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# Learning Disabilities in Primary Education

(A field study on a sample of Primary School Pupils)

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## Abstract:

Learning disabilities -in particular- are common disorders among primary school pupils. This is what has prompted researchers in the field of education and psychology to take an interest in the study of this subject and to seek various means and techniques to help detect these difficulties in their early stages; to avoid exacerbation and difficulty of treatment.

The current study aimed to reveal the differences between normal students and students with learning disabilities in each of the academic difficulties, behavioral characteristics and perceptual-motor difficulties, and to find out the differences between males and females in these various difficulties. The Learning Difficulties Scale prepared by Zaidan Al-Sartawi (1995), adapted to the Algerian environment, was used by (Moussa and Beshlaghem, 2020). The study was conducted on a sample of (65) male and female students (34 males and 31 females) of fourth and fifth year students.

The results led to the following:

- There are statistically significant differences between normal pupils and pupils with learning disabilities in each of the academic disabilities, behavioral characteristics and perceptual-motor disabilities; this is for the benefit of pupils with learning disabilities.
- There are statistically significant differences in learning disabilities between girls and boys; in favor of boys. However, the differences were not statistically significant in perceptual-motor disabilities.
- There are no significant differences in each of the academic disabilities, behavioral characteristics and perceptual-motor disabilities between girls and boys with learning disabilities.

**Key words:** Learning disabilities; academic disabilities; behavioral characteristics; perceptual-motor disabilities; Primary school pupil.

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## 1. Introduction:

Learning disabilities have become among the topics that aroused the interest of educators and specialists in the psychological and educational field, as their efforts were focused on detecting

students with learning disabilities, and for this purpose, it was sought to build tools that help in performing this task, triage these cases, and provide them with

appropriate assistance at the onset of symptoms indicating a difficulty.

Learning disabilities have been identified on the basis of the existence of a functional rather than an organic defect (otherwise included in the latter as a handicap), as learning disabilities result from a disorder in one of the psychological processes (or some of them), which leads the child to receive distorted information (i.e. he does not perceive it as the rest of his peers from normal children perceive it).

The increasing number of people with learning disabilities on the one hand, and their heterogeneity and the variation in the patterns of these difficulties on the other hand, have had an impact on the increasing interest in the issue of early detection of people with learning disabilities, and the developments in learning processes and methods, and the saturation of these developments with cognitive trends during the last two decades of the twentieth century, a very influential role in the development of methods of detecting members of this category, in order to diagnose their condition and give them appropriate care and attention, through counseling programs and various treatment methods that help in skip this educational problem.

## 2. Study problem:

Learning disabilities have spread widely in various educational institutions - specifically in primary schools - as they are among the reasons that lead to a low level of pupils' achievement, which in turn may make them reluctant to learn, not to mention some behavioral manifestations that appear on this category of pupils, such as distraction, poor memory, difficulty following instructions, excessive activity, poor synergy in general, poor perception of the concept of time and difficulty auditory discrimination.

Therefore, identifying the differences between normal pupils and pupils with learning disabilities, both in academic aspects and behavioral characteristics as well as in the perceptual-motor aspects, may be an entry point to find practical solutions that contribute to reducing the prevalence of this problem. The questions of the current study can be identified as follows:

- Are there significant differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between normal pupils and pupils with learning disabilities?

- Are there significant differences in learning disabilities between males and females?

- Are there significant differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between males and females with learning disabilities?

## 3. Hypotheses of the study:

- There are statistically significant differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between normal pupils and pupils with learning disabilities.

- There are statistically significant differences in learning disabilities between males and females.

- There are statistically significant differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between males and females with learning disabilities.

## 4. Importance of the study:

Educational institutions in general, and primary schools in particular, face many tasks and challenges; they are

responsible for the formation and education of generations, and they must provide a good example and a good example represented by teachers and administrators. School is the child's second home and is charged with caring for and educating him, as well as understanding and treating his problems and disorders. Based on this basis, the importance of the study is highlighted in:

- Introducing administrative staff and teachers to the psychological and behavioral characteristics of pupils with learning disabilities, and their differences from the psychological and behavioral characteristics of normal pupils.

