectives of the study were to:

1. Find out the perception of the parents of visually impaired students about academic integrity in the schools for their children of visually impaired students.
2. Explore the nature of academically dishonest behaviour of children with visual impairment through parents' perspective.
3. Identify the role of parents in discussing the unfair practices of the school with teachers.

Research Questions

The questions of the research were:

1. What is the perception of the parents of visually impaired students about academic integrity in the schools for their children of visually impaired students?
2. What is the nature of academically dishonest behaviour of children with visual impairment through parents' perspective?
3. What is the role of parents in discussing the unfair practices of the school with teachers?

Significance of the Study

Academic integrity is crucial for the schools of students with visual impairment to promote quality learning with apex ethical values and honour code in the school. It promotes respect, fairness, responsibility, and honesty and most importantly develops trust among the school community. This study will certainly enhance the role of parents in promoting academic integrity among their children with visual impairment. This study will be vital for teachers of students with visual impairment teaching in schools. This study will give rise to the thoughts for the school heads to encourage the parent's participation in promoting academic integrity among the visually impaired children. Furthermore, this research will

help policymakers modify some policies regarding the current level of special education schools for visually impaired students. This research will be beneficial for future researchers because it provides new dimensions to work on the broader perspective of academic integrity.

Literature Review

Academic integrity must be prioritized by the institutes for education (De Maio et al. 2019). A commitment to the six core values of honesty, trust, fairness, respect, accountability, and courage is referred to as academic integrity (International Centre of Academic Integrity, 2021).

According to previous studies, having a visual impairment negatively impacts a child's well-being, the social environment of the family, and the quality of family life (Lupón et al., 2018). Teachers must be aware of the importance of academic integrity (Soroya et al., 2017). Being a good student and acting in a way that will support the success of visually impaired students are both essential components of academic honesty. Academic honesty is the pursuit of a high educational quality (Ozolia and Bernia, 2021).

The long-term advantages of such an academic integrity culture will include increased staff and student awareness of academic integrity, student involvement in developing and managing their academic integrity, declining academic integrity violations, and improved institutional reputations (Richards et al., 2016).

Students perceive teachers' activities towards academic misconduct are inversely connected to cheating on exams (Yu et al. 2018).

According to Kam et al. (2018), a subjective norm is the strongest predictor of this type of conduct, including cheating, among young adults. Studies have discovered new, important topics that involve a deeper examination of academic integrity (Eaton &

Dressler, 2020). As the literature today emphasises, the topic of academic cheating, students must take into account the consequences and significance of academic integrity (Younis & Gishen, 2019).

According to the various opinions of students, cheating and related behaviours are influenced by cultural backgrounds (Ewing et al., 2019). It is necessary to develop such ethical and moral behaviours for working as a professional in the workplace (Keefer et al., 2020). Morris (2018) found that faculty professional development, the establishment of the AI plan, and a review of pertinent policies and practices can all help to advance academic integrity.

Studies have shown that academic integrity professionals are individuals in charge of providing that kind of training outside of the classroom, particularly in student affairs settings (Gallant 2020). The staff frequently acts as the responsible persons for the academic misconduct process, granting access to records and appeals, ensuring due process, and serving as an objective source for questions and complaints (Mitchell & Parnter, 2018).

According to Bretag (2016), academic honesty is complex. Students concentrate more on the link between socio-demographic traits and dishonest conduct, while others place more emphasis on the connection between motivation and cheating behaviour (Jung et al., 2015).

Academic integrity is opposed to academic dishonesty. According to Krou et al., (2021), academic dishonesty (AD) refers to a student's actions that are inconsistent with the logic, morals, and values of the particular culture and might intensify and deepen in higher education. The fact that many teachers in today's society help students with their examinations encourages this type of activity.

According to Ives and Giukin (2020), peer approval of cheating conduct, lowered fear

of getting detected, and teacher actions that are believed to be supportive of cheating all have a significant impact on academic dishonesty.

The primary duty of parents is to monitor their visually impaired children's academic performance. Due to the educational environment, individuals with visual impairment develop a variety of personality traits, such as academic dishonesty. Children with visual impairment display higher levels of behavioural problems, such as irritability, stereotyped behaviour, and inaccurate speech, when compared to healthy controls (Kara et al., 2023).

