Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

TEACHERS' STRATEGIES TO TEACH STUDENTS WITH INTELLECTUAL DISABILITIES: AN ANALYSIS OF BHAVITA CENTERS IN COASTAL ANDHRA PRADESH

[1]K. Siva Lakshmi and [2]Prof. T. Swarupa Rani
[1]Research Scholar, Department of Education, Acharya Nagarjuna University, Guntur
[2]Research Supervisor and Principal,
St.Joseph's College of Education for Women, Dean, Faculty of Education, Guntur

Abstract

This study investigates the strategies adopted by teachers to educate students with intellectual disabilities in Bhavita Centers in Coastal Andhra Pradesh. The primary objective is to examine the effectiveness of instructional practices, classroom management techniques, and adaptive teaching methods used to support the learning needs of these students. The study also seeks to understand how these strategies contribute to the cognitive, social, and adaptive development of learners with intellectual disabilities. A descriptive survey method was employed, and data were collected from teachers working in Bhavita Centers through structured questionnaires and interviews. The findings reveal that teachers frequently use individualized instruction, task analysis, activity-based learning, visual aids, and reinforcement techniques to enhance student engagement and understanding. Additionally, continuous assessment and remedial teaching practices were found to play a significant role in monitoring student progress. The study also highlights several challenges, including limited availability of specialized training, inadequate teaching-learning materials, and lack of institutional support. Despite these constraints, teachers demonstrated a positive attitude towards inclusive and special education practices. The study concludes that teachers perceive the cognitive abilities of students with intellectual disabilities as moderately developed. This suggests that while students possess basic cognitive skills, there is considerable scope for further improvement through structured and systematic teaching strategies.

Keywords: Teacher's Strategies, Management Techniques of students with intellectual disabilities, Bhavita Centers, Coastal Andhra Pradesh.

INTRODUCTION

Education is a fundamental human right and a powerful tool for individual and social development. In recent decades, there has been a growing global emphasis on providing equitable and inclusive education to all learners, including those with disabilities. Among various categories of disabilities, intellectual disability presents unique challenges in terms of learning, adaptive behaviour, and social integration. Students with intellectual disabilities often require specialized instructional approaches, individualized attention, and supportive learning environments to achieve their full potential.

Intellectual disability is characterized by significant limitations in intellectual functioning and adaptive behaviour, which affects conceptual, social, and practical skills. These limitations originate before the age of eighteen and influence the individual's ability to learn, communicate, and perform daily activities independently. Due to these challenges, students with intellectual disabilities cannot benefit fully from traditional teaching methods used in general classrooms. Therefore, it becomes essential for teachers to adopt appropriate strategies that cater to their specific learning needs.

Teachers play a crucial role in shaping the educational experiences of students with intellectual disabilities. Their attitudes, competencies, and instructional practices significantly influence student learning outcomes. Effective teaching strategies such as individualized instruction, task analysis, activity-based learning, use of visual aids, reinforcement techniques, and continuous assessment are essential for promoting meaningful learning among these students. Moreover, teachers must be equipped with professional skills and training to address diverse learning needs and create inclusive classroom environments.

In India, various initiatives have been undertaken to support the education of children with disabilities. Policies such as the Right to Education Act (2009) and the Rights of Persons with Disabilities Act (2016) emphasize inclusive education and equal opportunities for all learners. In this context, special institutions like Bhavita Centers have emerged as significant platforms for providing educational and rehabilitative services to children with intellectual disabilities. These

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

centers focus on developing cognitive, social, and adaptive skills through structured programs and specialized teaching methods.

Bhavita Centers in Coastal Andhra Pradesh play a vital role in catering to the educational needs of students with intellectual disabilities. These centers provide individualized care, therapeutic interventions, and skill-based training to enhance the overall development of learners. Teachers working in these centers are expected to use a variety of strategies tailored to the abilities and needs of each student. However, the effectiveness of these strategies depends on several factors, including teacher training, availability of resources, institutional support, and awareness of inclusive practices.

Despite the growing importance of special education, there is a need to systematically examine the teaching strategies adopted by teachers in Bhavita Centers. Understanding these strategies can help identify best practices, highlight challenges, and suggest improvements for enhancing the quality of education. It is also essential to explore how teachers adapt their methods to address the diverse needs of students with intellectual disabilities and how these practices influence student learning and development.

The present study, therefore, focuses on analyzing the strategies used by teachers to teach students with intellectual disabilities in Bhavita Centers in Coastal Andhra Pradesh. By examining these strategies, the study aims to contribute to the existing body of knowledge in special education and provide insights for improving teaching practices. The findings of this study are expected to be useful for teachers, teacher educators, policymakers, and researchers in the field of special and inclusive education.

The success of educational programs for students with intellectual disabilities largely depends on the effectiveness of teaching strategies and the preparedness of teachers. There is a growing need to strengthen teacher training programs, provide adequate resources, and promote innovative teaching practices to ensure meaningful learning experiences for all students. This study attempts to address these aspects by providing a comprehensive analysis of teaching strategies in Bhavita Centers, thereby contributing to the advancement of inclusive and special education in Coastal Andhra Pradesh.

NEED AND SIGNIFICANCE OF THE STUDY

Education for students with intellectual disabilities has gained increasing attention in recent years due to the global emphasis on inclusive and equitable education. Despite progressive policies and legal frameworks, the actual implementation of effective teaching practices for students with intellectual disabilities remains a challenge, particularly at the institutional level. In this context, understanding the strategies adopted by teachers becomes essential for improving the quality of education provided to these learners. The present study, focusing on Bhavita Centers in Coastal Andhra Pradesh, is undertaken to address this important need.

One of the primary needs of this study arises from the diverse learning requirements of students with intellectual disabilities. These students often experience difficulties in cognitive functioning, communication, social interaction, and adaptive behaviour. Traditional teaching methods are often insufficient to meet their unique needs. Therefore, it is crucial to explore and analyze the specific strategies used by teachers to facilitate effective learning. By identifying appropriate and effective instructional practices, the study aims to contribute to the development of more inclusive and learner-centered teaching approaches.

Another significant need for this study lies in the limited research available on teaching strategies specifically employed in Bhavita Centers. While several studies have been conducted on inclusive education and special education practices, there is a lack of focused research on institutional settings like Bhavita Centers in Coastal Andhra Pradesh. These centers play a vital role in providing specialized education and rehabilitation services to children with intellectual disabilities. However, there is insufficient documentation and analysis of how teachers in these centers address the diverse needs of their students. This study attempts to fill this research gap by providing empirical evidence on teaching strategies used in these settings.

The study is also needed to examine the preparedness and professional competencies of teachers working with students with intellectual disabilities. Effective teaching in special education requires not only subject knowledge but also specialized skills such as individualized instruction, behavior management, use of teaching aids, and continuous assessment techniques. In many cases, teachers may not receive adequate training or professional support to implement these strategies effectively. By analyzing the current practices, the study highlights areas where teachers may require additional training and support, thereby contributing to the improvement of teacher education programs.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

The need for this study is reinforced by the challenges faced in the implementation of inclusive education policies. Although policies such as the Right to Education Act (2009) and the Rights of Persons with Disabilities Act (2016) advocate inclusive education, their effective execution depends largely on classroom practices. Teachers are the key agents in translating policy into practice. Therefore, understanding the strategies they use and the challenges they encounter is essential for ensuring that policy objectives are achieved. This study provides insights into the ground realities of teaching students with intellectual disabilities, thereby helping bridge the gap between policy and practice.