- Understand the nature of the behaviors and actions of pupils with learning disabilities, in order to find the most appropriate mechanism to modify them and alleviate the feeling of inferiority and negativity in this group.

- Raising the awareness of educators (parents and teachers) of the need to deal with this group like other ordinary pupils, because they are more sensitive than others to the slightest discrimination in treatment. With the need to give them more attention and care.

## 5. Objectives of the study:

The current study aims to:

- Detect differences between normal pupils and pupils with learning difficulties in academic disabilities, behavioral characteristics and perceptual-motor disabilities.

- Identify the differences between males and females in learning disabilities, academic disabilities, behavioral characteristics and perceptual-motor disabilities.

- We examine the differences between males and females with learning disabilities in academic disabilities, behavioral characteristics and perceptual-motor disabilities.

## 6. Study Concepts:

### 6.1. Learning Disabilities:

The special education literature describes learning disabilities as an aspect of learning as a subtle and puzzling disability because children with these difficulties have abilities that hide weaknesses in their performance, and they may tell wonderful stories even though they cannot write. They may succeed in performing very complex skills despite failing to follow simple instructions. They look completely normal and intelligent, and there is nothing in their appearance that suggests that they are different from other children. (Abou El Diyar, 2012, p. 63)

In 1968, the National Advisory Committee on Handicapped Children defined people with learning disabilities as those who exhibit disorders in one or more of the basic psychological processes involving the understanding or use of written or spoken language, which appear in disorders of hearing, thinking, speech, reading, spelling and arithmetic, which are due to causes related to minor functional brain injury. Not due to reasons related to mental, hearing, visual or other disabilities. (Al-Roussan, 1998, p. 173)

Barbara Bateman (1965) considers that children with learning disabilities are those who show a pedagogical disparity between their latent abilities and their actual level of performance, attributable to fundamental disorders in the learning process that may or may not be accompanied by a clear defect in the function of the central nervous system, and cannot be explained by mental retardation,

educational or cultural deprivation, severe emotional disorder or loss of sensory ability. (Sartawi et al., 2001, p. 33)

Al-Zayat (1989, p. 412) defined learning disabilities as a term that refers to: "a heterogeneous group of individuals with average or above-average intelligence who show a disorder in internal psychological processes, the impact of which appears in low achievement in academic fields, and that these individuals do not suffer from sensory problems, whether auditory or visual, and that they are not mentally retarded and do not suffer from environmental, cultural or economic deprivation or severe emotional disorders."

Recent attempts have grown to reach a more precise definition that reflects the distinctive characteristics of people with learning disabilities, and involves a kind of clear and specific criteria in the light of which it is possible to distinguish between people with learning disabilities and other categories of disabilities, which are primarily due to organic reasons. This led to a review by the National Joint Committee on Learning Disabilities (NJCLD) 1988 which came up with the following definition: "Learning disabilities are a general term related to a heterogeneous group of disorders that express themselves through significant difficulties in the acquisition and use of hearing, speech, reading, writing, reasoning and mathematical abilities. These disorders are presumed to be due to a functional disorder of the central nervous system, can occur throughout an individual's life, and can be accompanied by a disorder of behavior, social cognition, and social interaction, but they themselves do not pose learning difficulties. Learning disabilities can also occur with disabilities such as sensory impairment, mental retardation, and emotional and social disorder." (Al-Zayat\*, 1998, pp. 80-81)

Learning disabilities will be measured through the overall score on the

Learning disabilities Scale prepared by Zidan Sartawi (1995).

## 6.2. Academic Learning Disabilities:

These include difficulties in learning and reading, writing and numeracy in primary school, and subsequent difficulties in learning different subjects in subsequent educational stages, and therefore school learning difficulties are considered as a result of developmental or psychological learning difficulties. (Kirk and Calvant, 1988, p. 102)

Samuel Kirk (1962) argues that the concept of learning disabilities refers to a delay or disorder in one or more processes of speech, language, reading, writing, and mathematics. Or any other subjects, as a result of the possibility of a cerebral defect or emotional or behavioral disorders, and this academic delay is not due to mental retardation, sensory deprivation, or cultural or educational factors. (Al-Sayed, 2003, p. 35)

Academic learning disabilities will be measured through the sub-score on the learning disabilities scale (prepared by Zidan Sartawi), in the axis of academic disabilities.