Parents' responsibilities to their visually impaired children's challenges can cause those children to encounter challenges and uncertainties in their daily lives. Blindism behaviour, according to Anwar et al. (2022), vision-impaired persons respond when they continuously perform the same, habituated acts.

Research Methodology

Research Design

This was Quantitative with a descriptive type of research.

Population of the Study

The population of the study were the parents of students with visual impairment who were residents of the province of Punjab.

Sample of the Study

The study sample was the parents (N = 65) of the children with visual impairment enrolled in the special education schools for visually impaired students. The sample detail has been mentioned in the table 1:

Table 1: Respondents' Demographics

Demographics	Frequency	Percentage
Age	25-30 Years, 31-35 Years, 36-40. 41 & above (54.5%)	6.1%, 16.7%, 22.7%
Gender	Males 34, Females 31	52.3%, 47.7%
Age of V.I children	5-10, 11-15, 16-20	16.7%, 62.1%, 21.2%
Parents' Qualification	Below Metric, Metric, Intermediate, BA/BSc, MA/MSc	18.2%, 27.3%, 16.7%), 31.8%, 6.1%

Instrument of the Study

The instrument of the study was a self-developed structured questionnaire that contained items about "academic integrity". The items addressed appropriately the main research problem.

Validity and the Reliability of the Instrument

The validity of the instrument was examined through the expert opinion (N = 04) and the reliability of the instrument was assured through Cronbach's' Alpha .726.

Data Collection with Ethical Considerations

The data was collected by applying purposive or judgmental sampling techniques. Before commencing the data collection process, the respondents of the study were approached through personal contacts and school records. Informed consent was attained from the parents for the confidentiality of their names, etc. The respondents of the study were assured that the information collected from them would only be used for research purposes.

The data was collected through applying the Google form that helped the researchers acquire the most relevant data in almost three (03) weeks.

Data Analysis Process

After the data collection process, the procedure for data analysis was initiated by the researchers. The data was analyzed through the quantitative data analysis

software statistical package for Social Sciences (SPSS) version – 21. Frequencies were drawn to reach the findings and conclusion of the study

Limitations of the Study

The following are the limitations of the study:

- a. This study was conducted only in the province of Punjab as the researchers couldn't approach other provinces of the country due to time and financial constraints.

Delimitations of the Study

- a. The study was delimited only to the parents of visually impaired children.
- b. A self-developed structured questionnaire was used as an instrument due to the unavailability of the standardized instrument.

Quantitative Data Analysis

Table 1: *The school principals meet with you periodically to discuss how to improve the academic integrity of students who are blind or visually impaired.*

Responses	Frequency	Percent	Cumulative Percent
Always	15	23.8%	23.8%
Most of the times	17	25.8%	49.6%
Few of the times	12	18.2%	67.8%
Very rare	3	4.5%	72.3%
Never	19	27.8%	100.0%
Total	66	100.0%	

This table contains the responses of the respondents about the periodic discussion of the schools' principals with the parents regarding the improvement of academic integrity in school. The respondents responded always (23.8%), most of the time (25.8%), few of the times (18.2%), very rare (4.8%), and never (27.8%). It means that the majority of responses 27.8% of the respondents were found never about the

conduct of periodical meetings by school heads to maintain academic integrity levels.

Table 2: *You are provided with rules by the school for upholding the standard of academic integrity among children with visual impairments.*

Responses	Frequency	Percent	Cumulative Percent
Always	11	16.7%	16.7%
Most of the times	18	29.3%	46.0%
Few of the times	10	15.2%	61.2%
Very rare	2	3.0%	64.2%
Never	25	35.8%	100.0%
Total	66	100.0%	

This table shows the responses of the respondents about the provision of rules from schools to uphold academic integrity for children with visual impairments to the parents. The respondents responded always (16.7%), most of the time (29.3%), few of the times (15.2%), very rare (3.0%), and never (35.8%). It means that 35.8% of the respondents responded never about the provision of policy guidelines or rules by the school regarding upholding of academic integrity for the children with visual impairment to the parents.