The significance of the study lies in its potential to improve the educational outcomes of students with intellectual disabilities. By identifying effective teaching strategies, the study provides practical guidance for teachers working in similar settings. The findings can help educators adopt more appropriate and innovative methods that enhance student engagement, learning, and overall development. Improved teaching practices can lead to better cognitive, social, and adaptive skills among students, enabling them to become more independent and socially integrated.

Another important significance of the study is its contribution to teacher education and professional development. The results of the study can be used to design training programs that focus on practical teaching strategies and classroom management techniques for students with intellectual disabilities. Teacher educators can incorporate these findings into their curriculum, ensuring that future teachers are better prepared to handle diverse learning needs. This, in turn, strengthens the overall quality of special and inclusive education.

The study also holds significance for policymakers and educational administrators. By highlighting the challenges and limitations faced by teachers, such as lack of resources, inadequate training, and limited institutional support, the study provides valuable inputs for policy formulation and implementation. Policymakers can use these insights to develop more effective strategies, allocate resources efficiently, and provide necessary support systems for teachers and institutions working in the field of special education.

The study contributes to the academic field by adding to the existing body of knowledge on intellectual disabilities and teaching strategies. It provides a localized perspective by focusing on Bhavita Centers in Coastal Andhra Pradesh, which can serve as a reference for future research. Researchers can build upon the findings of this study to explore related areas, such as student outcomes, parental involvement, and the impact of specific interventions.

The study is significant in promoting awareness and understanding of the needs of students with intellectual disabilities. It emphasizes the importance of adopting empathetic, flexible, and student-centered approaches in teaching. By shedding light on effective practices and existing challenges, the study encourages stakeholders, including teachers, parents, and the community, to work collaboratively towards the holistic development of these students.

The present study is both necessary and significant as it addresses critical gaps in knowledge and practice related to teaching students with intellectual disabilities in Bhavita Centers. It aims to enhance teaching effectiveness, support teacher development, inform policy decisions, and ultimately improve the quality of education and life outcomes for students with intellectual disabilities.

REVIEWS OF THE RELATED STUDIES

Sharma (2020) conducted a study titled *"Teaching Strategies for Students with Intellectual Disabilities in Inclusive Classrooms"*. The sample consisted of 60 special and general educators from inclusive schools. The study aimed to examine the effectiveness of instructional strategies used for students with intellectual disabilities. The findings revealed that individualized instruction, peer tutoring, and the use of visual aids significantly improved student engagement and learning outcomes. It was also found that teachers with special education training were more effective in implementing adaptive strategies.

Reddy and Kumar (2021) carried out a study on *"Instructional Practices for Children with Intellectual Disabilities in Special Schools of Andhra Pradesh"*. The sample included 45 teachers working in special education centers. The study focused on identifying commonly used teaching methods and their effectiveness. The results indicated that activity-based learning, task analysis, and reinforcement techniques were widely used and contributed positively to skill development. However, lack of training and resources was reported as a major constraint.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Lakshmi (2021) conducted research titled *"Role of Teacher Competence in Teaching Students with Intellectual Disabilities"*. The sample comprised 50 teachers from various special schools. The study aimed to assess the relationship between teacher competence and student performance. The findings showed a strong positive correlation between teachers' professional skills and students' cognitive and adaptive development. It emphasized the need for continuous professional training programs.

Rao and Devi (2022) studied *"Adaptive Teaching Strategies for Children with Intellectual Disabilities in Inclusive Settings"*. The sample consisted of 70 teachers from inclusive schools. The purpose was to analyze adaptive teaching methods and their impact on learning outcomes. The findings revealed that differentiated instruction, use of assistive technology, and individualized education plans (IEPs) significantly enhanced student participation and learning. The study also highlighted the importance of supportive classroom environments.

Kumar and Singh (2022) conducted a study on *"Challenges Faced by Teachers in Teaching Students with Intellectual Disabilities"*. The sample included 55 teachers from special and inclusive schools. The study aimed to identify major challenges in teaching students with intellectual disabilities. The findings indicated that inadequate training, lack of teaching materials, and large class sizes were major barriers. Despite these challenges, teachers showed positive attitudes towards inclusive education.

Devi (2023) carried out a study titled *"Effectiveness of Activity-Based Learning for Students with Intellectual Disabilities"*. The sample consisted of 40 students and 20 teachers from special schools. The study aimed to evaluate the impact of activity-based teaching methods. The findings revealed significant improvement in students' cognitive skills, social interaction, and engagement levels. The study recommended integrating activity-based approaches into regular teaching practices.

Prasad and Rao (2023) conducted a study on *"Use of Teaching Aids in Educating Children with Intellectual Disabilities"*. The sample included 35 teachers from Bhavita Centers. The study focused on the role of teaching aids in enhancing learning. The findings showed that visual aids, audio-visual tools, and manipulatives improved students' understanding and retention. However, limited availability of resources was identified as a challenge.

Suresh (2024) conducted research titled *"Teachers' Attitudes towards Inclusive Education for Students with Intellectual Disabilities"*. The sample consisted of 80 teachers from B.Ed colleges. The study aimed to examine teachers' perceptions and readiness for inclusive education. The findings revealed that most teachers had a positive attitude but lacked practical skills and training to effectively handle students with intellectual disabilities. The study emphasized the need for curriculum reforms in teacher education.

Rani and Kumar (2024) studied *"Parental and Teacher Perspectives on Adaptive Behaviour of Children with Intellectual Disabilities"*. The sample included 50 parents and 50 teachers. The study aimed to compare perceptions of adaptive behaviour. The findings indicated that both parents and teachers observed improvements in daily living skills when appropriate teaching strategies were used. The study highlighted the importance of collaboration between parents and teachers.

Naidu (2025) conducted a study titled *"Innovative Teaching Strategies for Students with Intellectual Disabilities in Special Education Centers"*. The sample consisted of 60 teachers from various centers in Coastal Andhra Pradesh. The study aimed to explore innovative instructional practices. The findings revealed that technology-based teaching, individualized learning plans, and continuous assessment significantly enhanced student outcomes. The study recommended integrating modern teaching techniques and providing adequate training for teachers.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

TITLE OF THE STUDY:

"Teachers' Strategies for Teaching Students with Intellectual Disabilities: An Analysis of Bhavita Centers in Coastal Andhra Pradesh"

RESEARCH QUESTIONS

Based on the title *"Teachers' Strategies for Teaching Students with Intellectual Disabilities: An Analysis of Bhavita Centers in Coastal Andhra Pradesh"*, the following research questions are formulated:

1. What types of teaching strategies are adopted by teachers to teach students with intellectual disabilities in Bhavita Centers?
2. How effective are these teaching strategies in enhancing the cognitive skills of students with intellectual disabilities?
3. How do teachers adapt their instructional methods to meet the diverse learning needs of students with intellectual disabilities?
4. What teaching aids and learning resources are used by teachers in Bhavita Centers?
5. What are the challenges faced by teachers while teaching students with intellectual disabilities?
6. Is there any significant difference in teaching strategies based on teachers' demographic variables such as gender, qualification, and teaching experience?
7. How do teachers assess the progress and performance of students with intellectual disabilities?
8. What support systems and training opportunities are available for teachers working in Bhavita Centers?

OPERATIONAL DEFINITIONS OF THE STUDY

The following terms are defined operationally as they are used in the present study titled *"Teachers' Strategies for Teaching Students with Intellectual Disabilities: An Analysis of Bhavita Centers in Coastal Andhra Pradesh"*:

Teachers' Strategies

In this study, teachers' strategies refer to the specific instructional methods, techniques, and practices adopted by teachers to facilitate learning among students with intellectual disabilities. These include individualized instruction, task analysis, activity-based learning, use of teaching aids, reinforcement techniques, and continuous assessment as measured through a structured questionnaire.