## 6.3. Behavioral characteristics of pupil with learning disabilities:

Studies conducted in the field of social and emotional difficulties indicate that children with learning disabilities lack social skills in dealing with peers, lack sensitivity to others, appropriate perception of social situations, and suffer from social rejection and personal and social maladjustment. (Al-Zayat\*, 1998, p. 602)

(Al-Zayat, 1989, p. 461) confirms that there are some common behavioral characteristics that are commonly repeated in people with learning disabilities, including a feeling of surrender, repeated

frustration, and a lack of self-worth due to the poor level of achievement compared to his colleagues, and is also characterized by a lack of motivation, introversion, depression, lack of responsibility, emotional immaturity, lack of self-confidence and fear of school, in addition to problems of personal, social, family and school compatibility.

Students with learning disabilities are also described as unable to make judgments and difficulty recognizing what others are feeling. They also have problems with family relationships and consensual behavior, as well as problems planning and doing behavior. It is also possible to predict their behavior. (Lerner, 2000, p. 542)

Strag also mentioned that some families with learning disabilities described their children as having little control of their impulse, not controlling their emotional expressions, reckless and indifferent. Studies have shown that there were high rates of delinquent behavior among them, and that their susceptibility to involvement in hooliganism and abuse was much higher than those children without learning disabilities. (Jaber, 1998, p. 32)

Behavioral problems in this category of children can be classified into two types: (Narimani & Others, 2009)

- **External Behavior:** These include stubbornness, impulsivity, hyperactivity, aggressiveness, and antisocial behavior.

- **Internal Behavior:** These include withdrawal, apathy, hopelessness and anxiety, where children with learning disabilities lack behavioral compatibility and normal family relationships

Behavioral characteristics will be measured through the sub-score on the learning disabilities scale (prepared by

Zidan Sartawi), in the behavioral characteristics axis.

#### 6.4. Perceptual-motor disabilities:

This group may have difficulties with motor perception and general synergy; the child bumps into objects, spills milk, stumbles on the carpet, may appear unbalanced, and has difficulties walking, riding a bike or playing ball. He may find it difficult to use crayons or scissors. On the other hand, he may confuse the right and left directions, and suffer from instability in the use of a particular hand or foot. He may also suffer from contentiousness (preference for right-handed use with the left foot or vice versa), and may have mild twitching in the hands, fingers or toes. In addition, some of them may be disturbed by perception of the six directions: above. Under. Right. Yes. R. Forward. Back. (Al-Qahtani, 2000, pp. 7-8)

Motor perception difficulty is classified as a developmental learning disorder, which is due to functional disorders of the central nervous system. Developmental learning disabilities include those previous skills that a child needs in order to achieve academic subjects. In order for the child to learn to write his name, he must develop many of the necessary skills in perception, motor coordination, coordination of eye and hand movement, sequence, memory, and others. (Abou El Diyar, 2012, pp. 65-66)

Perceptual-motor disabilities will be measured through the sub-score on the learning disabilities scale (prepared by Zidan Sartawi), in the axis of perceptual-motor disabilities.

#### 7. Previous studies:

In the following, we review a group of studies that dealt with learning difficulties among students in the primary

stage, where these studies varied between those that were concerned with revealing the distinctive behavioral characteristics of this category of students, as well as studies that dealt with academic difficulties (such as the difficulty of mathematics), and others that were interested in identifying the differences between ordinary students and their counterparts with learning difficulties in adaptive behaviors:

- **A study (Abdullah and Al-Shehab, 2013)** entitled "Non-adaptive behaviors among students with learning difficulties in the lower basic stage in the Second Directorate of Education of Irbid". The study aimed to identify the non-adaptive behaviors of students with learning difficulties, and compare them with normal students. The study sample consisted of (303) students with learning difficulties and ordinary students in the lower basic stage. The results of the study indicated that the non-adaptive behaviors of students with learning disabilities were: outward-oriented behavior, distraction, troubled relationships with peers, immaturity and withdrawal. The results also indicated that there were statistically significant differences in non-adaptive behaviors in favor of people with learning disabilities. There are also differences in favor of males in the level of distraction and in favor of females in the level of immaturity. The study recommended that parents and teachers in regular classes should understand the characteristics of children with learning disabilities, and help them achieve their maximum potential. It also recommended that the directorates of education review the procedures and conditions for integration into regular schools and follow them up by the directorates of education, with the need to train this group on independence skills and provide opportunities for success.