Table 3: *During exams, your child with blindness relies on friends for assistance.*

Responses	Frequency	Percent	Cumulative Percent
Always	7	10.6%	10.6%
Most of the times	6	9.1%	19.7%
Few of the times	26	34.2%	53.9%
Very rare	11	16.7%	70.6%
Never	16	29.4%	100.0%
Total	66	100.0%	

This table depicts the responses of the respondents about the faith of visually impaired students in their friends during exams for academic help. The respondents responded always (10.6%), most of the time (9.1%), few of the times (34.2%), very rare (16.7%), and never (29.4%). It means that 34.2% of the respondents responded a few times about taking assistance from the fellows during the exam.

Table 4: *When it comes to effectively delivering instructions, parents have faith in the teachers of visually impaired students.*

Responses	Frequency	Perce nt	Cumulative Percent
Always	27	40.9%	40.9%
Most of the times	14	21.2%	62.1%
Few of the times	21	31.8%	93.9%
Very rare	2	3.0%	97.0%
Never	2	3.0%	100.0%
Total	66	100.0%	

This table describes the responses of the respondents about the faith of the parents in delivering of instructions by the teachers of their visually impaired children. The respondents responded always (40.9%), most of the time (21.2%), few of the times (31.8%), very rare (3.0%), and never (3.0%). It means that most of the respondents (40.9%) responded always about having faith in the teachers by the parents on well delivery of instructions to children with visual impairment.

Table 5: *During class, teachers participate in unfavorable activities like gossiping, etc.*

This table states the responses of the respondents about the involvement of teachers in some unfavorable activities during class like gossip etc. The respondents responded always (6.1%), most of the time (19.7%), few of the times (31.7%), very rare (15.2%), and never (27.4%). It means that 31.7% of the respondents responded few of the times about involvement of the teachers in some unfavorable activities during class time.

Table 6: *During class time, personal tasks are performed by the teachers.*

Responses	Freque ncy	Perc ent	Cumulative Percent
Always	4	6.1%	6.1%
Most of the times	7	10.6%	16.7%
Few of the times	15	22.7%	39.4%
Very rare	9	13.6%	53.0%
Never	31	47.0%	100.0%
Total	66	100.0%	

This table shows the responses of the

Responses	Frequen cy	Percent	Cumulative Percent
Always	4	6.1%	6.1%
Most of the times	13	19.7%	25.8%
Few of the times	21	31.7%	45.5%
Very rare	10	15.2%	60.6%
Never	18	27.4%	100.0%
Total	66	100.0%	

respondents about performing personal tasks by the teachers during class time. The respondents responded always (6.1%), most of the time (10.6%), few of the times (22.7%), very rare (13.6%), and never (47.0%). It means that 47.0% of the respondents responded never about performing domestic tasks by the teachers during class time.

Table 7: *Your visually impaired child's teachers spend a significant amount of time on the phone during class.*

Responses	Frequency	Percent	Cumulative Percent
Always	3	4.5%	4.5%
Most of the times	9	13.6%	18.2%
Few of the times	9	13.6%	31.8%
Very rare	25	38%	47.0%
Never	20	30.2%	100.0%
Total	66	100.0%	

The table highlights the responses of the respondents about the spending of significant time using cell phones by the teachers in the class. The respondents responded always (4.5%), most of the time (13.6%), few of the times (13.6%), very rare (43%) and never (30.2%). It means that 43% of the respondents responded very rarely about the teachers' use of cell phones for a significant time in class.

Table 8: *Homework is regularly checked by the teachers.*

Responses	Frequency	Percent	Cumulative Percent
Always	39	59.1%	59.1%
Most of the times	10	15.2%	74.2%
Few of the times	8	12.1%	86.4%
Very rare	7	10.6%	97.0%
Never	2	3.0%	100.0%
Total	66	100.0%	

This table displays the responses of the respondents about the regular checking of the homework by the teachers. The respondents responded always (59.1%), most of the time (25.8%), few of the times (18.2%), very rare (4.8%), and never (25.8%). This means that 59.1% of the respondents responded always about the

regular checking of the homework by the teachers.

