

## **Exploring the Role of Mental Satisfaction in Knowledge Acquisition and Academic Achievement of Special Learners in Inclusive School Environments**

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**ABSTRACT**

This study investigates the role of mental satisfaction in facilitating knowledge acquisition and academic achievement among special learners within inclusive school environments. The research was conducted in the Bagdah Block of North 24 Parganas, West Bengal, and included a sample of 30 special learners from three inclusive schools spread across seven villages. Adopting a quantitative research design, data were gathered through structured questionnaires and standardized academic tests. The findings reveal a significant positive correlation between learners' mental satisfaction and their academic performance (Singh & Misra, 2020; UNESCO, 2022). Mental satisfaction was identified as a key psychological factor enhancing cognitive engagement and retention (Kumar & Das, 2021). The study further emphasizes that inclusive education, when paired with psychosocial support and well-being-oriented interventions, can improve educational outcomes for special learners in rural educational settings (NCERT, 2019; Chatterjee & Mukherjee, 2023). The results underscore the importance of fostering emotionally supportive learning environments to ensure both equity and excellence in inclusive education.

**Keywords :** Mental satisfaction, special learners, inclusive education, knowledge acquisition, academic achievement, North 24 Parganas, Bagdah block, quantitative study

			
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**Introduction:** Inclusive education has gained prominence in India's educational policies, especially with the implementation of the National Education Policy 2020, which emphasizes equity and quality education for all learners, including those with special educational needs (Ministry of Education, 2020). Despite these policy directives, the practical implementation of inclusive education remains a challenge, particularly in rural areas such as Bagdah Block in North 24 Parganas. Learners with disabilities often face difficulties not just academically but also emotionally due to the lack of support systems in schools (Upadhyay, 2024).

Mental satisfaction, defined as a learner's sense of psychological well-being and contentment in the educational environment, is crucial for effective learning. Research has demonstrated that emotional well-being significantly impacts students' motivation, engagement, and cognitive performance (Kausik&Hussain, 2023). However, limited empirical studies have focused on the specific influence of mental satisfaction on academic achievement and knowledge acquisition among special learners in inclusive settings. This study seeks to bridge that gap.

**Rationale of the Study:** Rural inclusive schools often operate under constraints such as lack of infrastructure, trained personnel, and psychological support mechanisms. In such contexts, special learners are vulnerable to emotional distress and low academic performance. Existing literature highlights the importance of emotional well-being in promoting learning outcomes (Narayan, 2023), but specific focus on mental satisfaction as a construct remains under-researched.

This study addresses the need to understand how mental satisfaction can serve as a catalyst for academic achievement and knowledge retention among special learners. By focusing on a rural setting, the study also explores how contextual factors influence this relationship.

**Significance of the Study:** This research is significant for several reasons:

- **Policy Implementation:** It provides empirical evidence supporting the inclusion of mental health and well-being components in inclusive education strategies, as envisioned in NEP 2020 (Ministry of Education, 2020).
- **Teacher Training:** Insights from the study can inform teacher training modules on how to foster a mentally satisfying environment for special learners (Sarkar&Sinha, 2023).

- **Student Support Services:** Schools may develop targeted interventions such as peer mentoring, counseling, and inclusive teaching methods that improve student satisfaction and learning outcomes (Dutta, 2024).
- **Academic Research:** The study contributes to the limited body of literature focusing on the interplay between emotional factors and educational performance among special learners in rural India.

The findings are expected to benefit educators, policymakers, and researchers aiming to enhance the effectiveness of inclusive education through holistic and psychologically supportive practices.

**Literature Review:**

Sl. No.	Author(s) & Year	Title & Source	Key Findings	Relevance to Present Study
1	Upadhyay, U. T. (2024)	Disability, CBR & Inclusive Development	Positive psychology interventions improved academic self-concept and achievement in SEN students.	Validates use of psychological well-being as academic predictor.
2	Kausik&Hussain (2023)	Journal of Special Education	Self-efficacy and inclusive support increase student engagement and performance.	Supports link between inclusive settings and mental satisfaction.
3	Kumari et al. (2024)	Asian J. of Education and Social Studies	Systematic review showed lack of mental health services in inclusive schools.	Establishes rationale for focus on mental satisfaction.
4	Chakraborty et al. (2024)	Australasian J. of Special and Inclusive Education	Teachers' inclusive attitudes affect learning outcomes of special learners.	Emphasizes teacher role in learner mental satisfaction.
5	Battie Project (2025)	Education Sciences	Psychoeducational interventions boost emotional and academic functioning in mainstream classrooms.	Supports school-level programs for well-being.
6	Sharma, A. (2023)	Indian J. of Educational Psychology	Emotional well-being closely linked to student	Direct relevance to rural context of Bagdah.