- A study (Bahri and Chouial, 2014) entitled "Behavioral problems among students with academic learning difficulties, a field study on a sample of

primary school students in the state of Algiers". The study aimed to know the behavioral problems of students with academic learning difficulties among primary school students, and to know the nature of the relationship between behavioral problems and academic learning difficulties. For this purpose, the Academic Learning Disabilities Scale (reading, writing, mathematics) was applied to allow flat (2008) and a list of behavioral problems (excessive activity, deviant social behavior, strange habits and nervous commitments, rebelliousness, aggressive behavior and withdrawal behavior) by Salah El-Din Abu Nahia (1993), on a sample size of (215) male and female students (124) males and (91) females, studying in the third, fourth and fifth years of primary school, depending on the comparative descriptive approach. The results of the study indicated that there is a correlation between academic learning difficulties and behavioral problems, and the results indicated that there are no differences between males and females in academic learning difficulties, and there are no differences between them in the total score on the list of behavioral problems, but there are differences in favor of males in the following dimensions (hyperactivity, deviant social behavior, rebelliousness and aggressive behavior).

- A study (**Al-Shafei, Al-Husseini et al., 2014**) on "Early Diagnosis and Intervention of Learning Difficulties in Arabic Language and Mathematics among Students of the First Three Grades of the Primary Stage in Gharbia Governorate (Egypt)". The study was conducted on a sample of (940) male and female students from the first three grades of the primary stage. The researchers used the General Mental Ability Battery (Otis-Lennon), Michael Best's Behavior Assessment Scale for People with Learning Disabilities and a Diagnostic Diagnostic List. Academic learning by Abdul Aziz Al-Sartawi, in addition to diagnostic tests in Arabic language and mathematics for third grade

students prepared by researchers. One of the results of the study is that there are statistically significant differences between the average scores of females and males in learning difficulties in favor of females.

- **A study (Kadi and Ben Zahi, 2016)** entitled "Academic Learning Difficulties among Third Year Students in Primary School in Ouargla". The study aimed to identify the significance of the differences in the level of learning difficulties among students according to the intermediate variables represented in gender, repetition of the year and school location. The study sample consisted of (253) male and female students from the third year of primary school, whose members were selected from (18) primary schools in the city of Ouargla. The results of the study found the following: the level of learning difficulties is higher compared to the average among the sample members, there are no differences in learning difficulties among students of the third year of primary school according to the gender variable, and there are significant differences in learning difficulties in favor of repeating students, and there are significant differences in learning difficulties in favor of students of schools located in rural areas.

- **A study (Touat and Chlihi, 2016)** entitled "Behavioral characteristics of people with learning disabilities in the primary stage as perceived by teachers in light of some variables". Where the study aimed to try to identify the most important characteristics and behavioral characteristics of students with learning difficulties in the primary stage in a group of primary schools in the wilaya of Batna from the point of view of their teachers, as well as try to build a list of characteristics and general behavioral traits through which this category of students is detected and be a guide for the teacher to identify them. The study sample consisted of (68) male and female teachers, distributed over (6) primary schools. The study methodology

was represented in the descriptive approach, and the study tools were represented in an open questionnaire aimed at collecting a sufficient amount of opinions and views of the sample members on the behavioral characteristics and features that distinguish students with learning difficulties, in addition to the form of general behavioral characteristics for people with learning difficulties, as the two tools are designed by researchers. The results of the study indicated that the most common characteristics associated with this category of students are: social withdrawal, excessive movement and attention deficit. As well as the student's feeling of helplessness and inability to achieve, understand and comprehend. These characteristics affected the student's relationship with his family, classmates and teacher, as well as his comprehension of the curriculum and his inability to deal with various subjects efficiently. The researchers concluded that symptoms of hyperactivity, attention deficit, chaos and rebellion within the classroom can tell us about students with learning disabilities.