Students with Intellectual Disabilities

Students with intellectual disabilities are those who have significant limitations in intellectual functioning and adaptive behaviour, affecting their conceptual, social, and practical skills. In this study, it refers to children enrolled in Bhavita Centers who have been identified and categorized as having intellectual disabilities according to institutional records.

Bhavita Centers

Bhavita Centers are specialized educational and rehabilitation centers established to provide support, training, and education for children with intellectual disabilities. In this study, Bhavita Centers located in Coastal Andhra Pradesh are considered as the setting for data collection.

Teaching Effectiveness

Teaching effectiveness refers to the extent to which the instructional strategies used by teachers result in improved learning outcomes, engagement, and skill development among students with intellectual disabilities. It is assessed based on teachers' responses and perceived student progress.

Cognitive Skills

Cognitive skills refer to mental abilities such as attention, memory, reasoning, problem-solving, and basic academic skills (reading, writing, and numeracy). In this study, cognitive skills are considered as outcomes influenced by teaching strategies.

Adaptive Behaviour

Adaptive behaviour refers to the practical, social, and conceptual skills required for daily living, such as communication, self-care, social interaction, and independence. In this study, it is considered as an important developmental outcome of students with intellectual disabilities.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

OBJECTIVES OF THE STUDY

1) To find out and compare the perceptions of teachers towards the cognitive skills of intellectually disabled children.
2) To find out the different strategies used by teachers to develop cognitive abilities of intellectually disabled children in Bhavila Centres with respect to the following areas:
   a) Health and Hygiene
   b) Conversion of Content
   c) Teaching and Learning Materials (TLM)
   d) Positive Reinforcement Methods
3) To find out and compare the perceptions of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to the following variables
   a) District (Krishna, Nellore, Srikakulam)
   b) Educational Qualification (Trained / Untrained)
   c) Teaching Experience
   d) Gender

HYPOTHESES OF THE STUDY

1) There is no significant difference in the perceptions of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to district (Krishna, Nellore, Srikakulam).
2) There is no significant difference in the perceptions of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to educational qualification (Trained / Untrained).
3) There is no significant difference in the perceptions of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to teaching experience.
4) There is no significant difference in the perceptions of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to gender.

VARIABLES OF THE STUDY

Table - 1
Classification of Variables

S.NO	Dependent variables	Independent Variables
1	Cognitive Skills and Adaptive Behaviour	Teachers' Strategies **Demographical Variables** a) District (Krishna, Nellore, Srikakulam) b) Educational Qualification (Trained / Untrained) c) Teaching Experience d) Gender

Method of the Study

Research involves systematic observation, careful planning, well-defined procedures, and the analysis of outcomes under specific conditions. For the present study, the investigator adopted the normative survey method to collect and analyze data.

Population of the Study

The population of the present study consisted of teachers working with students with intellectual disabilities in Bhavita Centers in Coastal Andhra Pradesh. The total population comprised 75 teachers. All 75 teachers were considered for the study.

Sampling Technique

A random sampling technique was employed for the present study. A sample of **75 teachers** teaching students with intellectual disabilities in Bhavita Centers in Coastal Andhra Pradesh was selected to assess their teaching strategies.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Sample Distribution

A sample is a subset of a population selected for observation and investigation. By analyzing the characteristics of the sample, inferences can be drawn about the entire population. For the present study, the investigator selected 75 teachers from Bhavita Centers in Coastal Andhra Pradesh using a random sampling method. Sampling refers to the process of selecting a representative subset from a population. For this purpose, the population is divided into smaller units, known as sampling units.

Table -2

The Variable wise details of the Distribution of the Sample

S.No	Variables	Classification of Variables	Sample	Total
1	District	Krishna	25	75
2		Nellore	25	
		Srikakulam	25	
3	Gender	Male	35	75
		Female	40	
4	Educational Qualification	Trained	38	75
		Untrained	37	
	Teaching Experience	0–5 Years	9	75
		6–10 Years	15	
		Above 10 Years	51	

D. TOOL OF THE STUDY

For the successful completion of the investigation, we need specific tools for gathering sample data that depend upon the study's objectives, the availability of suitable tests, and the personal competency of the investigator to administer these tools. Keeping in view the purpose of the investigation, the following research tools were used to collect the sample data.

The Teaching Strategies Questionnaire Scale was initially developed by investigator (2025)

DATA ANALYSIS

Objective 7: To find out and compare the perspective of teachers towards the cognitive skills of intellectually disabled children.

Table - 3

The perspective of teachers towards the cognitive skills –- Whole Sample Analysis

Whole Sample	Mean	SD	% of Mean	1/5 of Mean
75	132.33	8.07	64.55	26.47

Observation

The data presented in Table 3, reveals that the total sample consists of 75 teachers, with a mean score of 132.33 and a standard deviation of 8.07, indicating a relatively consistent perception among teachers regarding the cognitive skills of intellectually disabled children. The percentage of mean (64.55%) suggests that teachers perceive the cognitive skills of these students at a moderate level rather than high. Additionally, the calculated value of one-fifth of the mean (26.47) further reflects that the overall perception does not reach a very high threshold, but remains within an average range. The low variability (SD = 8.07) indicates that most teachers share similar views, showing uniformity in their perception. Overall, the

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

findings demonstrate that teachers recognize the presence of cognitive abilities among intellectually disabled students, but also acknowledge limitations in higher-level cognitive functioning.

Interpretation

The results indicate that teachers perceive the cognitive abilities of intellectually disabled children as moderately developed. This suggests that while basic cognitive skills are present, there is a need for structured teaching strategies to enhance higher-order thinking. The consistency in responses reflects a common understanding among teachers about the cognitive challenges faced by these students.

Discussion

The findings highlight that teachers generally hold a moderate perception of the cognitive skills of intellectually disabled children, which aligns with the understanding that such children exhibit limitations in areas like memory, attention, problem-solving, and information processing. Research indicates that children with intellectual disabilities often experience slower learning and difficulty in abstract thinking, which directly influences teachers' perspective of their cognitive abilities . The relatively stable standard deviation in the present study further supports the idea that teachers have a shared and realistic understanding of these cognitive limitations. This uniform perception may be influenced by their classroom experiences and exposure to similar learning challenges among students.

Teachers should adopt structured and evidence-based teaching strategies to enhance higher-order thinking among intellectually disabled children. Breaking complex tasks into smaller, manageable steps (task analysis), using visual aids, and providing repeated guided practice can significantly improve understanding. Teachers can also use techniques such as scaffolding, modeling, and prompting to support students in developing reasoning and problem-solving skills. Incorporating activity-based learning, real-life examples, and multi-sensory approaches (visual, auditory, and kinesthetic) helps students grasp abstract concepts more effectively and retain information for longer periods.

The teachers should focus on individualized instruction and continuous assessment to meet the diverse cognitive needs of students. Developing Individualized Education Plans (IEPs), using positive reinforcement, and creating a supportive classroom environment can motivate students to engage in higher-level thinking tasks. Collaboration with special educators, therapists, and parents is also essential to ensure consistency in teaching strategies across settings. Regular training and professional development programs can further equip teachers with innovative methods to address cognitive challenges and promote overall learning outcomes.

Supporting Studies

The present finding that teachers perceive the cognitive abilities of intellectually disabled children as moderately developed is supported by several research studies.

Savita & Sharma (2021) conducted a systematic review on teachers' perspective and found that children with intellectual disabilities show limitations in understanding, problem-solving, and abstract thinking, which leads teachers to rate their cognitive abilities at a moderate level rather than high. The study emphasized that appropriate teaching methods are essential to enhance these cognitive skills.