			success in rural inclusive schools.	
7	Narayan, S. (2023)	Int. J. of Inclusive Education	Learners with higher emotional well-being perform better cognitively.	Supports hypothesis H1 & H2.
8	Banerjee, R. (2022)	Journal of Disability Policy Studies	Policy gaps in India neglect psychological needs of special learners.	Underlines policy-level gaps justifying research.
9	Sarkar&Sinha (2023)	Indian Educational Review	Need for mental health components in teacher training.	Strengthens implications of the study.
10	Singh, P. (2023)	Psychology in Education	Psychological First Aid (PFA) helps improve learners' classroom performance.	Indicates specific intervention useful for well-being.
11	Dutta, I. (2024)	Indian Journal of Child Psychology	Well-being programs improve inclusive participation and learning.	Provides empirical grounding for school interventions.
12	Reddy, L. A. (2022)	South Asian J. of Education	Found correlation between mental health and academic achievement in rural India.	Direct empirical support to central variables.
13	Bose, S. (2022)	Educational Innovations	Life skills education improves psychological adjustment in special learners.	Suggests educational interventions to boost satisfaction.
14	Ministry of Education (2020)	National Education Policy 2020	Emphasizes inclusion, learner-centeredness, well-being, and equity.	Provides foundational policy support.
15	UNESCO (2021)	Inclusive Education in Practice	Recommends integrating well-being into inclusive school evaluation.	Backs institutional relevance of study findings.

**Objectives of the Study**

1. To measure the level of mental satisfaction among special learners in inclusive schools.
2. To examine the relationship between mental satisfaction and knowledge acquisition.
3. To investigate the influence of mental satisfaction on academic achievement.



#### Null Hypotheses

1. **H<sub>01</sub>**: There is **no significant difference** in the level of mental satisfaction among special learners in inclusive schools.
2. **H<sub>02</sub>**: There is **no significant relationship** between mental satisfaction and knowledge acquisition among special learners.
3. **H<sub>03</sub>**: Mental satisfaction **does not significantly influence** academic achievement among special learners.

#### Research Methodology

##### Research Design

This study employed a **descriptive and inferential quantitative research design**. The primary data were collected using a **cross-sectional survey method**, allowing the researcher to collect information at a single point in time from the target population. The design facilitated both the measurement of current levels of mental satisfaction and analysis of its relationship with academic variables.

##### Population of the Study

The **population** for the study consisted of **special learners studying in inclusive schools** situated within the **Bagdah Block of North 24 Parganas District, West Bengal**. The population includes learners with mild to moderate disabilities who are integrated into general education classrooms and are receiving inclusive education services.

##### Sample Design and Sampling Technique

The study followed a **purposive sampling technique** to select participants who matched specific inclusion criteria, such as:

- Being enrolled in an inclusive school,
- Having an identified special need (disability),
- Ability to respond (with or without assistance) to the test and questionnaire items.

A total of **30 special learners** were selected from **three inclusive schools** located across **seven villages** in the Bagdah Block.

##### Sample Size Distribution Table



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School Code	Village Name(s)	Number of Special Learners
School A	Village 1, 2	10
School B	Village 3, 4, 5	10
School C	Village 6, 7	10
<b>Total</b>	7 villages	<b>30 learners</b>

### Tools and Instruments Used

1. **Mental Satisfaction Scale (3-point Likert Scale):**  
A structured questionnaire was developed to measure mental satisfaction across key domains such as emotional well-being, classroom experience, peer support, and teacher interaction. Responses were recorded on a 3-point Likert scale: (1) Dissatisfied, (2) Neutral, (3) Satisfied.
2. **Knowledge Acquisition Test:**  
Grade-appropriate achievement tests were constructed based on core subjects including **Language, Mathematics, and Environmental Studies**. The test aimed to assess conceptual understanding and cognitive recall in line with curriculum standards.
3. **Academic Achievement Data:**  
Academic achievement was measured using **school records**, including **term-end examination scores** in the same subjects.
4. **Demographic Questionnaire:**  
The questionnaire captured participant details such as **age, gender, type of disability, and socio-economic background**.

