



INDIAN INSTITUTE OF TECHNOLOGY GUWAHATI  
SHORT ABSTRACT OF THESIS

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**SHORT ABSTRACT**

Learning Disability (LD) being a condition which affects the whole person, this thesis explored the social, emotional and motivational issues of students with LD. The thesis has been divided into two empirical studies. The first study investigated the impact of inclusive education on students with LD with regard to their peer relationships and other self-related variables such as academic motivation, academic self-efficacy and well-being. Inclusive education in India is a recent area of development and the evaluation of its impact on socio-emotional functioning of the students with LD is of utmost necessity. It is believed to foster greater acceptance of children with disability by their peers. Thus, this study looked into this aspect by investigating the impact on peer relationships. Three groups of students were compared to assess the impact of inclusive education on peer relationships, that is, students with LD studying in special schools, students with LD studying in inclusive schools and students without LD studying in inclusive schools. The sub-variables considered to study peer relationships were: total number of friends, number of friends in school, number of friends outside school, number of friends of the same age, number of older friends, number of younger friends and friendship quality. Results of Kruskal Wallis revealed that students with LD studying in special schools had the highest total number of friends and also the highest number of friends outside school compared to the other two groups. The students without LD studying in inclusive schools had the highest number of friends in school. The students with

LD studying in inclusive schools had the highest number of friends who are not the same age as them and also the least number of friends in school. The results of friendship quality (analysed using MANOVA) revealed that students with LD studying in inclusive schools had more conflict ridden friendships. The other self-related variables considered in this study were: academic motivation, academic self-efficacy and well-being. Although MANOVA results showed no significant difference between the three groups, students without LD had the highest score on academic motivation. They also had significantly higher scores on academic self-efficacy than the other two groups. Their well-being scores were also significantly higher than students with LD studying in inclusive schools. This study also gauged the attitude of teachers towards including students with LD in their classrooms. It was found that teachers overall, and especially teachers from Government schools, have a negative attitude towards including students with LD in their classrooms. The second study focussed on developing an intervention program and testing its impact on the satisfaction of basic psychological needs, academic motivation, academic self-efficacy and well-being of students with LD. The principles of Self-Determination Theory and Nurtured Heart Approach were integrated and used to develop an intervention aimed to create conditions in the classroom settings which supported the satisfaction of basic psychological needs that are proposed by the Self-Determination Theory. Seven participants with LD attended at least 36 sessions each, which were spread over a period of 3 months. A pretest-posttest design was followed to conduct the study. Wilcoxon signed ranks test was used to check for difference in scores before and after the implementation of the intervention. Results revealed significant difference between scores before and after the implementation of the intervention for basic need satisfaction, academic motivation and academic self-efficacy, but not for well-being. The post-intervention scores were higher for the more intrinsic forms of motivation, need satisfaction and for academic self-efficacy. Observation of the changes in behavior of the participants are also included to augment the quantitative data. Results of this study can be used in educational settings to address motivational concerns. This is especially true for students with LD because of their challenges with educational/learning tasks.