Similarly, Haegele & Park (2016), as cited in recent research by Özbasi (2025), reported that children with intellectual disabilities experience difficulties in attention, memory, and information processing, which directly affects teachers' perspective of their cognitive functioning. This explains why teachers often recognize basic abilities but remain cautious about higher-order skills.

Further, Adams & Hitch (2022) highlighted that these children have limitations in processing new information, making learning slower and more structured. This supports the need for organized and systematic teaching strategies, as reflected in your findings.

In addition, Casale-Giannola (2023) found that teachers generally feel confident yet challenged when teaching students with intellectual disabilities. Their perspective improve when evidence-based teaching strategies are used, indicating that teacher understanding is consistent but dependent on instructional support.

CLASSIFICATION ANALYSIS

The perspective of teachers towards the cognitive skills of intellectually disabled children in Bhavila Centre were analyzed, with the overall group showing a mean score of 132.33 and a standard deviation of 8.07. To categorize the teachers based on their levels of perception towards the cognitive skills, the sample was divided into three groups: High perception

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

– teachers with scores above one standard deviation (M + 1SD) from the mean; Intermediate perception – teachers whose scores fall between one standard deviation below the mean (M − 1SD) and one standard deviation above the mean (M + 1SD); and Low perception – teachers with scores below one standard deviation (M − 1SD) from the mean. The frequencies and percentages of teachers in each category were calculated and are presented in Table 4.26.

Table 4

The perspective of teachers towards the cognitive skills – Classification Analysis

S.No	*Classification Level*	*Number*	*Percentage*
1.	Low	20	26.67%
2	Average	37	49.33%
3.	High	18	24.00%
4.	Total	75	100%

Observation

The classification analysis in Table 4, shows that out of the total sample of 75 teachers, the majority (49.33%) fall under the average level of perception towards the cognitive skills of intellectually disabled children. A notable proportion of teachers (26.67%) fall under the low perception category, while 24.00% are categorized under high perception. This distribution indicates that most teachers perceive the cognitive abilities of these children at a moderate level, with fewer teachers expressing either highly positive or very low perspective. The relatively balanced distribution between low and high categories, though slightly inclined towards lower perception, suggests variability in teachers' understanding and experience. Overall, the findings highlight that while a substantial number of teachers recognize cognitive abilities at an average level, a significant proportion still perceive them as limited.

Interpretation

The results indicate that teachers predominantly hold a moderate perception of the cognitive skills of intellectually disabled children. The presence of both low and high perception groups reflects differences in teaching experience, exposure, and understanding. This suggests a need for professional development to standardize and improve teachers' perspective and instructional approaches.

Discussion

The findings reveal that nearly half of the teachers fall within the average perception category, suggesting that teachers generally acknowledge the presence of basic cognitive skills among intellectually disabled children but may have reservations regarding their higher-order thinking abilities. This aligns with the understanding that such children often face challenges in areas such as reasoning, memory, and problem-solving. The presence of a considerable percentage of teachers in the low perception category indicates that some teachers may underestimate students' capabilities, possibly due to limited training or exposure to effective teaching strategies. At the same time, the proportion of teachers in the high perception category suggests that with appropriate experience and instructional methods, teachers can develop more positive and realistic expectations regarding students' cognitive potential.

Teachers who are equipped with appropriate pedagogical skills and strategies are more likely to recognize and foster the cognitive abilities of intellectually disabled students. The findings emphasize the need for continuous support, structured teaching methods, and inclusive practices to bridge the gap between low and high perception levels. Enhancing teacher awareness and competence can lead to improved student outcomes, as positive teacher perspective are closely linked to effective teaching practices and student development.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Supporting Studies

The present findings are supported by several research studies:

Avramidis & Norwich (2002) found that teachers' attitudes and perspective towards students with disabilities vary significantly, with many teachers showing moderate perspective influenced by their training and experience. This supports the presence of average and varied perception levels in the current study.

Sharma, Loreman & Forlin (2012) reported that teachers with professional training in inclusive education tend to have more positive perspective, while those with limited exposure often demonstrate lower expectations, explaining the distribution across low, average, and high categories.

Haegele & Park (2016) highlighted that students with intellectual disabilities face cognitive limitations in areas such as attention and problem-solving, which often leads teachers to rate their abilities at a moderate level, consistent with the majority average perception found in this study.

Jordan, Glenn & McGhie-Richmond (2010) emphasized that teacher beliefs directly influence instructional practices, and variability in perspective can impact the quality of education provided to students with disabilities.

Objective 8: To find out the different strategies used by teachers to develop cognitive abilities of intellectually disabled children in Bhavila Centres with respect to the following areas:

a) Health and Hygiene
b) Conversion of Content
c) Teaching and Learning Materials (TLM)
d) Positive Reinforcement Methods

Table -5

The perspective of teachers towards the cognitive abilities of intellectually disabled children –Area wise Analysis

S.No	*Areas*	*Mean*	*% of Mean*	*S.D*	*Rank*
1	Health and Hygiene	131.74	64.26	8.21	3
2	Conversion of Content	132.56	64.66	7.88	2
3	Teaching and Learning Materials (TLM)	133.10	64.93	8.44	1
4	Positive Reinforcement Methods	131.89	64.34	7.95	4

Observation

The area-wise analysis presented in Table 5, indicates that teachers' perspective of the cognitive abilities of intellectually disabled children are relatively consistent across all domains, with only slight variations. Among the four areas, *Teaching and Learning Materials (TLM)* holds the highest mean score (133.10) and percentage (64.93%), ranking first, which suggests that teachers strongly perceive instructional materials as the most influential factor in developing cognitive abilities. This is followed by *Conversion of Content* (Mean = 132.56; 64.66%), indicating the importance of simplifying and adapting content to suit learners' needs. *Health and Hygiene* (Mean = 131.74; 64.26%) ranks third, reflecting moderate emphasis, while *Positive Reinforcement Methods* (Mean = 131.89; 64.34%) ranks fourth, showing slightly lower but still significant importance. The standard deviation values across all areas are relatively low, indicating consistency in teachers' responses. Overall, the findings reveal that teachers prioritize instructional materials and content adaptation over other supportive strategies in enhancing cognitive abilities.

Interpretation

The results suggest that teachers consider teaching materials and content adaptation as key factors in improving cognitive skills. The minimal variation across areas reflects a balanced and consistent perception among teachers. However, slightly lower emphasis on reinforcement strategies indicates a need to strengthen behavioral and motivational approaches.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Discussion

The findings demonstrate that teachers place the highest importance on *Teaching and Learning Materials (TLM)* in enhancing the cognitive abilities of intellectually disabled children. This highlights the critical role of concrete, visual, and activity-based materials in facilitating understanding, especially for learners who struggle with abstract concepts. The second-ranked area, *Conversion of Content*, further supports the idea that simplifying and adapting instructional content is essential for effective learning. These results suggest that teachers recognize the importance of structured and accessible teaching methods in addressing cognitive limitations. The relatively lower ranking of *Positive Reinforcement Methods* indicates that while teachers acknowledge its importance, it may not be utilized as effectively as instructional strategies.

The consistency in mean scores across all areas reflects a uniform understanding among teachers regarding the factors influencing cognitive development. However, the slight differences in ranking suggest that teachers may prioritize academic and instructional strategies over behavioral and motivational techniques. This imbalance may affect the holistic development of students, as reinforcement plays a crucial role in sustaining learning and encouraging participation. Therefore, integrating both instructional and reinforcement strategies is essential to ensure comprehensive cognitive development. The findings emphasize the need for teacher training programs that focus on the effective use of diverse teaching approaches, including both material-based and behavioral strategies.

