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A Study on Attitude towards Intellectual Disabilities among Primary Private School Teachers

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Abstract

This study examines the attitude of private elementary school teachers toward intellectual disabilities, which is an important factor for the effective implementation of inclusive schooling. Teachers' perceptions, ideals, and willingness to help youth with intellectual disabilities profoundly influence lecture hall practices and academic outcomes. The study seeks to assess the level of recognition, confidence and preparedness among educators, as well as to identify variables including age, gender, educational background and enjoyment of education that may influence attitudes.

The study adopts a descriptive research design and utilizes an attitude scale adopted by researcher was used for data collection from the ATDP scale that was released by the American Psychological Association in 1960 to collect primary data from 150 teachers working in private primary schools of Bhopal District (Raisen, Sehore, Rajgarh, Vidisha and Bhopal). Through the convenience sampling method, the data was collected and through statistical tests, t-test and One Way ANOVA, the hypothesis were proved. The findings suggest that as many instructors show generally positive attitudes towards inclusion and reveal empathy towards students with intellectual disabilities, there are still gaps in terms of specific understanding, training, and confidence in effectively managing such students. The overview concludes that although the muse for inclusive education lies in the form of lucrative careers, there is a great need for focused education programmes, awareness-raising work and institutional support systems for skills teachers. Private school teachers showed a slightly stronger scientific understanding and more progressive view of the abilities and potential of individuals with intellectual disabilities. The study suggested that teacher training institutions and education authorities should include comprehensive modules on intellectual and intellectual disabilities in their pre-service teacher education.

Keywords: Intellectual Disabilities, Teacher Attitude, Inclusive Education, Primary School Teachers and Awareness and Perception.

Introduction

Education plays an important role in shaping the cognitive, social and emotional development of children. Teachers have an important responsibility for not only imparting knowledge to students, but also for identifying and supporting students with different learning needs. Among these students, those with intellectual disabilities (ID) require special attention to their unique cognitive, adaptive and social challenges. Intellectual disabilities, characterized by limitations in intellectual function and adaptive behaviour, affect a large part of the school-served population, but awareness and understanding among teachers is often limited. In India, where inclusive education policies have evolved in recent decades, it becomes important to assess the readiness of teachers to meet the needs of students with developmental disabilities. Intellectual disability (ID), formerly called mental retardation, is a developmental condition characterized by significant limitations in both intellectual function (such as reasoning, learning and problem solving) and adaptive behavior (skills in daily life, communication and social function). The etiology of intellectual disability is complex and diverse, including genetic, biological, environmental and social factors. Understanding the reasons for early diagnosis, intervention and supportive education is essential.

This study focuses on evaluating both teachers' attitudes towards intellectual disability, and highlights the connection between these two variables in the context of effective education. Understanding teachers' perceptions and awareness is critical to developing targeted educational programs, improving curriculum planning, and implementing policies that promote inclusive education. By examining the level of knowledge and attitudes among teachers, this study aims to identify gaps and challenges, thereby contributing to the wider discussion on inclusive education in India. Such insight is particularly relevant in primary and secondary schools, where early intervention and supportive teaching practices can significantly improve the learning outcomes and general development of children with developmental disabilities.

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Raising awareness and promoting positive attitudes among teachers can reduce bias, promote empathy and foster a culture of inclusion in schools. Therefore, it lays the foundation for understanding the current scenario of teacher preparedness in dealing with intellectual disabilities and emphasizes the need for continuous professional development, awareness campaigns and systemic support to ensure that all children have access to equal educational opportunities. (Ali, Feisal, Zamani, & Hozeli, 2018). The global shift towards inclusive education requires that teachers in kindergarten and primary school have an advanced level of knowledge about developmental and intellectual differences. Teachers' knowledge greatly helps integrate children with disabilities into mainstream classrooms and improves the overall quality of education provided. The important role of teachers in the early identification and referral of children with disorders and disabilities, as well as the positive effect of timely intervention, is well documented. Despite many studies examining teachers' knowledge, there is still an urgent need to assess teachers' depth of understanding and their ability to recognize pervasive developmental disorders. Teachers play an important role in informing students about appropriate support services, which can help reduce the negative effects of a disability through early intervention. Such interventions enable students to develop effective coping mechanisms, acquire essential skills and improve social integration (Collin & Holmshaw, 2008). Kindergarten and elementary school teachers, because of their constant interaction with children, are uniquely positioned to observe developmental progress in a variety of contexts. Their awareness of specific developmental milestones and recognition of deviations is critical for early detection, prevention of further challenges, and minimizing declines in academic or adaptive performance.