### Data Collection Procedure

Before initiating data collection, **formal consent** was obtained from the respective school authorities and the parents or guardians of the selected learners. To ensure clarity and comfort, **special educators** assisted the learners in understanding and responding to the items during school hours. The process spanned a duration of **three weeks** and was conducted in a structured and supportive environment.

### Statistical Techniques Used

The following statistical tools were employed for data analysis:

- **Descriptive Statistics:**  
Mean, median, mode, standard deviation, and percentage were used to describe the **level of mental satisfaction** and demographic characteristics of the sample.



- **Pearson Correlation Coefficient:**

This test was used to examine the **relationship between mental satisfaction and knowledge acquisition**, addressing Hypothesis 1.

- **Multiple Regression Analysis:**

To test Hypothesis 2, multiple regression analysis was conducted to determine how mental satisfaction predicts or influences **academic achievement**, while controlling for demographic variables.

**Sample Data Distribution Overview**

Variable	Frequency (N=30)	Percentage (%)
Gender: Male	18	60%
Gender: Female	12	40%
Type of Disability: LD	14	46.7%
Type of Disability: HI	8	26.7%
Type of Disability: VI	4	13.3%
Type of Disability: Others	4	13.3%
Socio-economic Status: Low	20	66.7%
Socio-economic Status: Mid	10	33.3%

*LD – Learning Disability; HI – Hearing Impairment; VI – Visual Impairment*

This carefully structured quantitative study provides an in-depth view of how mental satisfaction correlates with and influences both cognitive (knowledge acquisition) and academic (achievement scores) outcomes among special learners in inclusive school environments. The design ensures methodological rigor through appropriate sample selection, valid tools, and robust statistical analysis techniques.

**Delimitations of the Study**❖ **Geographical Limitation:**

The study is geographically confined to the **Bagdah Block** in the **North 24 Parganas district of West Bengal**, India. The findings may not be generalized to other regions or districts with different socio-cultural and educational conditions.

❖ **Population Constraint:**

Only **special learners** studying in **inclusive schools** were considered for this study.



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Learners in special schools, mainstream schools without inclusive programs, or home-based education were excluded.

❖ **Sample Size:**

The sample is limited to **30 special learners** from **three inclusive schools**. This relatively small sample size may restrict the statistical generalizability of the results.

❖ **Disability Types Included:**

The study includes learners with **mild to moderate disabilities** (such as learning disabilities, hearing impairments, and visual impairments). Learners with severe or profound disabilities were not part of the sample due to feasibility and communication challenges.

❖ **Measurement Tools:**

The study uses a **self-designed 3-point Likert scale** to measure mental satisfaction and **grade-appropriate tests** to assess knowledge acquisition. Standardized psychological instruments and diagnostic tools were not employed due to contextual limitations.

❖ **Time Frame:**

The data were collected over a **three-week period** during school hours. Mental satisfaction, being a dynamic construct, may vary over longer periods or under different academic conditions.

❖ **Academic Achievement Indicator:**

Academic achievement was assessed based on **school-recorded term-end examination scores**, which may not fully reflect all aspects of student learning or progress.

❖ **Language and Instruction Medium:**

The study was conducted in schools where the **medium of instruction is Bengali**, and all instruments were administered in the same language. Therefore, findings may not apply to schools using different languages.

❖ **Exclusion of Qualitative Perspectives:**

The study adopts a **quantitative approach only** and does not include qualitative methods such as interviews or case studies that could have provided deeper insight into the learners' experiences and perceptions.

### Operational Definitions of Key Terms

❖ **Mental Satisfaction:**

In this study, *mental satisfaction* refers to the **emotional and psychological contentment** that special learners experience within the inclusive school environment. It includes their perceived happiness, acceptance, emotional support, and comfort with learning processes, peers, and teachers. It is measured using a **self-constructed 3-point Likert scale** based on learner responses to statements regarding school experience and emotional well-being.

❖ **Knowledge Acquisition:**

*Knowledge acquisition* refers to the **cognitive understanding and learning outcomes** of





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special learners in core subjects like Language, Mathematics, and Environmental Science. It is assessed using **customized, grade-appropriate tests** developed in alignment with the school curriculum, focusing on the learner's ability to recall, comprehend, and apply knowledge.

❖ **Academic Achievement:**

*Academic achievement* denotes the **scholastic performance** of special learners, evaluated through **term-end examination scores** recorded by the school. These scores reflect the learners' performance in curriculum-based assessments and serve as indicators of academic progress.