- **A study (Bouanani and Bechlagham, 2017)** entitled "The effectiveness of using computerized educational games in the treatment of arithmetic learning difficulties (mathematics) among fourth year primary students". the study was conducted in the city of Saida, and the study sample consisted after screening and diagnosis of (60) male and female students who were divided equally into two groups; control and experimental, the first was taught in the traditional way and the second was taught using computerized educational games. The results of the study resulted in the following: there were no significant differences between males and females in terms of the prevalence of these difficulties, and there were differences between the results of the two groups in the post-test in favor of the experimental group, that is, the therapeutic program based on computerized educational games

contributed to improving the achievement level of students in mathematics compared to the students of the control sample who studied in the traditional way.

- **A study (Khoja, 2019)** entitled "The most common behavioral problems among students with academic learning difficulties in the primary stage. A field study of some of the primaries of the state of Messila. The study aimed to identify the most common behavioral problems among students of third year of primary school, with academic learning difficulties (reading, writing, arithmetic). And detect differences in behavioral problems in this group. To achieve the objectives of the study, the list of behavioral problems was applied to a sample of (34) students who were deliberately selected, including (9) students with reading difficulties, (13) students with writing difficulties, and (12) students with arithmetic difficulties. The results of the study showed that the most prevalent behavioral problems among people with academic learning disabilities are attention distraction, hyperactivity, and withdrawal behavior in third place, while aggressive behavior was in last place. The study also found that there were no statistically significant differences in behavioral problems among people with academic learning difficulties according to the type of difficulty (reading, writing, arithmetic).

- **A study (Saadat and Khattar, 2021)** entitled "Suggesting a counseling program to reduce mathematics learning difficulties among primary school students". The experimental approach based on the two-scale design (before/after) was relied upon. The study sample consisted of (30) male and female students with mathematics learning difficulties, the third primary level, where they were divided into two equal groups, one experimental and the other controlled. A counseling program based on cognitive behavioral counseling was also designed and applied to the experimental group in

(13) sessions, two sessions per week, each session lasting (45) minutes. The results showed that there were statistically significant differences between the average scores of teachers' assessment of difficulties in mathematics for the controlled and experimental groups in the dimensional measurement in favor of the experimental group, and the results of the study also proved that there were statistically significant differences between the averages of the experimental and controlled groups in the school results of mathematics in the dimensional measurement in favor of the experimental group.

- **A study (Ouchach, 2021)** on "Internal and external factors associated with learning difficulties among primary school students". The study aimed to identify the factors associated with learning difficulties, and also aimed to determine the relationship between teachers' classification of factors associated with learning difficulties and the characteristics of students with learning difficulties. The size of the first sample was (55) teachers and the second sample (89) students, and a questionnaire of factors associated with learning difficulties and a list of teachers' assessment of the characteristics of students with learning difficulties were used. The results indicated that the most frequent learning difficulties among students are reading and writing, and there is a correlation between the factors associated with learning difficulties and the characteristics of students with learning difficulties.

- **A study (Saadat\* and Khattar, 2021)** entitled "A diagnostic study of attention deficit among students with mathematics learning difficulties at the primary stage". The study aimed to identify the mechanisms of diagnosing attention deficit among students with mathematics learning difficulties, where the descriptive approach was relied upon, as well as the application of a set of

psychological tests on a sample of (30) students of the third and fourth levels of primary school with poor results in mathematics. The study concluded with the following results: the studied cases are characterized by intelligence confined to the average range and above, as well as the studied cases suffer from mathematical learning difficulties in addition to distraction.

**8. Study Methodology:**

The nature of the method is determined according to the objectives of the study, and since the current study aims to identify learning disabilities among primary school pupils, and to reveal differences in academic, cognitive-motor difficulties and behavioral characteristics between normal pupils and those with learning disabilities, the most appropriate approach to carry out this study is the descriptive approach.