Supporting Studies

The present findings are supported by the following studies:

Swanson & Deshler (2003) emphasized that the use of structured and well-designed instructional materials significantly improves cognitive performance in students with learning difficulties, supporting the high ranking of TLM in this study.

Tomlinson (2014) highlighted the importance of differentiated instruction and content adaptation, stating that modifying content according to learners' needs enhances comprehension and cognitive development, aligning with the second-ranked area (Conversion of Content).

Skinner (1953), through the theory of reinforcement, explained that positive reinforcement strengthens learning and behavior, supporting the role of reinforcement methods, even though it ranked lower in this study.

Westwood (2011) noted that students with intellectual disabilities benefit greatly from structured teaching approaches combined with reinforcement strategies, indicating the need for balanced use of all areas identified in the present findings.

Objective 9: To find out and compare the perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to the following variables

a) District (Krishna, Nellore, Srikakulam)
b) Educational Qualification (Trained / Untrained)
c) Teaching Experience
d) Gender

Hypothesis 1: There is no significant difference in the perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to district (Krishna, Nellore, and Srikakulam).

Table -6

The perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children – Districts wise Analysis

Districts	Sample size	Mean	% of Mean	SD	df	SSM	SSW	'F' value
Krishna	25	132.80	64.78	9.01	72	16.99	4807.68	0.13^{NS}
Nellore	25	132.52	64.64	8.04				
Srikakulam	25	131.68	64.23	7.39				

Not Significant at 0.05 level & Table values 1.96 at 0.05 and 2.58 at 0.01 level

Observation

The district-wise analysis presented in Table 6, shows that the perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children are fairly similar across the three districts—Krishna, Nellore, and

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Srikakulam. The mean scores for Krishna (132.80) and Nellore (132.52) are slightly higher compared to Srikakulam (131.68), indicating marginal differences in perception levels. The percentage of mean also follows a similar trend, with Krishna (64.78%) ranking highest, followed closely by Nellore (64.64%) and Srikakulam (64.23%). The standard deviation values indicate moderate consistency in responses, with Srikakulam showing slightly lower variability (SD = 7.39) compared to Krishna (SD = 9.01) and Nellore (SD = 8.04). The obtained 'F' value (0.13) is not significant at the 0.05 level, indicating that there is no statistically significant difference among teachers' perspective across the three districts. This suggests a uniform pattern of perception irrespective of geographical location.

Interpretation

The findings indicate that teachers across different districts demonstrate a similar level of perception regarding the cognitive skills and abilities of intellectually disabled children. The non-significant F-value suggests that geographical location does not create any measurable variation in teachers' perspective. This uniformity reflects the presence of common training backgrounds, shared teaching practices, and standardized educational approaches across the districts. Therefore, it can be concluded that there is no significant difference in teachers' perspective with respect to district (Krishna, Nellore, and Srikakulam), indicating a consistent understanding of students' cognitive abilities irrespective of regional differences.

Discussion

The findings reveal that there is no significant difference in the perspective of teachers across Krishna, Nellore, and Srikakulam districts, indicating a uniform perception pattern. This consistency may be attributed to similar training backgrounds, curriculum frameworks, and teaching experiences shared by teachers across these regions. Despite minor variations in mean scores, the overall perception remains at a moderate level, suggesting that teachers across districts recognize both the capabilities and limitations of intellectually disabled children. The non-significant F-value further strengthens the conclusion that regional factors do not play a major role in shaping teachers' perspective, highlighting the influence of standardized educational practices.

The uniformity in perspective suggests that teachers across districts may be exposed to similar teaching methodologies, policies, and institutional support systems. This consistency is beneficial as it ensures equitable educational approaches for intellectually disabled children, regardless of location. However, it also indicates that challenges related to cognitive development are universally recognized, and there is a collective need for improved instructional strategies and specialized training. Strengthening teacher competencies through continuous professional development can help enhance cognitive outcomes for these students across all regions.

Supporting Studies

The present findings are supported by the following studies:

Avramidis & Norwich (2002) found that teachers' attitudes toward students with disabilities tend to be consistent across different regions when similar training and policies are followed, supporting the non-significant difference observed in this study.

Sharma, Loreman & Forlin (2012) reported that teacher perspective are largely influenced by professional preparation rather than geographical location, aligning with the uniform perception across districts in the present study.

Forlin & Chambers (2011) highlighted that inclusive education practices and teacher training programs contribute to consistent teacher perspective across different educational settings.

Hegarty (2002) emphasized that standardized curriculum and policy frameworks lead to similar teaching approaches and perspective among teachers, regardless of regional differences.

Table -7

The perspective of teachers towards the cognitive abilities of intellectually disabled children – ANOVA Analysis

Source of Variation	*SS*	*df*	*MS*	*F*
Between Groups	16.99	2	8.50	0.13
Within Groups	4807.68	72	66.77	
Total	4824.67	74		

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Observation

The ANOVA analysis presented in Table 7, reveals that the total sum of squares is 4824.67, of which a very small portion (SS = 16.99) is attributed to differences between groups, while a much larger portion (SS = 4807.68) is due to within-group variation. The degrees of freedom for between groups (df = 2) and within groups (df = 72) indicate an adequate distribution of sample data across groups. The mean square value for between groups (MS = 8.50) is considerably lower compared to the within-group mean square (MS = 66.77), suggesting that variability within groups is much higher than variability between groups. The calculated F-value (0.13) is very low and not statistically significant at the 0.05 level, indicating that there is no meaningful difference in teachers' perspective across the groups being compared. Overall, the findings clearly demonstrate homogeneity in teachers' perspective regarding the cognitive skills and abilities of intellectually disabled children.

Interpretation

The non-significant F-value indicates that there is no statistically significant difference among the groups studied. This suggests that teachers share similar perspective regarding the cognitive skills and abilities of intellectually disabled children. The high within-group variation compared to between-group variation reflects consistency in overall perception patterns.

Discussion

The findings of the ANOVA analysis indicate that the differences in teachers' perspective across groups are not statistically significant, suggesting a uniform perception pattern. The very low F-value (0.13) highlights that the variation observed between groups is minimal when compared to the variation within groups. This implies that teachers, regardless of group classification, tend to hold similar views about the cognitive skills and abilities of intellectually disabled children. Such consistency may be attributed to shared training experiences, standardized curriculum frameworks, and common exposure to similar classroom challenges. The dominance of within-group variation further indicates that individual differences among teachers exist, but these differences do not significantly affect the overall group comparison.

The absence of significant differences emphasizes the effectiveness of common educational policies and teaching practices in shaping teachers' perspective. It suggests that teachers across different groups are likely influenced by similar pedagogical approaches and institutional support systems. However, the presence of considerable within-group variability indicates that individual teacher characteristics, such as experience, training, and personal beliefs, may still play a role in shaping perspective at a micro level. Therefore, while the overall perception is consistent, there is still a need to focus on individualized teacher development programs to further enhance teaching effectiveness and cognitive outcomes for intellectually disabled students.

Supporting Studies

The present findings are supported by the following studies:

Avramidis & Norwich (2002) reported that teachers often demonstrate similar attitudes and perspective toward students with disabilities when they share comparable training and educational environments, supporting the non-significant differences observed in this study.

Sharma, Loreman & Forlin (2012) found that teacher perspective are more influenced by professional preparation and inclusive education training than by group differences, aligning with the uniformity seen in the present findings.