❖ **Special Learners:**

*Special learners* are students with **mild to moderate disabilities** (such as learning disability, hearing impairment, or visual impairment) who are enrolled in **inclusive school settings**. These learners are identified through school records and are capable of participating in regular classroom activities with or without support services.

❖ **Inclusive School Environment:**

*An inclusive school environment* refers to an educational setting where **children with and without disabilities learn together** under the same roof, with appropriate pedagogical and infrastructural accommodations. These schools follow inclusive education policies and practices as per guidelines of the **Right to Education Act (2009)** and **National Education Policy (2020)**.

Analysis and Interpretation

Objective 1:

**To measure the level of mental satisfaction among special learners in inclusive schools.**

Analysis Technique Used:

**Descriptive Statistics** – Mean, Standard Deviation, and Frequency

Table 1: Descriptive Statistics for Mental Satisfaction

Satisfaction Level	Frequency (n)	Percentage (%)
Dissatisfied (Score = 1)	5	16.7%
Neutral (Score = 2)	9	30.0%
Satisfied (Score = 3)	16	53.3%
<b>Total</b>	<b>30</b>	<b>100%</b>



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| Mean Score | 2.37 | |  
| Standard Deviation | 0.73 | |

Interpretation:

The majority of special learners (53.3%) reported a **satisfactory** level of mental well-being in inclusive settings. The **mean score of 2.37** (out of 3) indicates that, on average, students experience a **moderately high level of mental satisfaction**.

Objective 2:

**To examine the relationship between mental satisfaction and knowledge acquisition.**

Statistical Technique Used:

**Pearson's Product Moment Correlation**

Correlation Between Mental Satisfaction and Knowledge Acquisition

Variables	Pearson Correlation (r)	p-value (Significance)
Mental Satisfaction vs. Knowledge Acquisition	<b>0.61</b>	<b>0.001 (&lt;0.05)</b>

Interpretation:

The correlation coefficient ( $r = 0.61$ ) shows a **moderate to strong positive relationship** between mental satisfaction and knowledge acquisition. The **p-value (0.001)** is less than 0.05, indicating the result is **statistically significant**.

Therefore, **Null Hypothesis  $H_{02}$  is rejected**.

There is a **significant positive relationship** between mental satisfaction and knowledge acquisition among special learners.

Objective 3:

**\*To investigate the influence of mental satisfaction on academic achievement.**

Statistical Technique Used:

**Multiple Linear Regression Analysis**

Regression Analysis Summary

Predictor Variable	B (Unstandardized Coefficient)	Std. Error	Beta ( $\beta$ )	t-value	p-value
Mental Satisfaction	<b>8.23</b>	2.54	0.59	3.24	<b>0.003</b>
Constant (Intercept)	41.12	5.06	—	—	—

| **R<sup>2</sup> (Coefficient of Determination)** | **0.347** |

| **F (1,28)** | **10.50** |

| **Sig. (ANOVA)** | **0.003** |

Interpretation:

The regression model shows that **mental satisfaction significantly predicts academic achievement ( $p = 0.003$ )**. The **Beta value ( $\beta = 0.59$ )** indicates that as mental satisfaction increases, academic scores also rise. The **R<sup>2</sup> = 0.347** means **34.7% of the variance** in academic achievement can be explained by mental satisfaction.

Hence, **Null Hypothesis H<sub>03</sub> is rejected**.

Mental satisfaction has a **significant positive influence** on academic achievement among special learners.

Summary of Hypotheses Testing

Hypothesis Code	Statistical Test	Result	Conclusion
H <sub>01</sub>	Descriptive Analysis	Majority satisfied (Mean = 2.37)	Mental satisfaction exists at a moderate-high level
H <sub>02</sub>	Pearson Correlation	$r = 0.61$ , $p = 0.001$	<b>Rejected</b> – Significant relationship exists
H <sub>03</sub>	Multiple Regression	$\beta = 0.59$ , $p = 0.003$	<b>Rejected</b> – Significant influence found

**Table-Wise Statistical Analysis of Demographic Data****Table 1: Distribution of Special Learners by School and Village**

School Code	Village Name(s)	No. of Special Learners (n)	Percentage (%)
School A	Village 1, 2	10	33.3%
School B	Village 3, 4, 5	10	33.3%
School C	Village 6, 7	10	33.3%
<b>Total</b>	<b>7 Villages</b>	<b>30</b>	<b>100%</b>

**Interpretation:** The sample is evenly distributed across three schools in seven villages, ensuring fair geographical representation.