**9. Study population and sample:**

The study population means all the elements that are related to the problem at hand and to which the researcher seeks to generalize the results of his study (Mansi, 2003).

The current study population consists of pupils of the fourth and fifth year of primary school enrolled in the academic year 2022-2023 at **Hadid Saeed Primary School in Bouira**.

**9.1. Study sample:**

The selection of the sample in any research is one of the most important steps imposed by the methodology of field scientific research. A sample is defined as a derivative part of the population to be studied, provided that this part has the same characteristics as the population (Mansi, 2003).

It can also be said that the sample is a subset of the original community, where it is selected in a certain way that is in line with the nature of the research and includes a specific part of the elements of the total community, provided that the sample is representative of the original community in order to generalize the results reached. The current research sample was represented in the fourth and fifth year primary pupils from **Hadid Saeed Primary School in Bouira State**, which was randomly selected with a size of 65 male and female pupils. The characteristics of the sample can be summarized by gender and level of study as follows:

**Table N°(01): Represents the distribution of the sample members by Gender and educational level**

Academic level \ Gender	Males	females	Total
	Fourth year of primary school	18	16
Fifth Year of Primary School	16	15	31
Total	34	31	65

## 10. Description of the study tool:

The study tool was the scale of learning disabilities for the primary stage prepared by Ahmed Zidan Sartawi (1995). The scale consists of (50) items, as it aims to detect learning disabilities among primary school pupils.

The scale contains five alternatives, as follows: Very High Applies = 5, Applies Highly = 4, Applies Medium = 3, Applies Low = 2, Applies Very Low = 1. High scores indicate the possibility of general learning disabilities or in one of the dimensions of the scale (academic disabilities, behavioral characteristics or perceptual-motor disabilities).

The scale is divided into three axes, distributed as follows:

- The first axis: measures academic disabilities, and consists of items 1-25.
- The second axis: measures behavioral characteristics, and consists of items 26-37.
- The third axis: measures perceptual-motor disabilities, and consists of items 38-50.

The scale has been adapted in the Algerian environment by (Moussa and Bechlagham, 2020), and from the overall results it was concluded that the scale of learning disabilities for primary school students prepared by Sartawi has a high degree of validity and stability, meaning that the scale is suitable for use for the purpose of detecting people with learning disabilities in the Algerian environment.

## 11. Presentation and discussion of the results of the study:

A score of (97) above the total score of the scale was determined as an indicator of a learning difficulty, according to the classification set by the owner of the scale (Zidan Sartawi).

### 11.1 Presentation and discussion of the results of the first question:

The first question read: Are there significant differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between normal pupils and pupils with learning disabilities?

**Table N°(02): Shows the differences in the axes of the scale between the low level and the high level of learning disabilities**

Statistical indicators Variable	Source of variation (learning disabilities)	Group size	Arithmetic mean	Standard deviation	Test T	Significance Index (SIG)
Academic disabilities	normal	41	34.39	10.136	-9.88	0.000
	with learning disabilities	24	77.33	19.811		
Behavioral characteristics	Normal	41	15.76	4.271	-2.86	0.008
	with learning	24	22.46	11.01		

	disabilities					
Perceptual-motor disabilities	normal	41	16.61	3.787	-6.07	0.000
	with learning disabilities	24	29.25	3.781		

The value of the t test was -9.88 in academic disabilities and the significance index was 0.00, meaning that the differences are statistically significant between the two groups, where the arithmetic mean for normal pupils was 34.39 with a standard deviation of 10.136, while the arithmetic mean for pupils with learning disabilities was 77.33 with a standard deviation of 19.811.

The value of the t test was -2.86 in behavioral characteristics and the significance index was 0.008, meaning that the differences are statistically significant between the two groups, where the arithmetic mean for normal students was 15.76 with a standard deviation of 4.271, while the arithmetic mean for people with learning disabilities was 22.46 with a standard deviation of 11.01.