Forlin (2010) emphasized that consistent teacher training programs lead to homogeneous perspective and attitudes toward students with special needs, explaining the lack of significant variation across groups.

Jordan, Glenn & McGhie-Richmond (2010) highlighted that while teachers may differ individually, their overall beliefs about students with disabilities tend to converge due to shared teaching practices and institutional frameworks.

Hypothesis 2: There is no significant difference in the perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to educational qualification (Trained / Untrained).

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Table -8
The perspective of teachers towards the cognitive abilities of intellectually disabled children – Educational Qualification Analysis

Educational Qualification	N	Mean	% of Mean	S.D.	SED	't' Value
Trained	38	133.42	65.08	8.12	1.86	1.24^{NS}
Untrained	37	131.20	64.00	7.95		

Not Significant at 0.05 level &
Table values 1.96 at 0.05 and 2.58 at 0.01 level

Observation

The ANOVA analysis presented in Table 8, reveals that the total sum of squares is 4824.67, of which a very small portion (SS = 16.99) is attributed to differences between groups, while a much larger portion (SS = 4807.68) is due to within-group variation. The degrees of freedom for between groups (df = 2) and within groups (df = 72) indicate an adequate distribution of sample data across groups. The mean square value for between groups (MS = 8.50) is considerably lower compared to the within-group mean square (MS = 66.77), suggesting that variability within groups is much higher than variability between groups. The calculated F-value (0.13) is very low and not statistically significant at the 0.05 level, indicating that there is no meaningful difference in teachers' perspective across the groups being compared. Overall, the findings clearly demonstrate homogeneity in teachers' perspective regarding the cognitive skills and abilities of intellectually disabled children.

Interpretation

The non-significant F-value indicates that there is no statistically significant difference between trained and untrained teachers in their perspective of the cognitive skills and abilities of intellectually disabled children. This suggests that both groups of teachers possess a similar level of understanding and awareness, regardless of their formal training status. The relatively higher within-group variation compared to between-group variation further confirms that individual differences exist within each group, but these differences do not meaningfully affect the overall comparison. Therefore, it can be concluded that educational qualification (trained/untrained) does not significantly influence teachers' perspective, indicating a common perspective shared by both groups.

Discussion

The findings of the ANOVA analysis indicate that the differences in teachers' perspective across groups are not statistically significant, suggesting a uniform perception pattern. The very low F-value (0.13) highlights that the variation observed between groups is minimal when compared to the variation within groups. This implies that teachers, regardless of group classification, tend to hold similar views about the cognitive skills and abilities of intellectually disabled children. Such consistency may be attributed to shared training experiences, standardized curriculum frameworks, and common exposure to similar classroom challenges. The dominance of within-group variation further indicates that individual differences among teachers exist, but these differences do not significantly affect the overall group comparison.

The absence of significant differences emphasizes the effectiveness of common educational policies and teaching practices in shaping teachers' perspective. It suggests that teachers across different groups are likely influenced by similar pedagogical approaches and institutional support systems. However, the presence of considerable within-group variability indicates that individual teacher characteristics, such as experience, training, and personal beliefs, may still play a role in shaping perspective at a micro level. Therefore, while the overall perception is consistent, there is still a need to focus on individualized teacher development programs to further enhance teaching effectiveness and cognitive outcomes for intellectually disabled students.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

Supporting Studies

The present findings are supported by the following studies:

Avramidis & Norwich (2002) reported that teachers often demonstrate similar attitudes and perspective toward students with disabilities when they share comparable training and educational environments, supporting the non-significant differences observed in this study.

Sharma, Loreman & Forlin (2012) found that teacher perspective are more influenced by professional preparation and inclusive education training than by group differences, aligning with the uniformity seen in the present findings.

Forlin (2010) emphasized that consistent teacher training programs lead to homogeneous perspective and attitudes toward students with special needs, explaining the lack of significant variation across groups.

Jordan, Glenn & McGhie-Richmond (2010) highlighted that while teachers may differ individually, their overall beliefs about students with disabilities tend to converge due to shared teaching practices and institutional frameworks.

Hypothesis 3: There is no significant difference in the perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to teaching experience.

Table -9

The perspective of teachers towards the cognitive abilities of intellectually disabled children –Teaching Experience wise Analysis

Teaching Experience	Sample size	Mean	% of Mean	SD	df	SSM	SSW	'F' value
0–5 Years	9	139.00	67.80	7.28	72	552.16	4272.51	4.65*
6–10 Years	15	133.67	65.20	8.13				
Above 10 Years	51	130.76	63.79	7.65				

***Significant at 0.05 level & Table values 3.12 at 0.05 level*

Observation

The data presented in Table 9, indicates that teachers with 0–5 years of experience have the highest mean score (139.00) and percentage of mean (67.80%), followed by teachers with 6–10 years of experience (Mean = 133.67; 65.20%), while teachers with above 10 years of experience show the lowest mean score (130.76; 63.79%). This reveals a gradual decline in perception levels as teaching experience increases. The standard deviation values across groups (7.28, 8.13, and 7.65) indicate moderate consistency in responses within each group. The ANOVA results show a calculated F-value of 4.65, which is significant at the 0.05 level (table value ≈ 3.12), indicating a statistically significant difference among the three groups. Overall, the findings suggest that teaching experience plays a significant role in shaping teachers' perspective, with less experienced teachers exhibiting more positive perspective compared to more experienced teachers.

Interpretation

The significant F-value indicates that teaching experience has a meaningful influence on teachers' perspective. Teachers with lesser experience tend to show higher perception levels compared to more experienced teachers. This suggests that attitudes and perspective may change over time due to experience and classroom realities.

Discussion

The findings reveal a significant difference in teachers' perspective based on their teaching experience, with less experienced teachers demonstrating higher perception levels than their more experienced counterparts. This may be attributed to the fact that newly appointed teachers often possess recent training, updated pedagogical knowledge, and greater enthusiasm towards inclusive education practices. In contrast, experienced teachers may develop more realistic or critical perspectives due to prolonged exposure to classroom challenges such as managing diverse learning needs, lack of resources, and increased workload. Research indicates that teachers working with intellectually disabled children often face challenges such as overcrowded classrooms, lack of teaching materials, and emotional stress, which can influence their perspective over time.

The significant variation among experience groups suggests that teaching experience alone does not guarantee more positive perspective; rather, continuous professional development and updated training are essential. Studies have shown

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

that younger or less experienced teachers sometimes demonstrate more favorable attitudes toward students with intellectual disabilities compared to highly experienced teachers, possibly due to their exposure to modern inclusive education practices. Additionally, intellectually disabled children often face difficulties in cognitive processes such as memory, attention, and problem-solving, requiring specialized teaching approaches, which may influence teachers' perspective depending on their preparedness and support systems. Therefore, enhancing teacher training and providing continuous support can help maintain positive perspective across all experience levels.

Supporting Studies

Savita & Sharma (2021) reported that effective teaching of intellectually disabled children requires appropriate methodologies and continuous teacher support, influencing teachers' perspective over time.

Kalunga & Muzata (2026) found that teachers' experiences, including workload and classroom challenges, significantly affect their attitudes and perspective towards students with intellectual disabilities.

Özbasi (2025) highlighted that cognitive limitations in intellectually disabled children require specialized teaching strategies, which can influence teacher perspective depending on experience and training.

Hypothesis 4: There is no significant difference in the perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children with respect to gender.