**Distribution by Gender**

Gender	Frequency (n)	Percentage (%)
Male	18	60.0%
Female	12	40.0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Interpretation:** Males are more represented (60%) than females (40%) among special learners in the study sample.

**Distribution by Type of Disability**

Type of Disability	Frequency (n)	Percentage (%)
Learning Disability (LD)	14	46.7%
Hearing Impairment (HI)	8	26.7%
Visual Impairment (VI)	4	13.3%
Others	4	13.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Interpretation:** Nearly half of the sample consists of learners with Learning Disabilities

(LD), indicating a high prevalence in inclusive classrooms.

### Distribution by Socio-Economic Status

Socio-Economic Status	Frequency (n)	Percentage (%)
Low Income	20	66.7%
Middle Income	10	33.3%
High Income	0	0.0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Interpretation:** A significant majority (two-thirds) of learners belong to low-income families, which may impact educational access and outcomes.

### Chi-Square Goodness-of-Fit Test for Disability Type Distribution

Disability Type	Observed (O)	Expected (E)	$(O-E)^2 / E$
LD	14	7.5	5.63
HI	8	7.5	0.03
VI	4	7.5	1.63
Others	4	7.5	1.63
<b>Total <math>\chi^2</math></b>	—	—	<b>8.92</b>

- Degrees of Freedom (df) = 4 – 1 = 3
- Critical value of  $\chi^2$  at  $\alpha = 0.05$ , df = 3 = 7.815

**Interpretation:** Since the calculated  $\chi^2$  value (8.92) is **greater than** the critical value (7.815), the **null hypothesis is rejected**. This indicates that the distribution of disabilities is **not uniform**, and LD is **significantly overrepresented**.

### Summary of Statistical Insights

Variable	Most Common Group	%	Key Insight
School Representation	All Schools Equal	33.3%	Balanced sample across three schools
Gender	Male	60.0%	Boys dominate the sample of special learners

Disability Type	Learning Disability	46.7%	Statistically overrepresented ( $\chi^2 = 8.92$ , $p < .05$ )
Socio-Economic Background	Low Income	66.7%	Most learners are from economically weaker sections

In terms of gender distribution, the sample consisted of 18 male learners (60%) and 12 female learners (40%). This indicates a higher representation of male special learners within the inclusive settings studied, which may reflect broader gender patterns in disability identification or school enrollment in the region.

Regarding the type of disability, learners with Learning Disabilities (LD) constituted the largest group, accounting for 46.7% ( $n = 14$ ) of the sample. This was followed by learners with Hearing Impairment (HI) at 26.7% ( $n = 8$ ), and both Visual Impairment (VI) and other types of disabilities each at 13.3% ( $n = 4$ ). To statistically examine whether the distribution of disability types was uniform, a chi-square goodness-of-fit test was conducted. The calculated chi-square value was  $\chi^2 = 8.92$ , which exceeded the critical value of 7.815 at 3 degrees of freedom and a 0.05 significance level. This result led to the rejection of the null hypothesis, indicating that the distribution of disability types among the learners was not uniform and that learners with LD were significantly overrepresented in the sample.

The socio-economic status (SES) of the participants revealed that a majority of the learners (66.7%,  $n = 20$ ) belonged to low-income families, while the remaining 33.3% ( $n = 10$ ) came from middle-income backgrounds. Notably, no participants belonged to high-income households. This highlights that the majority of special learners in inclusive schools in this region are from economically disadvantaged backgrounds, which could have implications for access to support services, learning resources, and overall academic performance.

In conclusion, the demographic analysis highlights key patterns in the study sample. The distribution across schools and villages is even, but there is a notable skew in gender, disability types, and socio-economic backgrounds. The statistical test confirms a significant overrepresentation of learners with Learning Disabilities. These findings provide crucial context for interpreting the relationships between mental satisfaction, knowledge acquisition, and academic achievement, as demographic variables may influence learner experiences and outcomes in inclusive educational settings.

### Major Findings of the Study

#### ❖ Mental Satisfaction Levels:

The majority of special learners reported a **moderate to high level of mental satisfaction** in inclusive schools. More than 50% expressed positive emotional well-





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being and contentment with peer relationships, classroom experiences, and teacher support.

❖ **Gender and Disability Distribution:**

There was a **gender imbalance**, with 60% of the learners being male. Learners with **Learning Disabilities (LD)** were the most represented group (46.7%), followed by those with hearing and visual impairments.

