

The Effect of Teaching Self-determination Skills on Optimistic Explanatory Style and Academic Identity of Primary Male Students with Learning Disabilities

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Abstract

Introduction: This study aimed at examining the effects of teaching self-determination skills on the optimistic explanatory style and academic identity of primary male students with learning disabilities in Ahwaz city, Iran.

Methods: The present study was a field experimental study with pre-test/post-test and follow-up. The sample consisted of 27 primary male students with learning disabilities who were enrolled in the academic year of 2013-2014. The participants were selected using the random sampling method, and randomly assigned into two groups of experimental and control. Data were collected using the Children's Attribution Style Questionnaire-Revised (CASQ-R) and Academic Identity Scale (AIS). Before teaching self-determination to the experimental group, the pre-tests of the optimistic explanatory style and academic identity were administered to both groups. Then, the teaching package of self-determination was administered to the experimental group and no training was provided to the control group. After the completion of the course, the optimistic explanatory style and academic identity post-tests were administered to both groups and seven weeks later were administered again.

Results: Results showed that teaching self-determination significantly increased the optimistic explanatory style ($P < 0.002$), and academic identity ($P < 0.003$) in these students. Also, the results indicated that teaching self-determination had a persistent effect on the optimistic explanatory style ($P < 0.002$) and academic identity ($P < 0.002$) over time.

Conclusions: Teaching self-determination skills can increase the optimistic explanatory style and academic identity.

Keywords: Self-Determination, Optimistic Explanatory Style, Academic Identity, Learning Disabilities