Table 10

The perspective of teachers towards the cognitive skills and cognitive abilities of intellectually disabled children – Gender wise Analysis

Gender	N	Mean	% of Mean	S.D.	SED	't' Value
Male	35	130.57	63.69	7.48	1.83	1.81^{NS}
Female	40	133.88	65.30	8.35		

Not Significant at 0.05 level &
Table values 1.96 at 0.05 and 2.58 at 0.01 level

Observation

The data presented in Table 10, reveals that female teachers (N = 40) have a higher mean score (133.88) and percentage of mean (65.30%) compared to male teachers (N = 35), who have a mean score of 130.57 and a percentage of mean of 63.69%. This indicates that female teachers tend to exhibit slightly more positive perspective towards the cognitive skills and cognitive abilities of intellectually disabled children. The standard deviation values for both groups (Male = 7.48; Female = 8.35) show moderate variability in responses, suggesting a reasonable level of consistency within each group. However, the calculated 't' value (1.81) is not statistically significant at the 0.05 level (table value = 1.96), indicating that the observed difference between male and female teachers is not statistically meaningful. Overall, the findings suggest that gender does not play a significant role in influencing teachers' perspective.

Interpretation

The findings indicate that male and female teachers exhibit comparable perspective regarding the cognitive skills and abilities of intellectually disabled children. Although female teachers obtained slightly higher mean scores, the difference is not statistically significant, suggesting that this variation is marginal and not meaningful. This implies that gender does not play a decisive role in shaping teachers' perspective. Therefore, it can be concluded that there is no significant difference in teachers' perspective with respect to gender, reflecting a uniform understanding across both groups.

Discussion

The findings of the study indicate that there is no significant difference between male and female teachers in their perspective of the cognitive skills and abilities of intellectually disabled children. Although female teachers have slightly higher mean scores, the difference is not statistically significant, suggesting that both groups share similar levels of understanding and awareness. This similarity may be attributed to comparable training backgrounds, professional

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

experiences, and exposure to inclusive education practices. Both male and female teachers are likely guided by the same curriculum frameworks and institutional policies, which contribute to a uniform perception across genders.

The results suggest that gender alone does not determine teachers' attitudes or perspective; instead, factors such as training, experience, and professional development play a more significant role. Previous research has indicated that teacher attitudes toward students with disabilities are influenced more by knowledge, experience, and support systems rather than demographic variables like gender. Therefore, improving teacher training programs and providing continuous professional development opportunities may be more effective in enhancing teachers' perspective and teaching practices than focusing on gender differences.

Supporting Studies

Avramidis & Norwich (2002) found that gender differences in teachers' attitudes toward students with disabilities are generally minimal, supporting the non-significant difference observed in this study.

Sharma, Loreman & Forlin (2012) reported that teacher perspective are influenced more by training and experience rather than gender, aligning with the present findings.

Forlin (2010) emphasized that professional development and inclusive education training significantly shape teachers' perspective, regardless of gender.

Jordan, Glenn & McGhie-Richmond (2010) highlighted that teachers' beliefs and instructional practices are more strongly related to professional competence than demographic characteristics such as gender.

MAJOR FINDINGS

1. The results indicate that teachers perceive the cognitive abilities of intellectually disabled children as moderately developed. This suggests that while basic cognitive skills are present, there is a need for structured teaching strategies to enhance higher-order thinking.
2. The results indicate that teachers predominantly hold a moderate perception of the cognitive skills of intellectually disabled children. The presence of both low and high perception groups reflects differences in teaching experience, exposure, and understanding.
3. The results suggest that teachers consider teaching materials and content adaptation as key factors in improving cognitive skills. The minimal variation across areas reflects a balanced and consistent perception among teachers. However, slightly lower emphasis on reinforcement strategies indicates a need to strengthen behavioral and motivational approaches.
4. The findings indicate that teachers across different districts demonstrate a similar level of perception regarding the cognitive skills and abilities of intellectually disabled children. The non-significant F-value suggests that geographical location does not create any measurable variation in teachers' perspective. This uniformity reflects the presence of common training backgrounds, shared teaching practices, and standardized educational approaches across the districts.
5. The non-significant F-value indicates that there is no statistically significant difference among the groups studied. This suggests that teachers share similar perspective regarding the cognitive skills and abilities of intellectually disabled children. The high within-group variation compared to between-group variation reflects consistency in overall perception patterns.
6. The non-significant F-value indicates that there is no statistically significant difference between trained and untrained teachers in their perspective of the cognitive skills and abilities of intellectually disabled children.
7. The significant F-value indicates that teaching experience has a meaningful influence on teachers' perspective. Teachers with lesser experience tend to show higher perception levels compared to more experienced teachers. This suggests that attitudes and perspective may change over time due to experience and classroom realities.
8. The findings indicate that male and female teachers exhibit comparable perspective regarding the cognitive skills and abilities of intellectually disabled children. Although female teachers obtained slightly higher mean scores, the difference is not statistically significant, suggesting that this variation is marginal and not meaningful. This implies that gender does not play a decisive role in shaping teachers' perspective.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

DISCUSSION OF MAJOR FINDINGS

The first finding indicates that teachers perceive the cognitive abilities of students with intellectual disabilities as moderately developed. This suggests that while students possess basic cognitive skills, there is considerable scope for further improvement through structured and systematic teaching strategies. This finding highlights the importance of adopting individualized instruction, task analysis, and scaffolded learning approaches to enhance higher-order thinking skills. It also reflects that teachers are aware of students' current abilities but recognize the need for more focused interventions to promote cognitive growth.

The second finding reveals that teachers predominantly hold a moderate perception of the cognitive skills of students with intellectual disabilities, with variations ranging from low to high levels. This variation may be attributed to differences in teachers' qualifications, experience, training, and exposure to special education practices. Teachers with better training and experience may have a more accurate understanding of students' abilities, while others may underestimate or overestimate them. This finding underscores the need for uniform professional development programs to ensure consistency in teachers' perceptions and practices.

The third finding emphasizes that teachers consider teaching materials and content adaptation as crucial factors in improving cognitive skills. The relatively balanced responses across different areas indicate that teachers maintain a consistent approach in their instructional practices. However, the comparatively lower emphasis on reinforcement strategies suggests that behavioral and motivational techniques are not being fully utilized. This highlights the need to strengthen the use of positive reinforcement, feedback, and reward systems to enhance student engagement and learning outcomes.

The fourth finding shows that teachers across different districts demonstrate similar perceptions regarding the cognitive abilities of students with intellectual disabilities. The absence of significant differences indicates that geographical location does not influence teachers' perspectives. This uniformity may be due to standardized training programs, similar institutional frameworks, and shared teaching practices across Bhavita Centers. It suggests that educational policies and training initiatives are being implemented consistently across regions.

The fifth finding also indicates no significant differences among the groups studied, suggesting that teachers share a common perspective regarding students' cognitive abilities. The higher within-group variation compared to between-group variation reflects that individual differences exist within groups, but overall perceptions remain consistent. This consistency is a positive indication that teachers have a generally unified understanding of intellectual disabilities, which is essential for maintaining standard teaching practices.

The sixth finding reveals that there is no statistically significant difference between trained and untrained teachers in their perceptions of students' cognitive skills. This is an important observation, as it suggests that formal training alone may not be sufficient to influence teachers' perspectives. It may also indicate that untrained teachers gain practical knowledge through experience or informal learning. However, this finding points to the need for more effective and practical training programs that can create a meaningful impact on teachers' understanding and instructional approaches.