Purpose of the Study

The main aim of this study is to investigate and understand teachers' attitudes towards intellectual disability (ID), recognizing that teachers play an important role in shaping inclusive educational environments. Intellectual disability is a condition that affects children's cognitive function, adaptability and social participation. Despite the growing emphasis on inclusive education in India, many teachers may lack sufficient awareness, understanding or confidence to effectively support students with intellectual disabilities. The purpose of this study is to identify such gaps and provide insight into how the teachers' attitudes affect the educational experiences of these students.

Review of Literature

Lindner, (2026) provides a comprehensive synthesis of existing research on secondary teachers' attitudes towards inclusive education. They have conducted a systematic review of empirical literature to look at the factors that influence faculty perceptions, preparedness, and attractiveness of including students with disabilities, especially intellectual disabilities, in mainstream lecture halls. The findings show that although many teachers generally express strong attitudes towards inclusion, their confidence and effectiveness are often limited by inadequate schooling, lack of institutional guidance and barriers to useful resources. Alassaf (2025) examines educators' levels of information and attitudes about the inclusion of autistic children in general education settings Looking at reveals that as many teachers articulate overwhelming attitudes towards inclusive schooling, their actual preparation is often limited by inadequate schooling, loss of inadequate institutional support. The findings imply that instructors with previous enjoyment, expert school teaching, and promotion in inclusive lecture halls tend to show more favorable attitudes and extra confidence in coping with the many achievement knowledge of aspirations.

Nurudden, (2025) examines how various instructor-related factors affect a hit implementation of inclusive schooling for university children with intellectual disabilities. The study reveals that characteristics of instructors such as education, specialization, coaching experience, and attitudes comprehensively shape their ability to properly accommodate students with diverse acquisition knowledge of desires in general classrooms. Anjum (2025) explores college teachers' perspectives on inclusive education for children with disabilities. The study is known for the fact that while instructors usually show an overwhelming orientation towards the idea of inclusive faculties, their attitudes are often fostered through elements that include training, joy of learning, availability of resources, and institutional support. Findings indicate that instructors with prior promotion to inclusive settings with professional improvement opportunities demonstrate additional attraction and readiness to implement inclusive practices. The study concludes that it is important to cultivate talented educators to strengthen inclusive and equitable educational conditions for youth with disabilities.

Singh, Jain and Yadav (2025) emphasized inclusive education as the Foundation for Education Capital, which aims to integrate all students—regardless of their abilities—in mainstream classrooms. Since teachers act as central actors in the implementation of inclusive practices, their attitudes towards inclusion directly influence success. This study investigated the attitudes of secondary school teachers, focusing on variations in attitudes based on geographical location and gender. The findings suggest that teachers' attitudes vary by location: urban teachers generally show more favorable views of inclusive education than rural teachers. According to the study by Ruby (2024) the importance of implementing inclusive grassroots practices was emphasized in order to better understand the underlying factors that shape students' attitudes towards inclusive education. The study emphasizes the role of self-efficacy, noting that higher-level teachers are generally more likely to develop favorable attitudes toward inclusive classrooms. The aim of the research in the Gwalior district of Madhya Pradesh was to assess both the individual effects of gender equality and the general effects of gender, school sector and teaching experience on teachers' attitudes. Aldosari (2022) focused on the attitudes and perceptions of private primary school teachers in Riyadh, Saudi Arabia towards the inclusion of students with disabilities in general education classrooms were investigated. The study adopted a quantitative approach, involving 213 teachers working in private schools offering both inclusive special education programs and general curriculum. It also suggests that although demographic factors such as age or education govern perceptions, contextual factors such as gender role, type of disability and professional background play an important role in shaping teachers' preparedness for inclusive practice.

Savarimuthu, Monisha Kanya *et al*. (2021) The widespread attitudes and practices of school students towards intellectually disabled children were examined and the effectiveness of educational interventions to promote inclusive education was investigated. The research was structured in two observational studies. Arcangeli *et al*.

(2020) Teachers' attitudes towards intellectually disabled students (ID-S) and the factors influencing these attitudes emphasized their role in promoting effective school inclusion and improving students' quality of life. The study examined 307 mainstream teachers and 237 special education teachers in Italy, using the Intellectual Disability Questionnaire (ATT) approach. The results indicated that teachers in special education showed more positive attitudes than their regular colleagues.

Research Gap

Several gaps have been highlighted in the existing literature on private school teachers' attitudes towards intellectual disabilities. In particular, most research awareness of general student populations has paid limited attention to primary private college teachers. Lack of field-specific research is lacking, especially in small town and rural contexts, which may also have unique sociocultural influences, and few studies look at the direct impact of based training packages on instructor attitudes and classroom practices. Longitudinal research observations of adjustments in attitudes over the years are equally rare. Furthermore, the limited use of mixed-methods procedures limits deeper insights into real-world challenges in the lecture hall, and the perspectives of stakeholders with paternal, maternal, and school control are commonly understudied.

