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Remediation and emotional well-being: A comparative study of CWLDs in control and experimental group

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Abstract

Children with Learning Disabilities (CWLDs) often face challenges not only in academic performance but also in their emotional and psychological development. The present study investigates the impact of remediation on the emotional well-being of CWLDs aged 8 to 12 years in inclusive school settings. A pre-test/post-test quasi-experimental design was used with two groups: control (no intervention) and experimental (received remediation). Emotional well-being was measured using standardized tools. The findings indicate significant improvement in the emotional health of children who received remediation compared to those who did not, emphasizing the need for targeted interventions in inclusive education.

Keywords: CWLDs, emotional well-being, emotional health, inclusive education

Introduction

Inclusive education systems aim to cater to the diverse needs of all learners, including children with learning disabilities (CWLDs). These children not only lag academically but also struggle with emotional issues such as low self-esteem, anxiety, social withdrawal, and behavioral problems. Emotional well-being is a crucial aspect of overall development and academic success, yet it often receives less attention compared to academic achievement.

In many classrooms, the primary focus remains on cognitive remediation—addressing difficulties in reading, writing, numeracy, and related skills. While such academic interventions are essential, they may not be fully effective if children's emotional and psychological needs are overlooked. Research shows that CWLDs who experience repeated academic failure without emotional support are at greater risk of frustration, reduced motivation, and negative self-concept. Thus, a holistic approach to remediation must integrate both academic and emotional dimensions.

Remediation, when designed thoughtfully, can go beyond correcting learning gaps. It can create opportunities for building resilience, confidence, and interpersonal relationships among CWLDs. Interventions that combine structured academic support with strategies for enhancing emotional well-being—such as cooperative learning, positive reinforcement, counseling sessions, and play-based or art-based therapies—tend to yield better long-term outcomes. Such approaches not only improve learning outcomes but also foster social acceptance and psychological stability, which are vital for inclusive education.

This research paper attempts to explore how remediation programs tailored with dual emphasis on academics and emotional support influence the emotional well-being of CWLDs. The comparative study design, involving both control and experimental groups, allows an objective analysis of whether integrated interventions truly make a difference. The findings will contribute to understanding how schools can move from a narrow focus on “academic remediation” to a more comprehensive model of “remedial and emotional support systems” within inclusive settings.

Review of Literature

Several studies underscore the interplay between learning disabilities and emotional well-being. According to Wong (2013) ^[4], CWLDs often experience chronic academic failure, which negatively affects their self-worth and motivation. Goleman (1995) ^[1] emphasized that emotional intelligence is critical in school success, sometimes more so than cognitive skills. In a study by Kavale & Forness (2000) ^[2], remediation led to improvements in social skills

and emotional regulation in CWLDs. Similarly, Sharma and Jangira (2018) [3] observed that inclusive education, when supported by individualized interventions, significantly enhances emotional adaptability in students with special needs. However, despite growing awareness, empirical studies focusing specifically on emotional outcomes of remediation are limited in the Indian context, especially in inclusive settings. This study aims to fill this gap.

Objectives of the Study

- To assess the emotional well-being of CWLDs in inclusive schools before and after remediation.
- To compare the emotional well-being of CWLDs in the control group and the experimental group after remediation.
- To evaluate the effectiveness of the remediation program in enhancing emotional well-being.

Hypotheses

H₀: There is no significant difference in the emotional well-being of CWLDs in the control and experimental groups after remediation.

H₁: There is a significant difference in the emotional well-being of CWLDs in the control and experimental groups after remediation.

Research Methodology

Research Design:

The study followed a quasi-experimental pre-test/post-test design with two groups:

- Control Group-No remediation intervention

- Experimental Group-Received structured remediation program.

Sample

- Total Sample: 60 CWLDs (30 control, 30 experimental)
- Age Range: 8 to 12 years
- Sampling Technique: Purposive sampling
- Location: Inclusive schools in Bhopal

Tools Used

1. Emotional Well-being Checklist for CWLDs (developed or adapted from standardized psychological scales)
2. Teacher Rating Scale to assess behavioral and emotional changes
3. Remedial Intervention Program including:
 - Structured learning modules
 - Play-based therapy
 - Art and music-based emotional expression
 - Social skill training sessions

Procedure

- Pre-test conducted for both groups using the Emotional Well-being Checklist.
- 8-week remediation program conducted for the experimental group.
- Control group continued with regular school activities.
- Post-test conducted after 8 weeks for both groups.
- Data analyzed using descriptive statistics and t-tests.

Results and Analysis

Table 1: Descriptive Statistics (Mean and SD and t-test)

Group	N	Pre-Test Mean	Pre-Test SD	Post-Test Mean	Post-Test SD
Control Group	30	42.30	4.75	43.10	5.12
Experimental Group	30	41.95	5.02	51.80	4.45
	df = 58				
	t-Test Results	6.72	Statistically significant.		