The value of the t-test was -6.07 in perceptual-motor disabilities and the significance index was 0.00, meaning that the differences are statistically significant between the two groups, where the arithmetic mean for normal students was 16.61 with a standard deviation of 3.787, while the arithmetic mean for people with learning disabilities was 29.25 with a standard deviation of 3.781.

Based on the above, it is clear that the first hypothesis is true: there are significant differences between normal pupils and pupils with learning disabilities in academic disabilities, behavioral characteristics and perceptual-motor disabilities, in favor of pupils with learning disabilities.

The results of the study (Kadi and Ben Zahi, 2016) showed that the level of

learning disabilities among the respondents is higher compared to the average score on the scale of estimating learning disabilities. The results of (Abdullah and Al-Shehab's study, 2013) confirmed the results of the first question, and also proved the clear difference between the two categories in psychological and behavioral characteristics, such as externally directed behavior (harming others and vandalizing property), distraction, troubled relationships with peers, and withdrawal and immature behavior. It can be imagined that these behaviors shown by this group of students are considered as a defense mechanism for the lack they feel from not keeping pace with their classmates, so they appear to others as violence, aggression and vandalism as compensation for their academic weakness, as well as as a reaction to the negative view they usually receive from their teachers and colleagues.

Based on the results of previous studies, the behavioral characteristics that distinguish students with learning difficulties, according to what was stated in (Touat and Chlihi's study, 2016), were excessive movement and attention deficit, and the pupil's sense of helplessness and inability to achieve, understand and comprehend. The results of (Khodja Study, 2019) showed the prevalence of behavioral problems in this group arranged as follows: attention distraction, hyperactivity, withdrawal behavior and then aggressive behavior. The results of (Saadat and Khattar Study, 2021) showed that the sample members with poor results in mathematics actually suffer from mathematics learning difficulties and attention distraction

## 11.2. Presentation and discussion of the results of the second question:

The second question reads as follows: Are there significant differences in learning disabilities between males and females?

**Table N°(03): Shows the differences in learning difficulties between females and males**

Statistical indicators Variable	Source of variation (gender)	Group size	Arithmetic mean	Standard deviation	Test T	Significance Index (SIG)
Learning Disabilities	females	31	78.00	34.009	-2.437	0.018
	males	34	100.47	39.762		
Academic disabilities	females	31	42.68	23.628	-2.383	0.02
	males	34	57.15	25.172		
Behavioral characteristics	females	31	15.84	5.722	-2.352	0.022
	males	34	20.41	9.336		
Perceptual-motor disabilities	females	31	19.48	7.321	-1.549	0.126
	males	34	22.91	10.143		

The value of the t test was -2.437 in learning disabilities and the significance index was 0.018, meaning that the differences are statistically significant between males and females, where the arithmetic mean for females was 78.00 with a standard deviation of 34.009, while the arithmetic mean for males was 100.47 with a standard deviation of 39.762.

The value of the t test was -2.383 in academic disabilities and the significance index was 0.02, meaning that the differences are statistically significant between males and females, where the arithmetic mean for females was 42.68 with a standard deviation of 23.628, while the arithmetic mean for males was 57.15 with a standard deviation of 25.172.

The value of the t test was -2.352 in behavioral characteristics and the significance index was 0.022, meaning that the differences are statistically significant between males and females, where the arithmetic mean for females was 15.84 with a standard deviation of 5.722, while the arithmetic mean for males was 20.41 with a standard deviation of 9.336.

The value of the t-test was -1.549 in perceptual-motor disabilities and the significance index was 0.126, i.e. the differences are not statistically significant between males and females, as the arithmetic mean for females was 19.48 with a standard deviation of 7.321, while the arithmetic mean for males was 22.91 with a standard deviation of 10.143.

Based on the above, it is clear that the second hypothesis is true: there are significant differences in learning disabilities between males and females, in favor of males. However, the differences were not statistically significant in perceptual-motor disabilities.

The current finding is consistent with its findings (Abdullah and Al-Shehab's study, 2013), where there are differences in favor of males in the level of distraction and in favor of females in the level of immaturity. The results of a study (Al-Shafei, Al-Husseini et al., 2014)

also showed that there were statistically significant differences between the average scores of females and males in learning difficulties in favor of females.