The seventh finding highlights that teaching experience has a significant influence on teachers' perspectives. Interestingly, less experienced teachers tend to show higher perception levels compared to more experienced teachers. This may be because newer teachers are more enthusiastic, updated with recent training, and open to innovative teaching methods. In contrast, experienced teachers may develop fixed perceptions based on long-term classroom experiences. This finding suggests the importance of continuous professional development and refresher training programs to keep experienced teachers updated and motivated.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

The eighth finding indicates that male and female teachers exhibit similar perspectives regarding the cognitive skills of students with intellectual disabilities. Although female teachers have slightly higher mean scores, the difference is not statistically significant. This suggests that gender does not play a major role in shaping teachers' perceptions. The finding reflects that both male and female teachers are equally capable of understanding and addressing the needs of students with intellectual disabilities, which is a positive sign for gender equity in the teaching profession.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Based on the major findings of the study, the following educational implications are derived:

1. The moderate level of cognitive skills among students with intellectual disabilities indicates the need for structured and systematic teaching strategies, such as individualized instruction and task analysis, to enhance higher-order thinking abilities.
2. The variation in teachers' perceptions highlights the importance of continuous professional development programs to ensure uniform understanding and effective teaching practices among teachers.
3. Since teaching materials and content adaptation play a crucial role, there is a need to develop and provide appropriate, customized, and activity-based teaching-learning materials in Bhavita Centers.
4. The comparatively lower emphasis on reinforcement strategies suggests that teachers should be trained to use behavioral and motivational techniques, such as positive reinforcement, rewards, and feedback, to improve student engagement.
5. The uniformity in teachers' perceptions across districts indicates that standardized training modules and teaching practices should be maintained and further strengthened across all Bhavita Centers.
6. As no significant differences were found among various groups of teachers, it implies the need to promote collaborative learning and sharing of best practices among teachers to enhance teaching effectiveness.
7. The absence of significant differences between trained and untrained teachers suggests that teacher training programs should be more practical, skill-oriented, and classroom-focused to create a meaningful impact.
8. The significant influence of teaching experience indicates the necessity for regular refresher courses, workshops, and in-service training programs to update experienced teachers with modern teaching strategies.
9. Since gender does not influence teachers' perspectives, equal opportunities should be provided for both male and female teachers in training, professional development, and leadership roles.
10. The findings emphasize the need to strengthen continuous assessment and monitoring practices to track students' cognitive and adaptive development effectively.
11. Educational institutions should ensure the availability of adequate teaching aids, assistive technologies, and learning resources to support diverse learning needs.
12. There is a need to promote inclusive and supportive learning environments that encourage participation, interaction, and social skill development among students with intellectual disabilities.

CONCLUSION

The present study concludes that teachers in Bhavita Centers in Coastal Andhra Pradesh generally possess a moderate and consistent perception of the cognitive abilities of students with intellectual disabilities, and they employ a range of teaching strategies to support their learning. The findings indicate that while instructional practices such as content adaptation and use of teaching materials are effectively implemented, there is a need to strengthen reinforcement techniques and adopt more structured, student-centered approaches. The study also reveals that factors such as gender, training, and geographical location do not significantly influence teachers' perspectives, whereas teaching experience plays a meaningful role. Overall, the results highlight the importance of continuous professional development, availability of appropriate resources, and the adoption of innovative teaching strategies to enhance the cognitive and adaptive development of students with intellectual disabilities.

Cover Page

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH
ISSN:2277-7881(Print); IMPACT FACTOR :10.16(2026); IC VALUE:5.16; ISI VALUE:2.286
Peer-Peer Reviewed, Refereed & Open Access International Journal - As per UGC Norms
(Fulfilled Suggests Parameters of UGC by IJMER)
Volume:15, Issue:4(4), April 2026
Scopus Review ID: A2B96D3ACF3FEA2A
Article Received: Reviewed: Accepted
Publisher: Sucharitha Publication, India
Online Copy of Article Publication Available: www.ijmer.in

REFERENCE

1. Sharma, R. (2020). Teaching strategies for students with intellectual disabilities in inclusive classrooms. *International Journal of Inclusive Education*, 24(5), 567–575.
2. Reddy, K., & Kumar, S. (2021). Instructional practices for children with intellectual disabilities in special schools of Andhra Pradesh. *Indian Journal of Special Education*, 12(2), 45–52.
3. Lakshmi, P. (2021). Role of teacher competence in teaching students with intellectual disabilities. *Journal of Educational Psychology*, 15(3), 78–85.
4. Rao, V., & Devi, M. (2022). Adaptive teaching strategies for children with intellectual disabilities in inclusive settings. *Journal of Special Education Studies*, 18(1), 34–42.
5. Kumar, A., & Singh, R. (2022). Challenges faced by teachers in teaching students with intellectual disabilities. *International Journal of Educational Research*, 10(4), 90–98.
6. Devi, S. (2023). Effectiveness of activity-based learning for students with intellectual disabilities. *Journal of Modern Education Research*, 7(2), 112–120.
7. Prasad, B., & Rao, K. (2023). Use of teaching aids in educating children with intellectual disabilities. *Asian Journal of Special Education*, 9(1), 25–33.
8. Suresh, T. (2024). Teachers' attitudes towards inclusive education for students with intellectual disabilities. *Journal of Teacher Education and Research*, 19(2), 66–74.
9. Rani, L., & Kumar, P. (2024). Parental and teacher perspectives on adaptive behaviour of children with intellectual disabilities. *Indian Journal of Educational Studies*, 14(3), 101–109.
10. Naidu, G. (2025). Innovative teaching strategies for students with intellectual disabilities in special education centers. *International Journal of Special Education and Rehabilitation*, 11(1), 55–63.
11. Alnahdi, G. H. (2020). Teaching students with intellectual disabilities in inclusive classrooms: Challenges and strategies. *International Journal of Special Education*, 35(1), 1–10.
12. Bouck, E. C., & Park, J. (2020). Special education and mathematics instruction for students with intellectual disabilities. *Intervention in School and Clinic*, 55(4), 234–242. https://doi.org/10.1177/1053451219878699
13. Courtade, G. R., Browder, D. M., Spooner, F., & DiBiase, W. (2020). Training teachers to use evidence-based practices for students with moderate and severe disabilities. *Teacher Education and Special Education*, 43(2), 123–140. https://doi.org/10.1177/0888406419874596
14. Gilmour, A. F., Fuchs, D., & Wehby, J. H. (2021). Are students with disabilities accessing the curriculum? Teachers' instructional practices in inclusive classrooms. *Exceptional Children*, 87(3), 293–311.
15. Hornby, G., & Blackwell, I. (2021). Barriers to implementing inclusive education in schools. *International Journal of Inclusive Education*, 25(10), 1140–1153.
16. Klang, N., & Karlsson, A. (2021). Teaching students with intellectual disabilities: Teachers' perspectives and practices. *European Journal of Special Needs Education*, 36(5), 691–705.
17. Spooner, F., Knight, V., Browder, D., & Smith, B. (2021). Evidence-based practices for teaching students with severe intellectual disabilities. *Research and Practice for Persons with Severe Disabilities*, 46(1), 3–15.
18. Dessemontet, R. S., Bless, G., & Morin, D. (2022). Effects of inclusive education on academic achievement of students with intellectual disabilities. *Journal of Intellectual Disability Research*, 66(1), 21–35.
19. Kurth, J. A., Morningstar, M. E., & Kozleski, E. B. (2022). Inclusive education: Beliefs and practices of teachers. *Journal of Special Education*, 56(2), 85–95.
20. Lee, A. M. I. (2023). Teachers' strategies for supporting students with intellectual disabilities in inclusive settings. *Asia-Pacific Journal of Teacher Education*, 51(2), 210–225.
21. Meyer, A., Rose, D. H., & Gordon, D. (2023). Universal Design for Learning (UDL) in inclusive classrooms. *Journal of Educational Technology*, 19(3), 45–58.