Objective of the Study

To study the Private Primary School Teachers' Attitude towards Intellectual Disabilities.

Research Methodology

The study is descriptive in nature and seeks to find the attitude of Private Primary School Teachers' Attitude towards Intellectual Disabilities. The study was used for data collection from the ATDP scale that was released by the American Psychological Association in 1960 to collect primary data from 150 teachers working in private primary schools of Bhopal District (Raisen, Sehore, Rajgarh, Vidisha and Bhopal). Through the convenience sampling method, the data was collected and through statistical tests, t-test and One Way ANOVA, the hypothesis were proved. In the present research, the reliability of the statements measuring the attitude among teachers is .890, it means that 89% questionnaire is reliable.

Analysis

H_{01}: There is no significant difference in the attitude towards intellectual disability between male and female of Private Primary School Teachers.

H_{a1}: There is a significant difference in the attitude towards intellectual disability between male and female of Private Primary School Teachers.

Table 1: Attitude towards intellectual disability between male and female of Private Primary School Teachers.

	Category	N	Mean	SD	t-value	p-value
Gender	Male	49	55.551	6.461	0.-227	0.821>0.05
	Female	101	55.811	6.662		

The results indicate that male teachers (N = 49) obtained a mean attitude score of 55.551 with a standard deviation of 6.461, while female teachers (N = 101) recorded a slightly higher mean score of 55.811 with a standard deviation of 6.662. The calculated *t*-value of −0.227 and the corresponding *p*-value of 0.821, which is greater than the 0.05 level of significance, reveal that the difference between the mean scores of male and female teachers is statistically insignificant. Therefore, the null hypothesis is accepted, suggesting that gender does not have a significant influence on attitudes towards intellectual disability among private primary school teachers. This finding implies that both male and female teachers hold comparable attitudes, possibly due to similar professional responsibilities, training experiences, and exposure to inclusive education practices within private primary school settings.

H_{02}: There is no significant difference in the attitude towards intellectual disability between Graduated with Professional Degree and PG and others of Private Primary School Teachers.

H_{a2}: There is a significant difference in the attitude towards intellectual disability between Graduated with Professional Degree and PG and others of Private Primary School Teachers.

Table 2: Attitude towards intellectual disability between Graduated with Professional Degree and PG and others of Private Primary School Teachers.

	Category	N	Mean	SD	t-value	p-value
Education	Graduated with Professional Degree	62	55.032	6.939	1.086	0.279>0.05
	PG and others	88	56.205	6.303		

The results show that teachers with a professional graduate degree (N = 62) recorded a mean attitude score of 55.032 with a standard deviation of 6.939, while teachers categorized as postgraduate and others (N = 88) obtained a slightly higher mean score of 56.205 with a standard deviation of 6.303. The calculated *t*-value of 1.086 and the corresponding *p*-value of 0.279, which is greater than the 0.05 level of significance, indicate that the observed difference between the two groups is statistically insignificant. Therefore, the null hypothesis is accepted, suggesting that educational qualification does not have a significant influence on attitudes towards intellectual disability among private primary school teachers. This finding implies that teachers, regardless of their educational background, exhibit similar attitudes, possibly due to shared teaching experiences, institutional practices, and exposure to inclusive education principles.

H_{03}: There is no significant difference in the attitude towards intellectual disability among age group of Private Primary School Teachers.

H_{a3}: There is a significant difference in the attitude towards intellectual disability among age group of Private Primary School Teachers.

Table 3: Attitude towards intellectual disability among age group of Private Primary School Teachers.

	Category	N	Mean	SD	F-value	p-value
Age	Less 30 years	39	56.1026	5.84805	1.291	0.280>0.05
	31-40 years	60	56.5500	6.63434		
	41-50 Years	29	55.2414	7.18955		
	Above 50 Years	22	53.4545	6.67424		
	Total	150	55.7267	6.57726		

The results indicate that teachers below 30 years of age (N = 39) obtained a mean attitude score of 56.1026 (SD =

5.84805), those aged 31–40 years (N = 60) recorded a mean score of 56.5500 (SD = 6.63434), teachers in the 41–50 years age group (N = 29) had a mean score of 55.2414 (SD = 7.18955), and teachers above 50 years (N = 22) reported a mean score of 53.4545 (SD = 6.67424). The calculated F-value of 1.291 with a corresponding p-value of 0.280, which is greater than the 0.05 level of significance, indicates that the differences in attitude scores across age groups are not statistically significant. Therefore, the null hypothesis is accepted, suggesting that age does not have a significant influence on attitudes towards intellectual disability among private primary school teachers. This finding implies that teachers across different age categories hold broadly similar attitudes, likely reflecting shared professional values, institutional norms, and common exposure to inclusive education practices.