❖ **Socio-Economic Status:**

A significant proportion (66.7%) of the sample came from **low-income households**, indicating that socio-economic disadvantage is a common factor among special learners in inclusive settings.

❖ **Relationship Between Mental Satisfaction and Knowledge Acquisition:**

The study found a **moderate to strong positive correlation** ( $r = 0.61$ ,  $p < 0.01$ ) between mental satisfaction and knowledge acquisition. Learners who felt more emotionally and psychologically satisfied performed better on knowledge tests.

❖ **Influence of Mental Satisfaction on Academic Achievement:**

The results of **multiple regression analysis** indicated that mental satisfaction **significantly predicted academic achievement** ( $\beta = 0.59$ ,  $p = 0.003$ ), accounting for 34.7% of the variance in academic scores. This confirms the critical role of emotional well-being in educational success.

❖ **Disability Type Distribution Significance:**

A **chi-square test** revealed a significant difference in the representation of disability types ( $\chi^2 = 8.92 > 7.815$ ,  $p < 0.05$ ), confirming that learners with Learning Disabilities are statistically overrepresented in the inclusive education sample.

### Recommendations of the Study

❖ **Enhance Emotional Support Systems:**

Inclusive schools should establish **counseling support** and **emotional development programs** that focus on enhancing the mental satisfaction and psychological well-being of special learners.

❖ **Promote Inclusive Pedagogy:**

Teachers must be trained in **inclusive, child-centered pedagogy** that encourages emotional bonding, peer collaboration, and differentiated instruction to meet the diverse needs of special learners.

❖ **Reduce Gender and Disability Bias:**

Awareness programs should be introduced to ensure **gender equity** and **balanced identification** of disabilities across all categories, ensuring equal access to inclusive education for all special needs students.

❖ **Address Socio-Economic Barriers:**

Government and NGOs should provide **scholarships, mid-day meals, learning**



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**materials, and transport facilities** to help low-income families support their children's education.

❖ **Regular Monitoring and Evaluation:**

Schools should conduct **regular psychological assessments** and use feedback tools to measure students' mental satisfaction levels, using the data to inform interventions.

❖ **Strengthen Teacher Training:**

Teachers in inclusive schools must undergo **specialized training** in special education, behavior management, emotional intelligence, and socio-emotional learning strategies.

❖ **Encourage Peer Support Programs:**

Schools should implement **buddy systems or peer mentoring programs** to promote social inclusion and emotional connectedness among learners with and without disabilities.

❖ **Parental Involvement:**

Schools should engage parents of special learners in **awareness and support workshops**, helping them understand their child's needs and contribute positively to their mental and academic development.

❖ This study explored the intricate relationship between **mental satisfaction, knowledge acquisition, and academic achievement** among special learners in inclusive school settings of the Bagdah Block, North 24 Parganas district. The sample included 30 special learners drawn from seven villages across three inclusive schools. By employing quantitative analysis of primary data, this study aimed to evaluate the psychological experiences of special learners and their educational outcomes.

❖ The findings confirmed that **mental satisfaction plays a pivotal role in enhancing both cognitive performance and academic success**. A strong positive correlation was found between learners' emotional well-being and their knowledge acquisition levels. Moreover, regression analysis established mental satisfaction as a statistically significant predictor of academic achievement. These results validate the hypothesis that emotional factors cannot be overlooked in the learning process of differently-abled children.

❖ The study also revealed **inequities in gender distribution and socio-economic background**, with male learners and students from low-income families being more prevalent. Furthermore, learners with learning disabilities were the largest group among the special learners, indicating a need for a more diversified and representative support structure.

❖ In summary, the study highlights that **inclusive education is most effective when it goes beyond physical integration and addresses the psychological needs** of learners. Emotional fulfillment, social belongingness, teacher support, and responsive classroom environments are all essential for the academic and personal growth of special learners. Mental satisfaction is not a secondary or peripheral concern; it is central to meaningful learning and holistic development.



- ❖ Hence, the study emphasizes the importance of **mental well-being as a foundational aspect of inclusive education**, urging educators, policymakers, and administrators to embed emotional and psychological care into school systems, pedagogical planning, and support services.

### **Conclusion**

This study explored the intricate relationship between **mental satisfaction, knowledge acquisition, and academic achievement** among special learners in inclusive school settings of the Bagdah Block, North 24 Parganas district. The sample included 30 special learners drawn from seven villages across three inclusive schools. By employing quantitative analysis of primary data, this study aimed to evaluate the psychological experiences of special learners and their educational outcomes.

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