Table 9: *Regularity and punctuality are monitored by teachers.*

Responses	Frequency	Percent	Cumulative Percent
Always	30	45.5%	45.5%
Most of the times	19	28.8%	74.2%
Few of the times	9	13.6%	87.9%
Very rare	6	9.1%	97.0%
Never	2	3.0%	100.0%
Total	66	100.0%	

This table identifies the responses of the respondents about the regularity and punctuality of teachers. The respondents responded always (45.5%), most of the time (28.8%), few of the times (13.6%), very rare (9.1%), and never (3.0%). It means that 45.5% of the respondents responded always about the regularity and punctuality of the teachers.

Table 10: *When your child misbehaves, teachers deal with them strictly.*

Frequency distribution of the above statement

Responses	Frequency	Percent	Cumulative Percent
Always	3	4.5%	4.5%
Most of the times	28	43.1%	16.7%
Few of the times	18	27.2%	43.1%
Very rare	8	12.1%	56.1%
Never	9	13.1%	100.0%
Total	66	100.0%	

This table describes the responses of the respondents about the strict dealing of the teachers with the students with visual impairment on their misbehaviors. The respondents responded always (4.5%), most of the time (43.1%) few of the times (27.2%), very rare (12.1%), and never

(13.1%). It means that 43.1% of the respondents responded most of the time about any kind of strict dealing by the teachers to the students with visual impairment in class due to misbehaviors.

Table 11: *Between your child, teacher and other students, there have been instances of disrespect.*

Frequency distribution of the above statement

Responses	Frequency	Percentage	Cumulative Percent
Always	1	1.5%	1.5%
Most of the times	5	7.6%	9.1%
Few of the times	18	27.3%	36.4%
Very rare	7	10.6%	47.0%
Never	35	53.0%	100.0%
Total	66	100.0%	

This table shows the responses of the respondents about the disrespect incidences between, visually impaired children, their teachers, and with other students. The respondents responded always (1.55%), most of the time (7.6%), few of the times (27.3%), very rare (10.6%), and never (53.0%). It means that 53% of the respondents responded never about the occurrence of disrespect incidents between visually impaired children, their teachers and their other fellows.

Table 12: *Honor codes exist at your school.*

Responses	Frequency	Percentage	Cumulative Percent
Always	18	27.3%	27.7%
Most of the times	19	28.8%	56.9%
Few of the times	13	19.7%	76.9%
Very rare	8	12.1%	89.2%
Never	7	10.6%	100.0%
Total	66	100%	

This table depicts the responses of the respondents about the presence of honor

codes in the schools for visually impaired children. The respondents responded always (27.3%), most of the time (28.8%), few of the times (19.7%), very rare (12.1%), and never (10.6%). It means that 27.3% of the respondents responded most of the time about the presence of the honor code in their schools for visually impaired students.

Table 13: *Teachers show uninterested attitudes while teaching to students who have visual impairments.*

Responses	Frequency	Percentage	Cumulative Percent
Always	7	10.6%	10.6%
Most of the times	8	12.1%	22.7%
Few of the times	16	24.2%	47.0%
Very rare	11	16.7%	63.6%
Never	24	36.4%	100.0%
Total	66	100.0%	

This table contains the responses of the respondents about the uninterested attitude of teachers while teaching to visually impaired students. The respondents responded always (10.6%), most of the time (12.1%), few of the times (24.2%), very rare (16.7%), and never (36.4%). It means that 36.4% of the respondents responded never about teachers' uninterested attitude towards teaching students with visual impairment.

Table 13: *Teachers of your visually impaired child say to your child not to cheat in-class tests.*

Responses	Frequency	Percentage	Cumulative
Always	20	30.3%	30.8%
Most of the times	15	22.7%	53.8%
Few of the times	13	19.7%	73.8%
Very rare	7	10.3%	83.1%
Never	11	16.7%	100.0%
Total	66	100.0%	

This table describes the responses of the respondents about the teacher say no to

cheat in exams to visually impaired students. The respondents responded always (30.3%), most of the time (22.7%), few of the times (19.7%), very rare (10.3%), and never (16.7%). It means that 30.3% of the respondents responded always about the teachers restricting visually impaired students from cheating.