H_{04}: There is no significant difference in the attitude towards intellectual disability among experience group of Private Primary School Teachers.

H_{a4}: There is a significant difference in the attitude towards intellectual disability among experience group of Private Primary School Teachers.

Table 4: Attitude towards intellectual disability among experience group of Private Primary School Teachers.

	Category	N	Mean	SD	F-value	p-value
Experience	Less than 3 Years	26	55.6538	4.38125	1.661	0.178>0.05
	3-5 years	67	56.3433	6.51700		
	6-10 Years	39	53.8974	7.21035		
	Above 10 Years	18	57.5000	7.57123		
	Total	150	55.7267	6.57726		

The null hypothesis (H013) states that there is no significant difference in attitudes towards intellectual disability among private primary school teachers across different experience groups. To test this hypothesis, a one-way Analysis of Variance (ANOVA) was conducted. The results reveal that teachers with less than three years of experience (N = 26) obtained a mean attitude score of 55.6538 (SD = 4.38125), those with 3–5 years of experience (N = 67) recorded a mean score of 56.3433 (SD = 6.51700), teachers with 6–10 years of experience (N = 39) had a mean score of 53.8974 (SD = 7.21035), and teachers with more than ten years of experience (N = 18) achieved the highest mean score of 57.5000 (SD = 7.57123). The calculated F-value of 1.661 and the corresponding p-value of 0.178, which exceeds the 0.05 level of significance, indicate that the observed differences among the experience groups are statistically insignificant. Therefore, the null hypothesis is accepted, suggesting that teaching experience does not have a significant influence on attitudes towards intellectual disability among private primary school teachers. This finding implies that teachers, irrespective of their years of experience, generally hold similar attitudes, possibly due to uniform professional exposure, shared institutional practices, and common values related to inclusive education.

Conclusion

The view of attitudes towards intellectual disability among the private primary school teachers reveals a mixed but consistently strong attitude. Although many teachers express sympathy, a desire to promote inclusive schooling, and recognition of the rights of children with intellectual disabilities, the gap persists in terms of sufficient understanding, special schools, and confidence to deal effectively with such college students. Despite effective intentions, challenges such as lack of institutional support, limited resources, and inadequate training hinder the overall implementation of inclusive schooling. Therefore, it is concluded that methodical teacher education programs, awareness campaigns and supportive school counselors are important to promote more distinctive, knowledgeable and inclusive attitudes among teachers, and ultimately ensure better educational outcomes and social integration for children with high brows.

Suggestions

- The study on teachers' attitudes toward intellectual disabilities in government and private primary schools in Bhopal district yielded findings that inform the following recommendations aimed at enhancing teachers' awareness, comprehension, and attitudes regarding children with intellectual disabilities, as well as fortifying inclusive education practices.
- Teacher training institutions and education authorities should include comprehensive modules on intellectual and intellectual disabilities in their pre-service teacher education. These modules should contain theoretical knowledge, actual pedagogical applications, assessment of learning difficulties and solutions for inclusive class management.
- Schools and educational authorities ought to arrange regular in-service training programs, workshops, and seminars centered on intellectual disabilities and inclusive education. These kinds of programs can help teachers learn about new ways to teach, new technologies that can help students with intellectual disabilities, and new ways to help those students.
- Schools should actively encourage inclusive teaching methods in their classrooms. Teachers should be encouraged to use teaching methods that help students with intellectual disabilities get involved and participate. Differentiated instruction, collaborative learning, and individualized education plans (IEPs) can all help make the classroom a welcoming and supportive place for all students.
- Teachers, students and parents should all participate in awareness programs to dispel misconceptions and negative stereotypes about intellectual disabilities. Teachers can learn to be more understanding and caring towards children with special needs by attending sensitization workshops.
- To better understand the needs of students with intellectual disabilities, teachers should work with special educators, psychologists, and rehabilitation professionals. Working together like this can help teachers get expert advice on how to teach, how to manage behavior, and how to give each student with special needs the help they need.

Implications of the Study

The findings of the present study have several important implications for educational practice, teacher training, policy development, and future research related to intellectual disability and inclusive education in primary schools.

Future Research Scope

Future research on attitudes toward intellectual disability among public school and private department instructors can amplify information in more meaningful directions to deepen information and enhance inclusive educational practices. First, research to capture variation in attitudes in specific social and institutional contexts can be extended to larger and more geographic areas, including rural-urban comparisons. Third, comparative studies between private and public college faculty can provide valuable insight into the differences in source training and institutional support that influence attitudes.

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