### 11.3 Presentation and discussion of the results of the third question:

The third question reads as follows: Are there significant differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between males and females with learning disabilities?

**Table N°(04): Shows the differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between females and males with learning disabilities**

Statistical indicators Variable	Source of variation (gender)	Group size	Arithmetic mean	Standard deviation	Test T	Significance Index (SIG)
Academic disabilities	females	7	76.29	27.323	-0.163	0.872
	males	17	77.76	16.839		
Behavioral characteristics	females	7	21.29	7.952	-0.328	0.746
	males	17	22.94	12.235		
Perceptual-motor disabilities	females	7	30	5.228	-0.236	0.816
	males	17	28.94	11.266		

The value of the t test was -0.163 in academic disabilities and the significance index was 0.872; that is, the differences are not statistically significant between males and females with learning disabilities, where the arithmetic mean for females was 76.29 with a standard deviation of 27.323, while the arithmetic mean for males was 77.76 with a standard deviation of 16.839.

The value of the t-test was -0.328 in behavioral characteristics and the significance index was 0.746, meaning that the differences are not statistically significant between males and females with learning disabilities, as the arithmetic mean for females was 21.29 with a standard deviation of 7.952, while the arithmetic mean for males was 22.94 with a standard deviation of 12.235.

The value of the t test was -0.236 in perceptual-motor disabilities and the significance index was 0.816, meaning that the differences are not statistically

significant between males and females with learning disabilities, where the arithmetic mean for females was 30 with a standard deviation of 5.228, while the arithmetic mean for males was 28.94 with a standard deviation of 11.266.

Based on the above, it is clear that the third hypothesis is not fulfilled, so, there are no significant differences in academic disabilities, behavioral characteristics and perceptual-motor disabilities between males and females with learning disabilities.

This result agreed with what was reached in (Bahri and Chouial study, 2014), where it was found that there are no differences between males and females in the total score on the list of behavioral problems, nor are there differences between them in the two dimensions (strange habits, nervous crises, and withdrawal behavior), while there are differences in favor of males in the

following dimensions (excessive activity, deviant social behavior, rebellion and aggressive behavior). The study of (Bouanani and Bechlagham, 2017) also confirmed that there are no significant differences between males and females in terms of the prevalence of mathematics learning difficulties, meaning that the difference in gender is not a fundamental factor in the emergence of mathematics learning difficulties among fourth-year primary pupils. In (Kadi and Ben Zahi study, 2016), it was found that there were no differences in learning difficulties among third-year primary students due to the gender variable.

Based on the results of previous studies, it is clear that the behavioral characteristics associated with learning disabilities differ between males and females; males are characterized by rebellion and distraction associated with hyperactivity with an aggressive and deviant tendency, while females are characterized by immature behavior. However, there are no differences between them in withdrawal behavior, Western habits or nervous crises. However, when taking into account the general results, differences between males and females in behavioral characteristics are not statistically significant.

## 12. Conclusion:

Taking care of pupils with learning disabilities is crucial, as they have many psychological, behavioral and family problems, not just school. Neglecting to detect these difficulties will lead to academic delays and dropouts, which contribute to the spread of illiteracy and reluctance to study (which is considered a right of the child), which leads to the waste of energies and abilities directed toward the learning process. Therefore, attention to the detection of this group of pupils is a prerequisite, in order to provide them with assistance early in the onset of symptoms indicative of learning

disabilities. We therefore propose the following:

- Reminding educators (parents and teachers) of the need to take care of this category of children through awareness-raising campaigns (open school days organized in cultural homes, for example, or organized by education directorates) that highlight the specificity of these children and propose practical solutions on how to deal with them.

- Conducting training courses for teachers on how to detect and diagnose cases of learning disabilities.

- The importance of taking into account the factor of behavioral characteristics when diagnosing people with learning disabilities, which calls for building scales and lists for this purpose.

- Develop strategies and counseling and treatment programs in order to improve the level of pupils with learning disabilities, as well as enhance their self-confidence and give them more attention in order to help them to study and reduce the impact of their lagging behind their colleagues.

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