Table 14: *There is no such preparation for lessons in the class by the teachers of visually impaired students.*

Responses	Frequency	Percent	Cumulative Percent
Always	7	10.6%	10.6%
Most of the times	14	21.2%	31.8%
Few of the times	16	24.2%	56.1%
Very rare	8	12.1%	68.2%
Never	21	31.8%	100.0%
Total	66	100.0%	

This table depicts the responses of the respondents about the preparation of teachers for the lesson before delivering it to students with visual impairment. The respondents responded always (10.6%), most of the time (21.2%), few of the times (24.2%), very rare (12.1%), and never (31.8%). It means that 31.8% of the respondents responded never about unprepared teachers delivering lessons to visually impaired students.

Table 15: *Students who are blind are permitted by their teachers to show other students their papers while taking an exam.*

Responses	Frequency	Percent	Cumulative Percent
Always	1	1.5%	1.5%
Most of the times	4	6.1%	7.6%
Few of the times	36	54.5%	37.9%
Very rare	5	7.6%	45.5%
Never	20	30.3%	100.0%
Total	66	100.0%	

This table identifies that the responses of the respondents about the teachers allowing

students to show their papers during exams. The respondents responded always (1.5%), most of the time (6.1%), few of the times (54.5%) very rare (7.6%), and never (30.3%). It means that 54.5% of the respondents responded a few of times about the permission by teachers to their students with visual impairment to show their papers to other students.

Table 16: *Students with visual impairment are offered help before/during exams by their teachers.*

Response	Frequency	Percent	Cumulative Percent
Always	5	7.6%	7.6%
Most of the times	14	21.2%	28.8%
Few of the times	14	21.2%	50.0%
Very rare	26	39.4%	60.6%
Never	7	10.6%	100.0%
Total	66	100.0%	

This table displays the responses of the respondents about the offering of help by teachers to their visually impaired students before or during exams. The respondents responded always (7.6%), most of the time (21.2%), few of the times (21.2%), very rare (39.4%) and never (10.6%). It means that 39.4% of the respondents responded very rarely about the offering of help by the teachers before or after the exam.

Table 17: *Unfair practices in the schools for the students have been discussed by you with the teachers.*

Frequency distribution of the above statement

Responses	Frequency	Percent	Cumulative Percent
Always	10	15.2%	15.2%
Most of the times	13	19.7%	34.8%
Few of the times	18	27.3%	62.1%
Very rare	3	4.5%	66.7%
Never	22	33.3%	100.0%
Total	66	100.0%	

This table shows the responses of the respondents about the discussion of the parents about the unfair practices in the schools with the teachers in the schools. The respondents responded always (15.2%), most of the time (19.7%), few of the times (27.3%), very rare (4.5%), and never (33.3%). It means that 33.3% of the respondents responded never about the discussion on unfair practices in the schools with the teachers of their visually impaired children.

Findings

Keeping in view the results of the quantitative data analysis, the findings of the study have been given below:

1. Few of the respondents 27.8% responded never about the conduct of periodical meetings by school heads to maintain academic integrity levels.
2. Few of the respondents 35.8% responded never about the provision of policy guidelines or rules by the school regarding upholding of academic integrity for the children with visual impairment to the parents.
3. Some of the respondents 34.2%, responded that their children with visual impairment depend on their fellows for assistance during exams.
4. The majority 40.9% responded always about having faith in the teachers by the parents in well delivery of instructions to the children with visual impairment.
5. Of the respondents, 31.7%, of the respondents responded few of times about involvement of the teachers in some unfavourable activities during class time.
6. Most of the respondents 47.0% highlighted never about performing domestic tasks by the teachers during class time.
7. A majority of 43% of the respondents identified very rare about the teachers' use of cellphones for significant periods of the time in the class.
8. Most of the respondents 59.1% stated always about the regular checking of the homework by the teachers.
9. A maximum of 45.5% responded and described always about the regularity and punctuality of the teachers.
10. A majority 43.1% of the respondents responded most of the time about any kind of strict dealing by the teachers to the students with visual impairment in class due to misbehaviors.
11. A majority of the respondents 53% highlighted never about the occurrence of disrespect incidents between the visually impaired children, their teachers and their other fellows.
12. A few of the respondents 27.3% responded most of the time about the presence of the honor code in their schools for visually impaired students.
13. Few of the respondents 36.4% identified never about teachers' uninterested attitude towards teaching to students with visual impairment.
14. A few of the respondents 30.3% stated that visually the teachers restrict impaired students from cheating.
15. Of the respondents, 31.8% responded never about unprepared teachers for delivering lessons to visually impaired students.
16. More than half of the respondents 54.5% expressed a few of times

about the permission by teachers to their students with visual impairment for showing their papers to other students.