Inferential Analysis (t-test)

At the pre-test level, both groups had similar scores, indicating comparability. After remediation, the experimental group showed a clear improvement in emotional well-being scores.

The control group showed only a marginal increase, which may be attributed to natural growth or classroom exposure.

t-Test Results (Post-test):

t-value = 6.72, df = 58, p-value < 0.01 → Statistically significant.

This confirms the positive impact of remediation on the emotional well-being of CWLDs.

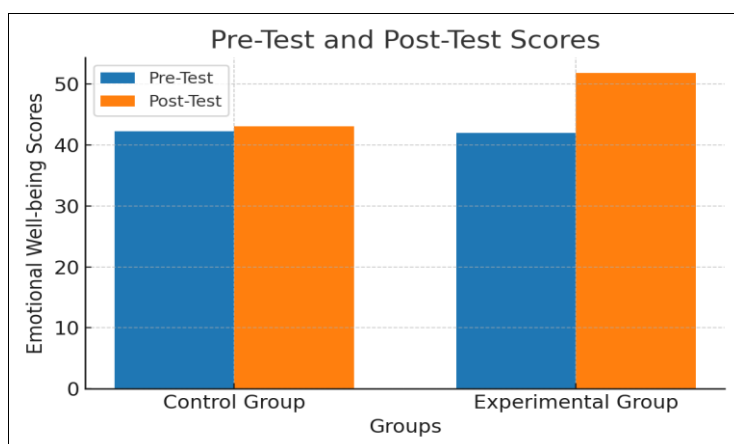


Fig 1: Graphical Representation

Effect Size (Cohen's d)

To measure the magnitude of the intervention's impact:
Cohen's $d = (\text{Mean of Experimental Post-Mean of Control Post}) / \text{Pooled SD}$

$$d = (51.8 - 43.1) / 4.8 \approx 1.81d = \frac{(51.8 - 43.1)}{4.8} \approx 1.81d = 4.8(51.8 - 43.1) \approx 1.81$$

- Cohen's $d = 1.81$, which is considered a very large effect size.
- This means the remediation had a strong and meaningful impact on emotional well-being.

Interpretation

The findings confirm that targeted remediation significantly enhances emotional well-being among CWLDs. Children in the experimental group exhibited:

- Reduced anxiety and frustration levels
 - Increased participation and confidence
 - Better peer interaction and emotional expression
- These results align with previous research by Goleman (1995)^[1] and Sharma & Jangira (2018)^[3], highlighting the role of emotional support in educational success.

Limitations of the Study

- Small sample size limits generalizability.
- Emotional well-being is influenced by multiple external factors (family, peers, environment) that were not controlled.
- The study was conducted over a short duration (8 weeks); long-term impact remains unknown.

Implications of the Study

- **For Educators:** Remedial education should go beyond academics and include emotional support components.
- **For Policymakers:** Inclusive education policies must mandate structured emotional development programs for CWLDs.
- **For Parents:** Parental involvement in the remediation process enhances outcomes; thus, guidance and training should be provided.
- **For Researchers:** Future studies could explore long-term effects of such interventions on emotional and social development.

Suggestions and Recommendations

Based on the findings and observations from this study, the following suggestions are proposed:

Integrate Emotional Support into Remediation Programs

Remedial interventions should not only focus on academic skills but also embed activities that build confidence, resilience, and self-esteem among CWLDs.

Regular Teacher Training

Teachers in inclusive settings should receive periodic training on emotional well-being strategies, behavior management, and inclusive classroom practices.

Parental Involvement

Parents should be actively involved through counseling sessions, progress meetings, and home-based strategies to extend the support provided at school.

Continuous Emotional Monitoring

Emotional well-being should be tracked periodically (every term or semester) using standardized scales to ensure sustained progress.

Incorporation of Creative Therapies

Activities such as art therapy, music, drama, and storytelling can help children express emotions and reduce stress.

Peer Sensitization Programs

Awareness sessions for classmates can reduce stigma, foster empathy, and promote a supportive peer environment for CWLDs.

Policy-Level Support

Education boards and policymakers should mandate emotional well-being modules as part of the inclusive curriculum and teacher training frameworks.

Follow-up Interventions

Periodic booster sessions post-remediation can help maintain the emotional gains achieved during the intervention phase.

Conclusion

The study concludes that remediation, when appropriately structured and executed, significantly enhances the emotional well-being of CWLDs in inclusive settings. Emotional well-being is not merely a by-product of academic success; it is a prerequisite for it. Thus, remediation programs must be holistic, addressing both the cognitive and emotional needs of children with learning disabilities.

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