17. Less than half of the respondents 39.4% responded very rarely about the offering of help by the teachers before or after the exam.
18. Less than half of the respondents 33.3% responded never about the discussion on unfair practices in the schools with the teachers of their visually impaired children.

Discussion

As a part of the discussion of this study, it is the parent's responsibility to give their visually impaired children a good education. If there is a question of academic integrity, then all members of the school community must fulfil their obligations to students with visual impairments while they are being observed by their parents.

Parents of children with visual impairments believe that academic integrity is crucial for their children to succeed in school, yet heads of schools have not held any particular sessions to engage with the parents. To maintain the level of academic integrity in the schools for children with visual impairment, however, such meetings for academic integrity must be held.

Academic integrity should be expressly addressed by educational institutions as a vital instructional commitment. One of the best ways to maintain academic integrity at the school is to establish a culture of it (Çelik & Razi, 2023). The International Centre for Academic Integrity (ICAI 2021) has recommended that the ultimate purpose of educational institutions should be to raise academically successful people and uphold these values. Honesty, trust, fairness, respect, responsibility, and courage are some examples of these values. Additionally, it was discovered that the school had not given parents any instructions or norms regarding

maintaining academic integrity for visually impaired children. Academic honesty is very important to visually impaired youngsters their entire lives.

It is crucial to establish clear regulations throughout the institution's commitment to academic honesty to prevent dishonest behavior among the students (Holden et al., 2021). Academic honesty includes both being a good student and functioning in a way that will assist the achievement of visually impaired students. A high standard of education is what academic integrity aspires to (Ozolia & Bernia, 2021).

Parents have an opinion about their visually impaired children who ask their peers for assistance during exams because it is a common characteristic of dishonest behavior in the classroom. Parents of children with visual impairments discovered the teachers engaging in certain negative activities during class time. Throughout the course of a workday, teachers participate in a variety of activities, the majority of which are constructive rather than destructive (Schmidt et al., 2017).

Parents play a vital role in talking with teachers about unfair practices in the classroom. However, this study indicated that teachers never brought up discriminatory practices with their colleagues in the classroom. Psychosocial considerations dominate the experience of caring for a child with VI. There is a lack of knowledge and instruction on the child's visual condition, and the materials readily available only serve to confirm parents' worries about the opportunities open to the child, which are exhibited as unfavorable emotional responses (Bas et al., 2018).

Conclusion

Keeping in view the findings and discussion of the study, academic integrity is a vital element of the schools for students with visual impairment for the sake of developing quality education with honour code and

ethical values. To maintain academic integrity levels among students with visual impairment, it is a significant responsibility of the schools' heads to conduct timely meetings with parents. Parents expect firm policy guidelines regarding upholding of academic integrity for children with visual impairment. To eliminate academic cheating among students with visual impairment, teachers are required to perform their duties with true professional spirit with depicting academically honest behaviour. If parents are given confidence and having good communication with school staff, then it will certainly maintain and promote the culture of academic integrity among the students with visual impairment at schools.

Recommendations

Following the suitable recommendations of this study:

1. Heads of the schools must conduct time-to-time meetings with the parents to maintain the level of academic integrity among students with visual impairment.
2. Schools for visually impaired students should develop firm policy guidelines to uphold academic integrity to promote the culture of academic integrity among school staff and students.
3. Teachers of visually impaired students should promote academically honest behaviour among their students by encouraging them about honest in education.
4. Schools for students with visual impairment should develop a communication channel for the Parents to discuss unfair practices of academically dishonest behaviour in the school environment.
5. The special education department should conduct regular training on school-parent partnerships to promote the culture of academic integrity in special education schools for visually impaired students.
6. Future research should be conducted on similar research problem with qualitative and mixed method approach by the enthusiastic researchers to contribute more on this topic.

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